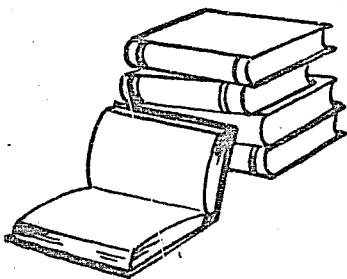


THE

B · C · TEACHER



OFFICIAL ORGAN OF THE B · C · TEACHERS' FEDERATION

VOLUME XVIII, No. 4.

DECEMBER, 1938

VANCOUVER, B. C.

EDITORIALS: The Old, Old Story — Exchange Teachers — Correspondence Courses — Yours Fraternally, in a Pickwickian Sense, of Course — Obiter Dicta.

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HIGHLIGHTS OF WORLD NEWS.

VANCOUVER, B. C.

Just Published

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"Since many people do not speak clearly or with a pleasing quality of voice", says the authoress in her preface, "steps must be taken to train the young in the art of speech if the purity of our language is to be preserved".

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Here is a book which every teacher should possess. Price \$1.25.

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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. It will be especially useful to the teacher in the country school. All of the 200 experiments are excellently conceived and will meet the peculiar needs of our own course of study in British Columbia. They are simple and fully explained by directions and illustrations. The reasons why things happen as they do are set out concisely in the last section of the book. Price \$1.25.

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THE OLD, OLD STORY

WHOEVER and whatever Luke was and however he came by the story, he made it great literature. Yes, something greater than merely great literature.

"And there were in the same country shepherds, abiding in the field, keeping watch over their flock by night. And, lo, the angel of the Lord came upon them and the glory of the Lord shone round about them, and they were sore afraid. And the angel said unto them, 'Fear not; for, behold, I bring you good tidings of great joy, which shall be to all people. For unto you is born this day, in the City of David, a saviour, which is Christ the Lord. And this shall be a sign unto you; ye shall find the babe wrapped in swaddling clothes, lying in a manger'."

Of course, you and I belong to a highly educated intelligentsia and we know all about folklore; we are sophisticated and perhaps a little vain about it; which means (doesn't it?) that we are wise guys. But yet . . .!

"And suddenly there was with the angel a multitude of the heavenly host, praising God and saying: 'Glory to God in the highest, and on earth peace, goodwill to men'."

It is doubtlessly enlightening and still more doubtlessly comforting to realize that this picture of heavenly portals rolling wide to announce the birth of a peasant boy is all based upon a conception of the cosmos borrowed from Babylonian mythology that was already ancient two thousand years ago.

"Peace on earth,—goodwill to men".

Or, more accurately translated, "Peace on earth,—among men of goodwill".



Fifth Season on the Air !

Allard de Ridder, conducting

B.C. Electric Symphony

every Monday evening at

7 P.M.

over Radio Station

C B R

Ah, there's the rub.

"Among men of goodwill".

Folk who so believe and hope when reason falters and who so mightily exercise the will within them that they bring things to pass. Peacemakers, "the children of God"; like Him, busy creating; ignorant that out of nothing, nothing can be made,—which any student of elementary science very well knows. The proposition is particularly self-evident if said in Latin; self-evident to a fool. Indeed, it probably provides us with as good an intelligence test as any by which we can find out whether or not we qualify—as fools.

"Peace on earth, among men of goodwill".

Maybe those are not so unlucky after all, who were born long enough ago to be able to quote that chapter from memory . . .

Junior, hand me the funnies, please, when you are done reading.

EXCHANGE TEACHERS

YEAR by year it is the pleasant duty of British Columbia Teachers' Federation to share in welcoming to this province visitors from the British Isles, and occasionally from elsewhere, who for the current academic year have exchanged places with British Columbia teachers. This system of temporary transfers is an excellent thing.

Of some excellent things there is enough for everybody but of opportunities to share in the benefits of teacher exchange there are not enough to go around.

A multitude of British Columbia teachers would dearly like to take advantage of such a chance to see far away scenes. They, no less than the fortunate minority, long to visit famous cathedrals and libraries and museums and theatres and legislative halls and public squares that bear names many of which have been familiar to them from childhood but that, in the ordinary course of human experience, they are unlikely ever to see. They know that their lives would be enriched by the human contacts such a visit should involve. They are sure they could teach better if returning from a year abroad they were able to realize for themselves and their pupils a familiar trail leading to their own school door from places of unique historic or literary or political or sociological interest across the seas. No matter how laborious and at first possibly somewhat unfamiliar were the tasks they might go to assume, the very unaccustomedness of it all they feel would be a tonic to body and mind. Many of our teachers are eager to learn at first hand how the folk of other lands are meeting their responsibilities to childhood and what those entrusted with similar responsibilities in British Columbia can learn from the experience of other parts of the world. And to make such a visit with the comforting assurance that their own classrooms would be awaiting them on their return would render doubly pleasurable a year's sojourn abroad.

Yes, it is an excellent thing and among the teachers of this province fitting appreciation and gratitude are duly paid to those many people in Canada and overseas who have developed and at present administer the machinery for teacher-exchanges. But, as has been pointed out in these columns on former occasions, the system needs overhauling or supplementing.

Since only a few of us can go on exchange in any one year, those few should be selected and duly accredited as honoured and responsible representatives of the teachers of British Columbia. Each such exchange teacher should go with the knowledge that he or she will be expected to report upon a selected phase of his or her observations and experiences abroad; and, on the return of our colleagues, systematic provision should be made to spread as broadly and effectively as possible the benefits incidental to the exchange.

From time to time *The B. C. Teacher* has had the pleasure of publishing papers by exchange teachers who have been our guests and by colleagues who are absent upon exchange or have returned from service in schools abroad. These contributions are much appreciated. More are wanted. Such an article appears elsewhere in this issue, contributed, at the editor's request, by Miss Susanne Jackson, who spent the academic year of 1937-1938 as exchange teacher in England.

In many cases groups of the stay-at-homes hear useful verbal reports and have opportunity to ask the questions which such reports are likely to suggest. But everything involved in the relations that do or should obtain between exchange teachers and the general teaching body is entirely too undefined, haphazard, uncertain, unofficial, casual, unorganized. Consequently exchange teachers are themselves placed in an embarrassing position and their colleagues are not given adequate opportunity to reap the advantage of vicarious contacts with institutions, customs, conditions and personalities in other lands.

The existing scheme has other manifest deficiencies upon which our space does not permit elaboration in this editorial. There is obvious room for more frequent exchanges between the Canadian provinces and with teachers outside the British Commonwealth of Nations as well as with teachers in various British Dominions with which our present contacts are inadequate.

The B. C. Teacher hopes that at an early meeting of the Executive Committee of this Federation a special committee will be set up to explore the situation and to suggest remedies, and that, when these are agreed upon, prompt and vigorous action will put them into effect.

CORRESPONDENCE COURSES

THE *B. C. Teacher* is committed to the opinion that education by correspondence provides a means for substantial equalization of educational opportunities in the differing and widely scattered communities of British Columbia and for the relief of many teachers from burdens too heavy to be borne unnecessarily. In the very near future, as we remarked in a September editorial, every school in the land will be able to offer expert instruction in practically every subject that is taught in any other school, however large and generously supported. Already, in the schools of British Columbia, as elsewhere, there is increasing intramural use of supervised correspondence courses. In the early future we hope to supply our readers with up-to-date information as to developments in British Columbia in the matter of instruction by mail.

The enormous number and variety of correspondence courses already offered on this continent alone—and excellent work in correspondence

education has been done outside America—is not generally realized. The W. P. A. Correspondence Study Department Extension Service, at the University of Michigan, has assembled in a single document the names of all correspondence courses and of American universities offering them. The report does not cover the work of private correspondence schools or of state educational departments, nor does it include any data on correspondence courses in Canada. Apart from these particular fields, however, the report is bulky and impressive enough. It consists of thirty-four pages of single-spaced mimeographed material, in which all words capable of abbreviation are abbreviated. The correspondence courses named include 689 different titles. A few of these courses are offered by but a single university; most of them are offered by many universities; many of them are offered by from twenty to forty different universities; one by as many as forty-seven distinct institutions.

To date the efficiency of education by mail has doubtless suffered by conspicuous lack of co-operation and equally conspicuous overlapping. These and other defects will be remedied the sooner if the teaching body as a whole manifests an intelligent interest in the possibilities of correspondence instruction.

FRATERNALLY YOURS, IN A PICKWICKIAN SENSE,
OF COURSE

BRITISH Columbia Teachers' Federation is yearly growing more useful, yearly attaining more nearly to the ideal of a professional body representing and including the teachers of this great province.

But it is still far from being the brotherhood that, in the opinion, of the Editor of this journal, a teachers' federation ought to be.

A colleague dies. The Pensions Act, which the Federation has secured, provides his widow with at least something. Whether it is enough or not we don't know. Whether the fatherless children need the unostentatious oversight and invisible friendly guidance which their father's colleagues might supply, we do not know. What arrangements are to be made to render possible to these children an education comparable to that achieved by their father, we do not know.

Of course, everybody ought to be protected by life insurance and by accident and sick benefit insurance of one sort or another. But in spite of the patient efforts of Mr. Heaslip and Mr. Alsbury and other such apostles or exponents of rational protective policies, only a small minority of the teachers of British Columbia are so protected.

Presently catastrophe strikes. It is not death this time, but a teacher is missing some fine day. A week elapses. Sympathetic messages are sent to some sickroom or hospital word. A few weeks, and the School Board's legal responsibilities are at an end. Presently it is realized that, for a matter of months at all events, the teacher has ceased to be an earner.

Meantime he has to live, if he can. The rent has to be paid. The butcher and baker and candlestick maker cannot continue their services gratuitously.

And the betting is dollars to doughnuts that (unless merely as unorganized individuals) we do nothing about it.

Membership in our Federation will some day mean membership in a true fraternity, equipped for mutual burden bearing.

Meantime, what about that chap on your staff or on the same staff as the writer of this editorial, who may be off work for six months or a year? The Federation is not as yet organized and equipped to deal satisfactorily with such a case. Does that mean that nobody has any moral responsibility in the matter?

The damnable smell of charity need not affect our policies. If we each contribute a dollar or so a month,—or whatever our share seems to be—the burden need cripple no one and a friend may be saved from mortgaging his future and from, in this present, thinking himself alone and forgotten. If and when our own turn comes to share in financial benefits which, in more fortunate circumstances, we merely helped to confer, let us accept as generously as formerly we gave.

The constitutional changes involved in the transformation of our Federation into a brotherhood will require much time and mature discussion. The establishment of fraternal relations within the staff of a single school system or of a single big school awaits only the willingness of the relatively small group that is immediately concerned.

OBITER DICTA

WE desire to call the special attention of our readers to the letter of Mr. J. J. Kerr, Executive Secretary of British Columbia Tuberculosis Society. Whatever the teachers of British Columbia can do to help in the battle against tuberculosis should obviously be done. If we can do nothing more at present than buy Christmas Seals, by all means let us buy Christmas Seals, and thus help provide funds to fight the plague. It is probably true that more of us should be regular subscribers to *Your Health*, the organ of British Columbia Tuberculosis Society. The proper governmental authorities might well consider the wisdom of having this excellent little journal sent monthly to every school in the province. Such a proposal was advanced some years ago, we believe, and it is due for reconsideration.

* * * * *

ONCE again, and very shamefacedly, we are about to celebrate the birth of the Prince of Peace. If among men and women of goodwill there are enough whose sense of humiliation is adequate, 1939 may have better things in store for the world than 1938 has seen revealed. Out of that hope which "springs eternal", *The B. C. Teacher* conjures up good wishes for its readers and for the world at large something that refuses to be despair.

* * * * *

CONTRIBUTORS are earnestly requested to insert their names and addresses below the title of any article submitted for publication in *The B. C. Teacher*. It happens on occasion that an article gets separated from its covering letter and it is then difficult and sometimes impossible to identify the author.

Our Magazine Table

IN spite of its plain exterior *School Science and Mathematics* always repays examination. Last month for example a questionnaire was given on the teaching of science in the elementary grades. You were asked to check your opinion and next month compare your answers with the responses of fifty-one well known educators. I liked the dramatization of *A Night in 1838*, laughed at *Prehistoric Mathematics?* and smiled for some reason at another title, namely, *What the Science Teacher Should Know*.

IN front of me is a little magazine of twenty-five pages packed with valuable information of general interest to all teachers. Read the *Educational Research Bulletin*, (Bureau of Education Research, Ohio State University) for September.

ANOTHER publication which wastes no time in coming to the point is the *Curriculum Journal* (Geo. Peabody College, Nashville, Tenn.; \$2.80). In my opinion "Our Progressing Education" and "Combining English and Social Studies" are two outstanding contributions found in the October number.

CONSUMER education is rapidly commanding increased attention and it is about time too, in order to combat the predatory wiles of certain high pressure salesmen we all know. Read about "Courses in Consumption" in *The School Review*, (University of Chicago, 5835 Kimbark Ave., Chicago, Ill.; \$2.70) for October and let us hear concerning your reactions.

THE *Washington Education Journal*, (707 Lowman Bldg., Seattle; \$1.50) makes no attempt to hide the fact that it is a "house organ" of the Washington Education Association published primarily to inform the membership of the program, progress and problems of the association. But in spite of this cold-blooded assurance we in British Columbia still find plenty to interest us in your magazine, so what are you going to do about it, Mr. Marsh?

FROM "Canada and War in Europe" to "Surrealism in Toronto" is a far call, but *The Canadian Forum*

managed in October to squeeze both articles within one cover. The first contribution concludes with a decision that we should stay out of any European war. The second article asks how far the surrealists can go in their apocalyptic attempt to make the human mind create a new heaven and a new earth!

THE opening of the hunting season is as good a time as any other to bring to your attention *Our Dumb Animals*, (46 Central St., Norwood, Mass.; \$1.00). The more I see of this magazine the more I like it. It is not maudlin but sincere in a real effort to prevent undue suffering. Everybody probably has longed to use a gun but there usually comes a time when he suddenly realizes that it takes much more skill and sometimes plenty more courage to take a good picture than to kill at a distance.

TO me the most interesting pages in *The New York Teacher*, (The Teachers' Union, Local 5, 114 E. 16th St., New York, N.Y.; \$1.00) are the section devoted to the theatre. Perhaps for you the section on books will prove of more appeal. Other teachers may find of major concern in this magazine the emphasis placed on Unionism. All cannot fail to find general articles well worth reading. For example, the Short Story is generally good.

ARE teachers ever guilty of playing with a yo-yo or doing cross-word puzzles? If so perhaps we can inveigle a few more of you to subscribe to or at least examine *The Journal of Geography* (450-454 Alameda St., Menasha, Wis.; \$2.50), because in the September issue there is the cutest little vertical and horizontal criss-cross under the caption of "The C's of Latin American Commerce". For the more sedate there is "The Quay-aquil Lowland" and for the middle sixty per cent (you and me both) there is the neat little discussion on "Diagnosing Children's Ability to Use Maps" and the really important article on "Natural Significance of Soil Conservation".

CAN you write Limusicks? First of all what are Limusicks? For the answer we refer you to *The Young Musician*, (58 Berners St., London, W1, 7s, post free), a magazine for all young students who love and make music. This

little publication is full of many merry tunes, both words and music. In it the learning of good music is made a fascinating game. I particularly liked the style in which the story of William Tell was presented and the human interest approach to the lives of certain composers. Imagine a Mozart crossword puzzle! And you should see the words and music of "Tomahawk Joe" in the section called "Sing a Song of Canada"!

IT is almost too late, but not quite, for you to subscribe before Christmas for yourself or for a friend, to some magazine mentioned in these columns. If you have any Scottish tendencies you will appreciate our suggestion that by subscribing through Mr. J. R. Leask, 3555 West Fourteenth Avenue, Vancouver, you will be saved many perspiring shekels. This *B.C. Teacher* subscription agency is conducted on a non-profit basis.

WE are pleased to receive Vol. 1, No. 2, of *The Manitoba School Journal* (463 St. Mary Road, Winnipeg, \$1.00), which goes to every teacher and school board in Manitoba. To all our own teachers we commend Dr. Dickie's article entitled "Enterprise Education". The series, "Manitoba and Her Resources", is also very valuable. Another series, "Needs of Developing Personalities", should be read by parents as well as teachers. We think your proportion of pictures to textual matter is about right. Good luck, M. S. J.!

LIKE the echo of a bugle, educational notes are still reverberating through the pages of teachers' magazines about the first meeting of the International Conference on Correspondence Education held at Victoria during last August. The November issue of *The School* features this meeting in its section devoted to British Columbia. Of interest to teachers of French will be "L'Etude des Langues Modernes en France" by Jean Simon. Other teachers might try translating the article as an exercise in one of the two official languages of Canada. "Some Observations Regarding Departmental Examinations" is profusely illustrated with graphs to demonstrate that the recommendation system is sounder than the single examination.

MERELY thumbing over the forty-seven pages of hectograph work in

The Canadian Teacher makes my fingers fairly itch to get hold of a jelly-pad again and play with some of the picture pages much as Father is said to buy Junior a train in order to play with it himself. In the old days how we used to have to smudge around and ruin books in order to obtain a few dozen doubtful copies of whatever we wanted. But why should I effuse further about a publication to which all you teachers of elementary schools have subscribed long ago!

"UNDERSTANDING the Child" (111 St. George St., Toronto, Ont.; 50c), for October deals mainly with mental hygiene in the first grade. Primary teachers could do worse than have this little publication beside them on their desks for handy reference.

WE congratulate Mr. Weston, Art Master, Provincial Normal School, Vancouver, on "A Teacher's Manual of Drawing" (Thos. Nelson & Sons; \$1.75). We saw this book advertised in *The Educational Review* (80 Pitt Street, St. John, N. B.; \$1.25).

FROM New South Wales comes *The Education Gazette* with helpful "Electrical Safety Precautions" and interesting news from "down under". The "Library of Films Available for Use in Schools" nearly always lists many films pertaining to Canada such as "Unlocking Canada's Treasure Trove", "Big Timber", "Saga of the Silver Horde", and "After Fifty Years" (story of the rise of Vancouver). I wonder if we display the same enthusiasm over New South Wales?

ARE you looking around for a good map showing German minorities in Europe? Subscribe to *World Affairs* (224 Bloor St. West, Toronto; \$1.00), that excellent little publication on current events for Canadian schools. No space to speak of is allotted to advertisements so you get more than your money's worth of information compiled in a succinct manner.

IN "An Approach to English Literature", Mr. Jones of the University of Alberta decries the fact that modern children have lost contact, through the neglect of Greek and Latin, with the rich literature of ancient civilization. "The Port of Vancouver" is the subject discussed by a Mr. McDougall. Some

neat criticism of modern education is voiced in an article entitled "A Dream". Read *The A. T. A. Magazine* (Imperial Bank Bldg., Edmonton; \$1.50) for further information.

THE official publication of the Detroit Teachers' Association, a newspaper called *Detroit Educational News*, this month stresses visual and radio education and contains a statement by a state superintendent urging "abandonment of the ancient method of textbook instruction".

TO prevent or cure the deadly bite of "jitterbug" why not try out "The Social Dance Class—a Laboratory for Acquiring Social Ease"? Why should letters and monograms nearly always stand for achievement in athletics only? Excellence in other lines besides physical ability should certainly be recognized. See *School Activities* for a full discussion. Another interesting article is "The Rising Tide of School Journalism". Tucked away in the section called "How We Do It" we came upon a contribution by Mr. W. Gilmore Clark, Silverdale, B. C., Canada, entitled "A Song Folio". Good work, Gil!

MARIONETTES, a pageant, cardboard mattress box stage settings, mardi gras masks, the Chinese shadow theatre all find adequate description and illustration in the November number of *School Art*. Instruction is even given in constructing a diorama and in drawing farmyard creatures. If you haven't this magazine at hand to help you with your Christmas concert don't say "Our Magazine Table" hasn't lauded the many merits of *School Arts* many times before. The October issue had two pages of Haida Indian Dance Masks and Totem Poles drawn by Mr. Jack Hamilton, principal of the Sir William Van Horne School, Vancouver, B. C., Canada. Did you see them?

WHAT are the "Earmarks of a Good Teacher"? We all have our theories. Jot down your list and then check it against what Lester K. Ade of Harrisburg has to say in the *Pennsylvania School Journal* (400 North Third St., Harrisburg, Pa.; \$2.25). While in the United States, we stop to admire the new technique employed by *Public Education — Pennsylvania* (Education Bldg., Harrisburg), to carry its message to its readers. Instead of ordinary

wordy descriptions, hundreds of excellent pictures fill up the entire space on almost every page. We are quite used to this camera method of catching the eye as employed by many pictorial magazines but this is the first real example we have met of its educational practise on such a large scale. This department hastens to compliment *Public Education* on a very striking and, we hope, a successful innovation.

THE *Seattle Grade Teacher* (547-549 Henry Bldg., Seattle; 75c), is a homey little magazine with a distinctive personality of its own. Though somewhat too local in its range for "Our Magazine Table" for us to advocate wholesale subscriptions to it by British Columbia teachers, nevertheless we are always pleased when this neat little publication drops in for a chat with us. Thanks for calling on us, and be sure to come again, good neighbour.

TRY this experiment: Close your eyes, cover them with your hands, and then observe what a gorgeous display of colour in action you see. So writes Carl E. Seashore in an article on "Colour Music". It probably won't be long now before we shall view practical demonstrations of colour music on the talking screen, or buy radios equipped to react in colour to the music being tuned in at any one time! Do you or don't you approve of the use of Rossini's "William Tell Overture" as a musical background for the Walt Disney cartoon, "The Moose Hunters". There is quite a lengthy pro and con discussion on the subject in the October *Music Educators' Journal*.

I FOUND a very helpful article on workbooks in arithmetic in the October issue of *Journal of Educational Research* (Public School Publishing Co., Bloomington, Ill.; \$3.50).

ONE of the best values a primary teacher can obtain for her money is a subscription through Mr. Leask to *The Instructor*. The book (it is more than a magazine) fairly bulges with valuable and interesting schoolroom activities for elementary teachers.

THIS department cordially invites any teacher who has found certain magazines of real service to himself or herself to write in and tell us about them. It is the least one can do in fairness to the magazine concerned.

B. C. T. F. and Kindred Associations

NEWS ARISING OUT OF CONSULTATIVE COMMITTEE MEETING, DECEMBER 3rd

STUDY Group: The P.T.A., the British Columbia Trustees' Association and the British Columbia Teachers' Federation have established a joint study group for the discussion of problems of common interest. The group has been functioning successfully for some time. At the present time it is proposed that the group investigate the question of the effect of the longer school day on younger children who have to depend on buses for transportation.

Executive Meeting: The British Columbia Teachers' Federation executive will meet on December 22nd.

Length of Junior High School Day: A committee of six (two from the Provincial Elementary Association, two from the Provincial Secondary, and two from the Provincial Principals) has been appointed to investigate the merits and demerits of the length of the present Junior High School day.

Educational Finance: A committee consisting of Mr. J. M. Thomas, the President, Mr. H. Charlesworth, the General Secretary, Mr. Heyward, the chairman of the Fraser Valley District Council, and Mr. J. H. Sutherland, the Vice-President, has been named for the purpose of formulating a definite policy on the question of Educational Finance. The committee is asking all affiliated associations to discuss this matter thoroughly and to submit their recommendations to the committee. The committee urges all interested bodies (and all bodies should be interested in this important problem) to place this question on their agenda at once so that when the committee's report is drawn up, all will have had an opportunity of presenting their views.

The Consultative Committee has accepted the suggestion that Appendix II (Parts 1, 2, 3, and 4(d)) of the King Report might serve as a good basis of discussion. These sections deal with:

1. The Distribution of the Burden of School Finance.
2. New Sources of Revenue.
3. Centralization or Decentralization of Financial Control.
- 4(d). Provincial Schedules of Salaries.

It should be noted, as an added source of interest, that the matter of salaries is closely bound up with this whole question.

Copies of the relevant parts of Appendix II are being sent to all associations and to District Councils.

Salaries: The case for minimum basic schedules is continually being pressed before the Department of Education. The President, Vice-President and General Secretary have been instructed to endeavour to find new ways of pressing home the need for such schedules. Furthermore, the need for the recognition of regular salary increments in all areas is to be emphasized. The report of the Surrey Arbitration Board stressed the value of a regular system of salaries.

Once again it should be emphasized that this problem is intimately connected with the question of securing more revenue for educational purposes.

Minutes of Consultative Committee Meetings: It has been agreed that fuller reports of the meetings of this body should be sent to Executive members.

NEWS FROM FEDERATION HEADQUARTERS

The purpose of this section of the magazine is to stimulate interest and activity in the work of the B. C. Teachers' Federation and its affiliated Associations. Each Association has been asked to appoint a member whose responsibility it is to keep us informed as to what is being done. We have heard from only a few.

If all would co-operate, we are sure that ideas would be forthcoming which would help the officers of the various associations to vitalize their work.

How about it Revelstoke, Nelson, Comox, Penticton and Prince Rupert? We want to hear from you. Your criticisms and all will be published in this section as long as they are intended for the purpose of improving our organizations.

The Federation would also like to see all the District Councils throughout the Province assuming a vital role within the framework of our organization. Why not use this section of the magazine to exchange opinions and experiences.

REMINDERS

1. British Columbia Teachers' Federation fees are due on or before December 31st.
2. Has your Association considered the British Columbia Teachers' Federation report on the "Larger Administrative Area?"

3. Is the resolution pertaining to the proposed change in the *British Columbia Teachers' Federation* Constitution on the agenda of your Association?
4. All Local Associations have been asked to send to the Membership Committee the total number of teachers eligible for membership in the *British Columbia Teachers' Federation* in their respective areas. Have you complied with the request?
The other associations are asked to send in this information as soon as possible.
5. Local Associations are urged to invite Executive members to come to their meetings to discuss the work of the *British Columbia Teachers' Federation* wherever possible.

There follows a list of *British Columbia Teachers' Federation* Executive members, outside of Greater Vancouver. Invite them to talk over problems with you.

Mr. Wm. H. Gurney.....	Kamloops
Mr. Harry Hayward.....	White Rock
Mr. A. L. McPhee.....	Fernie
Mr. A. M. Hurst.....	Revelstoke
Mr. F. L. Irwin.....	Nelson
Mr. D. B. Turner.....	New Westminster
Mr. Denis C. Smith.....	South Fort George
Mr. J. S. Wilson.....	Prince Rupert
Mr. F. T. Marriage.....	Kelowna
Mr. H. E. Blanchard.....	Duncan
Mr. C. T. Rendle.....	Courtenay
Mr. Wm. McMichael.....	Victoria
Mr. W. J. Logie.....	Kelowna
Miss Hilda Cryderman.....	Vernon
Mr. Robert Jenks.....	Cloverdale
Mr. B. Thorsteinsson.....	Powell River
Mr. H. W. Creelman.....	Victoria

Mission Salaries: The Mission Association has succeeded in negotiating a salary schedule acceptable to both teachers and School Board.

Larger Administrative Area: The entire province of Alberta has been tentatively re-distributed so that when the work of re-organization has been completed there will be approximately fifty Divisions. The twenty-two divisions already organized contain fourteen hundred and ninety-one school districts.

Sick-Benefit Fund: In the November issue of *The B.C. Teacher*, Mr. T. T. Alsbury explained the V.S.S.T.A. Sick-Benefit Fund and discussed the possibility of some similar fund for the *B.C. Teachers' Federation*. If mem-

bers are interested, they should see either that a resolution is forwarded to the *B.C. Teachers' Federation* Executive asking for action on the matter or that Executive members are instructed to bring the question before the next Executive meeting.

Victoria: Arbitration proceedings are being carried forward by the High School teachers.

Revelstoke: Arbitration proceedings are being carried forward.

Salmon Arm: The Membership Committee last month suggested the formation of a local association in Salmon Arm. Is there no Federation member prepared to undertake this task? Anyone who will do this will receive our full co-operation.

Bridge River: Bridge River teachers would derive great advantage from having a local association in their area. We repeat our invitation of last month and assure the full co-operation of the Membership Committee.

Co-Operative Purchase of Text-Books: There is a report from the Duncan Consolidated School Board. If there are any other plans of this kind please send them to us. The report appears under the section: NEWS, PERSONAL AND MISCELLANEOUS.

District Councils: At the next Executive meeting the Finance Committee is bringing in for discussion a recommendation that each Association be assessed ten cents per member by the District Council to help finance District Council meetings. At the present time the Federation meets the expenses of two meetings a year. Under the proposed change the Federation would pay the difference between the total cost of the meetings and the amount contributed by the local associations. Executive members are asked to be prepared to discuss the recommendation.

Peace River: In the Peace River Area the *Teachers' Association* is mimeographing a monthly bulletin which is sent out to the teachers along with their cheques. Other areas might find this a worthwhile manner of developing interest in their Association. There are plenty of problems which might be discussed in such a bulletin, problems not only of general interest but also of particular interest to the teachers in the area concerned.

Fraser Valley District Council: This Organization has undertaken to see that Fraser Valley teachers have a full op-

portunity to become familiar with the question of affiliation with the Trades and Labour Congress of Canada and with the problems involved in securing a solution to the question of Educational Finance.

Science Section of Secondary School Teachers' Association of the Lower Mainland: At a dinner meeting of this Association on November 15th, Dr. J. Allen Harris spoke on "Recent Developments in the Field of Cellulose Chemistry". The officers for 1938-1939 are:

President: Mr. W. Reid, Lord Byng High School, Vancouver.

Secretary: Mr. E. R. Ballard, Lord Byng High School, Vancouver.

PLEASURE AND EDUCATION THROUGH W.F.E.A.

THE summer cruise to South America via the Holland-America S.S. Rotterdam, which has been arranged in connection with the Eighth Biennial Conference of the World Federation of Education Associations at Rio de Janeiro, August 6-11, 1939, is attracting keen and widespread interest. The Rotterdam is a large ship of 24,150 tons, and is especially adapted for long distance cruising on account of her steadiness and unusually comfortable accommodations, both cabins and assembly rooms.

Leaving New York on Wednesday, July 5th, the tour party will stop at 14 ports of call and shore excursions will be provided at each of these ports. These side trips will not only make a delightful break in the journey from time to time, but as the itinerary in each case has been planned by travel experts, these little journeys will be of great value in acquainting teachers with characteristic features of South American life, customs and scenery. It is altogether probable that local authorities and groups will provide receptions in each of these centres or, at least, in the major cities.

Only a great conference, such as the W.F.E.A. meeting at Rio, would warrant the chartering of a first-class liner for such a cruise. Not only will the rates be moderate, but the whole ship is to be treated as one-class, so that all passengers will have the full run of the ship. Rates will, of course, vary according to cabin location.

South America has special attractions for Canadian and American teachers. There are scenic features of unusual charm and manners of life of many

unfamiliar types, and there is, too, a romance of history which throws a glamour about this southern hemisphere. Very few of our teachers have ever had the opportunity of visiting any South American countries and in view of the world situation today, it is of high importance that teachers and others who have responsibility in forming public opinion should acquaint themselves at first-hand with our southern neighbours.

The response so far to the announcements through the public press and our teachers' journals has been very gratifying and indications are that there will be a very large attendance of teachers from Canada and the United States. Such a cruise offers an unusual combination of pleasure and education, delightfully blended, and providing one of the outstanding experiences of a lifetime.

ELEMENTARY DEPARTMENT

IN the November issue of *The B.C. Teacher* there appeared, under the heading "Committee on Factual Information" (Elementary Department) page 111, a list of helps available from the committee. The committee would be pleased to receive suggestions from teachers and asks specifically whether they wish to be supplied with any of the following:

1. Suggestions for seat-work which would assist primary grade pupils in learning reading, language, or arithmetic;
2. Suggestions for seat-work which would assist them in gaining information for themselves in such subjects as science or health;
3. Number tests;
4. Samples of printing to show what an average child can do at the end of a certain period of time;
5. Suggestions with regard to what pupils might do in working out a junior unit of study.

Anyone interested is asked to write to Miss Dauphinee, Board of School Trustees, 590 Hamilton Street, Vancouver, B.C.

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C. T. F. Report on Salary Schedules

AMONG the Special Reports presented at the 1938 conference last summer, one which attracted particular attention was that on Salary Schedules, prepared by a Committee of Saskatchewan Teachers headed by Mr. F. R. Bolton. It is a 35-page report, with tables and graphs, and contains much valuable information for anyone who is interested in this matter of Salary Schedules.

The Foreword explains that it was prepared because of insistent demands from teachers in Saskatchewan for a provincial salary schedule, sponsored by the Saskatchewan Teachers' Federation. It points out that:

"In its investigation the committee has kept chiefly in mind the plight of the rural and small town teacher. The rural teacher has remained, and will continue to remain until something really positive and constructive has been done about it, the Cinderella of the teaching profession. An improvement in the economic position of our teachers will be an important advance towards the final objective of our school system: the education of our boys and girls who trudge hopefully and expectantly to school".

It states that the purposes of the investigation were four:

1. To study conditions as they at present exist *within* the teaching profession, and also *external* conditions which affect the economic life of the teachers;
2. To compare salaries of teachers in Saskatchewan with those of teachers in other parts of the Empire, in the United States, and in the *larger units* in Canada;
3. To study authoritative opinions by investigators on the question of what policies should govern a salary schedule;
4. To draw up a tentative minimum salary schedule for Saskatchewan—not a maximum, but merely a minimum, below which a district cannot go.

The suggestion is made that it would be very helpful to teachers in any and every province if similar studies were made in other provinces, in order that the results may be compared, and a more comprehensive picture secured.

What Is a Salary Schedule?

"By a Salary Schedule is meant a plan formally adopted by a Board of Education for the payment of school employees, which to a large degree determines the initial salary, the amount and number of the yearly increments, and the maximum salary received by the various groups of teachers, principals, and other employees with specified qualifications".

The Purpose in Maintaining Salary Schedules

1. "It should determine the quality of people attracted to the profession. It cannot be expected that people will enter a profession that promises only perpetual financial anxiety, thwarted ambitions, and bitter old age". If we are to establish our profession on a firm basis we must endeavour to make it proportionately as attractive as the opportunities offered in other professions.
2. To secure new teachers, who are personally competent and professionally prepared.
3. To encourage the professional growth of teachers while in service.
4. To retain the most competent teachers in the school system.

The following are a few of the interesting points brought out in the report: (a) In all other parts of the Empire—except Canada—salary schedules are functioning on a permanent basis. In both Britain and the other Dominions there were at first local school districts of one kind or another, but these were discarded when it was found that they were unable to either administer or finance schools. In Australia and South Africa the State or Provincial Governments pay the teachers, who have the status of civil servants.

(b) Except in Canada the rural teacher is paid as highly, or a higher salary than the urban teacher. In England and Scotland the one-room rural teacher is treated as a head teacher and obtains a greater salary than an assistant in the elementary school in town. New Zealand writes: "No scheme would be acceptable in New Zealand that made any difference between city, town or country, except in favour of the country".

(c) Outside of America, schedules for men are generally higher than for

women. In America the schedules in the United States and in the larger units of Alberta and British Columbia are the same for men and women.

(d) In Canada and other parts of the Empire, salaries are higher in secondary schools than in the elementary schools. In the United States there is a general tendency in the State schedule toward what is called the single salary schedule, which differentiates salaries on qualifications and not on grades taught.

(e) The National Education Research Bulletin, Washington, says: "The phrase *cost of living* refers not only to trends in the *purchase power of the dollar*, but also to the amount of money which the teacher will require in a given community to maintain an *acceptable plan of living*".

The variations in cost of living are discussed in detail, and it is pointed out that in Australia there is an attempt to adjust salaries to cost of living.

With reference to an acceptable plan of living this statement is made: "The Committee believes that if a teacher is going to keep up with his work, improve his standing and maintain a fresh and cheerful outlook on life, he is entitled to a standard equal with that obtaining in other professions for those who have similar responsibilities and who have spent an equal amount of time in preparation for their life's work". And again: "The teachers with first class certificates should finally obtain a wage 2.2 times that of unskilled labour, and a university graduate should receive 3.0 times that of the unskilled labourer".

Policies which Should Govern the Salary Schedule. Some of the points made are:

1. In attempting to establish the minimum salary the schedule maker should proceed upon the theory that the beginner's salary would support the teacher and give a reasonable return on his investment. It should be low in comparison with the maximum or ultimate salary of the teacher who has proved his worth and evidenced his intention of making teaching a profession. It should compare favourably with that received in other work requiring equal preparation and ability.

It is recommended that the minimum be tentatively established at a figure not less than one and one-third times the total annual cost of appropriate necessities for an inexperienced teacher without dependents, living apart from relatives but not maintaining a home. This would permit 75 per cent for necessities, 10 per cent for saving, 5 per cent for giving,

and 10 per cent for betterment. However, if the salary so determined were found to be significantly less than the average income obtainable by inexperienced persons of equivalent ability and training on other lines of work, it might need to be raised in order to attract the kind of individuals desired as teachers.

2. The maximum salary offered should be at least sufficient to support a family of average size at a genuinely cultural standard of living. This does not mean that teachers should be paid different amounts according to the number of dependents they have; it means rather that because the raising of a family is a normal and desirable function, it should be adequately provided for at the upper levels of the salary schedule. If this is not done many competent persons will either be driven from the profession or be prevented from maintaining their maximum efficiency. Reports of the National Education Association recommend an increase of 10 per cent in a teacher's salary for each year of additional training, and this is approved by general practice in the United States.

3. As to *increments*—some authorities advocate that "salary increments be so arranged that a teacher may progress from the minimum to the maximum in about ten years". Others advocate 20 increments, to keep teachers "encouraged and working up to capacity".

It is generally felt that to have the size of the increment vary with the efficiency rating is a dangerous policy and is apt to lead to grave injustice.

Copies of the report dealt with above may be obtained from the Canadian Teachers' Federation, Secretary, Mr. C. N. Crutchfield, Shawinigan Falls, Quebec, for 25 cents postpaid—the cost of printing and mailing.

NORTHWEST FRASER VALLEY

A VERY interesting meeting of the Northwest Fraser Valley Teachers' Association was held in the James Park School, Port Coquitlam, at which the speakers were Mr. J. W. B. Shore of Woodland School, and Mr. J. Sutherland, the genial vice-president. Mr. Shore explained his home-made science apparatus and answered questions concerning the teaching of general science. Mr. Sutherland gave many helpful suggestions regarding the increasing of membership. Acting on one of these suggestions, the fees were increased to \$1.00, of which a portion is to be used for pooling of travelling expense. President W. C. Brand was in the chair.

NANAIMO

ON Monday evening, November 30th, Nanaimo and District Teachers' Association were hosts to members of the Ladysmith and Chemainus Associations at an informal party in the auditorium of the Thomas Hodgson School. Following a very brief business session, a varied and interesting programme of stunts and games was carried out under the leadership of Nanaimo's president, Mr. Ed. Breckenridge. Following this, prizes were distributed to members of the winning group by Mrs. J. B. Litch. The serving of refreshments under the convensorship of Miss Gladys Walls brought a very pleasant evening to a close.

(Other associations might try out a similar plan. The plan of inviting guests from other associations is one that should be extended).

Africa, and gave the meeting a most interesting account of the conditions in the schools and in the profession of teaching in South Africa. The whole system of education is centralized, and as a result teachers have equal salaries—and what large ones!—wherever they may be working. Numerous questions were asked after the speech, but Mr. Gilmore's answers only made us more envious than before of teachers in the "dark continent".

The members from Penticton, with Mr. Loomer as their spokesman, expressed their pleasure at being guests at the Kelowna meeting. Mr. Campbell gave a report of the executive meeting of the O. V. T. A.

(Perhaps other organizations could adopt to advantage the plan of inviting to their meetings representatives from neighbouring organizations).

—A. M. GALE.

KELOWNA

THE November dinner-meeting of the Kelowna District O. V. T. A. was attended by a delegation from Penticton—Mr. and Mrs. Claire Loomer, Mr. and Mrs. John Gilmore, and Miss Watson. Mr. Gilmore is on exchange from South

NOTICE

SECONDARY teachers are invited to a Luncheon to be held on December 21st. William Alsbury, Secretary, 2604 East 6th Avenue, Vancouver, B. C. Phone High 2072-R.

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SABBATICAL LEAVE

THE committee which has been set up to explore the desirability and practicability of provision for sabbatical leave for British Columbia teachers has got well under way, and hopes to have definite recommendations ready for consideration by next Easter. The committee includes the following members, to whom it hopes to add representatives of the inspectorial staff:

Representing the Executive of British Columbia Teachers' Federation—Norman F. Black, convener.

Representing the Elementary Teachers' Department—Miss Christine McNab, Royal Oak, Saanich, and Mr. L. B. Matthews, Happy Valley, V.I.

Representing the Secondary Teachers' Association—Miss Louise Poole, Haney, and Mr. W. M. Armstrong, Vancouver.

Representing B. C. Principals' Association—Mr. Herbert Gamey and Mr. J. R. Mitchell.

Representing B. C. Trustees' Associa-

tion—Mr. James Blackwood, Vancouver, Mr. W. J. Sparling, Haney, and Mr. Geo. A. Grant, Vancouver.

Representing British Columbia Parent-Teacher Federation — Mrs. J. A. Hallberg.

ANNE STEWART TOURS

MISS Anne Stewart, who for a number of years has been conducting a summer tour to the Orient, is again making plans—if there is a sufficient demand for a tour next summer. The ship will be the *Empress of Canada*. It must be interesting to visit warring countries, without danger to oneself.

There is one rule which in all places and in all forms of education should be held as primary, paramount and, as far as possible, exclusive: Acquirement and pleasure should go hand in hand.—HORACE MANN.

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.

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Ramblings of Paidagogos

THE INWARDNESS OF WORDS

THERE is today a growing impatience with words. There is a steadily mounting conviction among schoolmen that words are somehow divorced from the work-a-day business of living, that they are too closely associated with the rather disreputable academic tradition. Especially is this true of abstract words, since these have a tendency to be regarded as lending themselves with too great an ease to sheer excursions into dialectic—which latter are amusing enough to the intellectual gymnast but of no practical value to the man of affairs.

The reason for this attitude is not far to seek. By their very nature words are liable to the most shocking abuse. They present the readiest opportunity for the substitution of form for substance. Patent though it may be that the essence of a word is its meaning, yet a word can be bandied about by persons who have no real grasp of its meaning. Thus rote learning—the most facile and barren of all educational procedures—gained a one-time preeminence in the schools. Thus also the polysyllabic thunderer, whose reliance was upon sonority rather than upon sense, achieved his delusive and egregious effect.

But there is another side to the question. The fact that words can be abused is no condemnation of words themselves, but only of such people as employ them basely. There is no human instrument, nor indeed any natural law, that ignorance or interest is unable to prostitute to a mean service. How inevitable then that language, the commonest tool of all, should be applied by some to unwarrantable uses.

To be very elementary—and the reader will realize that I have to begin somewhere—words are symbols. Meaning is not inherent in them any more than it is inherent in symbols generally. Always they derive meaning from the needs they serve, from the exigencies of human thought and experience. Let the circumstances of life change and meaning is modified. Words are nothing but rather stable and easily manipulated exponents of man's environment, of his procedures, and of his generalizations. The meaning of a word proceeds from the actualities of social living, and it is fixed by social currency.

It surely follows from this that genuine authority over language is the hall-mark of genuine education, that mastery of the concrete is ultimately manifested through mastery of the abstract, that the final stage of enlightenment is concerned not so much with tangible things and specific processes as with the ideas (explicit through language) that give significance to both things and processes.

But in the expression "genuine authority over language" there must be a peremptory emphasis upon the word "genuine"—an emphasis subject to no extenuation whatever. Since the meaning of any word to the individual is neither more nor less than the integration of his total experience with the actual objects or relationships represented by that word, it is obvious that genuine authority over language derives from thorough-going familiarity with the material and social environments. Further, since the acquirement of this familiarity is gradual at the best, and since there is no alternative

road to meaning, it is also obvious that genuine authority over language is a characteristic of education at its final stage.

The world is full today of people whose vocabulary has outrun their experience. They are possessed of a fatal and superficial fluency. They play with words in much the same way that a child of four plays with a watch, and with about the same insight. In both cases the results are disastrous.

The trouble with these people—and they would certainly deny it with a sense of personal outrage—is that their education has been neglected. They have put the cart before the horse, the reading of books before sensory explorations. Brought up in an atmosphere quite remote from mundane things, they have never become aware that “saying” and “reading” are derived from “doing”. So they have no proper respect for words: they make the casual acquaintance of a word and forthwith invite themselves to take up a permanent residence with it.

To be more specific, let us consider the word “shovel”. There are no doubt many secluded and scholarly men who believe that they have a perfect understanding of this word and who use it with complete confidence. Due to their wide reading they are able to trace the origin and development of the implement in question. They can speak learnedly about its appearance among primitive peoples, about the variety of its forms in the Graeco-Roman world, about its modifications in the current age of machinery. In brief, they know all that can be learned of the shovel from books.

But in the case of the shovel—as in countless other cases—the essence of its meaning cannot be obtained from books. To know the meaning of “shovel”, a man must take the implement in his two hands and ply it earnestly over many days. He must experience the shovel not through his eyes only but through the whole battery of his kinaesthetic receptors. He must try it with his muscles and acquaint himself, even through toil and sweat, with the elements of its manipulation.

Bearing this illustration in mind, the reader will surely be at no loss to see how meaning originates and enriches. In the last analysis all knowledge is empirical in derivation: it is the end-product of a process by which actual sensations are integrated and eventually translated into ideas. Where these actual sensations are few in number or are obtained only through one or two sense-organs, it follows that resultant ideas and their representative words are lamentably meagre in connotation. Which is a sufficient answer to the vast claims of the academic tradition.

Of course it will be pointed out that complete first-hand experience is not to be had. The murmur “*Ars longa, vita brevis*” is already in my ear. It is but too true. To be completely educated, a man must needs have experienced everything, everywhere and in every age; his mind must be furnished with symbols for all phenomena and for all relationships between phenomena. But is not this objection the carrying of truth into absurdity? In practice even the fullest education is restricted and relative. My thesis is merely this: the educated man is distinguished by his power to think cogently in abstract terms; this power is dependent upon his possession of richly meaningful symbols (words); the meaningfulness of these symbols is in direct proportion to the extent of his experience with the objects and relationships they represent.

(Continued on page 163)

Point of Approach in Teaching Art

By GEORGE H. GRIFFIN, *Henry Hudson School, Vancouver*

ART is unlike any other subject on the Curriculum. Although definite objectives may be set forth, the fact remains that art is intangible. Broadly speaking there is no fixed goal in art; this is perhaps the chief difficulty in teaching the subject. In mathematics one can fix, with a measure of certainty, a definite objective as, for example, the teaching of the four fundamental operations. With this knowledge the child is equipped to meet a great variety of problems. On the other hand, one can teach the child to manipulate a pencil or a brush, but when it comes to the application of these skills to a problem the child may or may not achieve success. To make this point clearer: let us say that instructions have been given to create an original design. Many children are bewildered at this and strive to pluck out of their imaginations what an original design should be. They invariably resort to copying, aided and abetted in many cases by an equally confused teacher.

One thought must definitely be kept in mind when teaching art. Do not attempt to make the child an artist. By all means drive home the objective set out in the Programme of Studies, which states: "... develop some technical skill and proficiency in the use of art materials". But do not forget the one significant word which this quotation contains; it is unnecessary to state which.

There are three avenues of approach to the subject; namely, art appreciation, art application, and integration with other subjects. It is wise to keep this in mind when facing a class in art whether for the first or hundredth time.

To teach the subject properly there should be a well lighted and well equipped room especially designated for the purpose. Unfortunately, very few schools possess such a room, so one must be contented with conditions as they are. The ordinary classroom, because it possesses a stifling sameness, ousts artistic expression. The first thing then to do is to alleviate this monotony. A few good pictures work wonders, but do not let the matter rest at this. Study these pictures with the class; teach the children

Which being so—and the statement is valid enough in all conscience—there can be no doubt that the former bookishness of our schools has rightly given place to activity, that our modern curriculum is rightly a complex of experience.

But something most essential remains to be said. Mere activity and experience without insight are not enough—since these are as possible to a monkey as to a man. Activities and experiences must be integrated into enlightening ideas, and if these ideas are to serve the processes of thought they must be expressed with nicety of language.

Words therefore, their meaning derived from actual and comprehensive transactions with the physical and social world, are the sign-manual of the educated man. The genuine authority over language—through which ideas are made explicit and subject to the manipulation known as abstract thought—is the final stage of education.

what to look for. Teach them to look *into* them and not at them. Composition, colouring, workmanship, and the artist who created the picture are absorbing topics. Avoid the technical and do not attempt, once the child's love of beauty is stirred, to stifle it by an inane test as to what he sees.

A portfolio of art material is an invaluable asset. In making such a portfolio for classroom reference the teacher should set the example. If one is seeking material for a drawing of still life, make certain that the child knows what to look for. Cuttings should be mounted on stiff cardboard so as to facilitate display.

In approaching a class for the first time observe closely how the children use the various tools. Many teachers in the intermediate and senior grades unwisely assume that the children know how to handle a pencil, ruler, brush, compasses, set-squares, and other implements. It is amazing how few children are able to perform the simple operation of ruling a line, or marking a space division. Blunt pencils, heavy-handedness, and a desire to puncture the paper seem the rule rather than the exception. Free sketching is another skill that many teachers do not understand. Let it be free. If the child will not loosen in the somewhat cramped area of a desk, then permit him to try blackboard sketching.

There is a deplorable tendency on the part of many instructors to sketch upon the blackboard a design or free-hand sketch, followed by very definite instructions to copy the piece of work exactly. It is extremely doubtful whether this method of procedure has much value. Certainly as a corrective exercise it has its place in the scheme of things. Conversely, there is the teacher who, somewhat afraid to tackle blackboard drawing, talks to the class. Borrowing from a trite expression, one must bear in mind that draw and the child draws with you, talk and you *don't* get results.

When it comes to colour it is best to let the class loose upon a simple piece of work. Inform them that they may colour it to please themselves. Offer no suggestions as to choice of colours. Observe carefully how the work progresses. It is a somewhat curious thing, but it will be noted that nearly always the child whose intelligence quotient is below normal will tend to employ tints of colour rather than full-bodied hues. From the resultant collection of drawings observe how many children have a sense of colour; that is, those members of the class who have selected colours which harmonize. A lesson can then be spent discussing the simple problems of harmony. It is wisest to avoid techni-

calities. There is an excellent opportunity at this stage to correlate the child's knowledge of music. There is, however, a modern tendency to experiment with colour combinations which theoretically do not harmonize nor yet contrast. Some very interesting results are being obtained.

As work progresses it will be noted that certain members of the class will tend to fall into groups. There is a chance here for some project work, especially in simple murals. By integrating with social studies, or even science, amazing results are to be obtained through the use of inexpensive mediums such as dry-powder colours on brown wrapping paper. Two or three pupils should be permitted to work together on a single project, or section of a project; any more than this may lead to confusion and mediocre results.

It is sometimes the case, no matter how hard a teacher works with certain children, that they do not respond. The reason is not far to seek. Check for colour-blindness. Fortunately this is rare among children, but occasionally a problem of this nature arises. There is such a thing, too, as colour-intelligence, if one is permitted to coin a phrase. Even as the child lacks a feeling for music, so likewise may he lack a feeling for the beauty of colour.

Art is intangible; this is its weakness and its strength; weak to those of us who do not comprehend its possibilities; strong to those who realize its vast scope. Poor indeed is the teacher who does not respond to its appeal. It is the medium whereby the child is led to realize that within himself there is a soul of beauty. Lucky is the teacher who can bring this soul of beauty out.

School Library Dividends

*An Article for Teachers Only, by MARY ELIZABETH COLMAN,
Lord Tennyson School*

IN his October editorial Dr. Black asked for short articles; in November he urged us poetically to "Boil It Down". Well, here's a brew!

Any school library represents a considerable investment of time, energy and money on the part of teachers, librarians and school boards—it can be made to pay rich dividends in return for some effort, and a few suggestions are offered to that desirable end.

Browsing Pays

If your library is to be of real value to you personally, you must be well acquainted with its resources. The librarian will do her best to help you find what you want, but nothing can take the place of an intimate acquaintance with the books and other materials in the library. As you lift down one book after another you will, time after time, come upon a paragraph, an illustration, a diagram that will clarify your thought and define your need, that will ring a bell in your mind. You will say to yourself, "Just what I need for . . .", "The very thing to use when . . ."

Besides browsing is such fun! To come across a book you were "brought up on" and haven't seen in years, to discover a writer new to you, an illustrator whose work delights the eye, a poem that seems written just for you . . . what rich pleasures of the mind there are in a school library even for the most "grown-up" of us, and as for the rest of us who are still something less than adult (*vide* Paidagogos in December) we are as happy in a school library as fish in an aquarium.

Curiosity Is a Virtue

Do be curious as the elephant's child about the services your library can render. Have you asked for a bibliography lately? Have you inquired what pictures and pamphlets have been added to the files recently? What about the magazine files? Do you use them? Are you looking for a project idea that will be "different"? Has a quotation been bothering you? Have you a slow pupil who needs stimulating, a brilliant one who requires extra fodder, or a problem child who requires a hobby to keep Satan at bay? You may safely bet a nickel to an overdue book your library can help solve any or all of these and many other problems.

Suggestions Are Welcome

The school library is *your* library, and tries in every possible fashion to meet the needs of your pupils, and your needs as a leader of young people. Your special interests probably make you something of an authority in some part of the educational field; if you will share your specialist's knowledge with the librarian by offering suggestions as to ways in which the library can improve its helpfulness in your subject, all the other teachers and all the pupils will be in your debt.

Appreciation Is a Stimulant

Be proud of your library, and don't be backward in coming forward to say so, nor shy in using its facilities. The more you show your appreciation of library services by using them, the better they will grow.

An Exchange Teacher's Observations

By SUZANNE JACKSON, Kitsilano Junior High School, Vancouver

CANADIAN teachers on exchange in England note many differences between English and Canadian schools. These differences are usually to be found in administration. Teachers and pupils exhibit the same vagaries of the human animal in any climate, but institutions such as school administrations are created by traditions and social situations. Herein lie the chief differences between Canadian schools and those of England.

Several administrators spoke to me of the Englishman's innate individualism, and justified thereby the variety in types of schools, the absence of set curriculum and prescribed texts, and the freedom of head teachers in the administration of their schools. It is to be understood that this freedom does not necessarily extend to the classroom teacher, who usually experiences more supervision and guidance at the hands of the head teacher than principals of Canadian schools have time to offer. Teaching less than a third of the day and in charge of schools seldom of more than twelve divisions, English head teachers have more time to give to their responsibilities of making time tables and curricula and of supervising their staff.

The nature of the curriculum and of administrative procedures varies with the character of the head teachers, their abilities and background. Consequently various things that the Canadian teacher would be likely to look upon as essential to good educational practice may, over yonder, be treated as entirely optional or may be ignored. The use of intelligence tests is a matter in point. Of five schools which I visited in one area, only one records the I.Q. of the pupils. One of these schools, however, had a fine library, another a pupils' garden and another specialized in music and drama—these being the particular enthusiasms of the respective head teachers.

This traditional individualism is checked by another tradition, the examination system. At the age of eleven all children who wish may try a scholarship examination for entry into the secondary schools. About 10 per cent of the 11-year-olds of the elementary schools pass into secondary schools and there proceed to matriculation.

Some of these pupils will pay partial fees depending upon the income of their parents and upon the county regulations. In one southern county for which I have figures, free places are offered to pupils whose parents earn less than 20 shillings per week, after deducting rent and rates. Of pupils in the secondary schools, about one-half are exempt from fees.

Over 80 per cent of approximately one-half million pupils in secondary schools come directly from elementary schools, the other 20 per cent from private schools. Many of the secondary schools are private schools which receive government grants on condition that they take scholarship students. The increase in the number of free students in proportion to those paying fees and the increase in the number from elementary schools in proportion to those from private schools, during the past few years, may help to counteract the snobbish attitude which, in the past, scholarship students have encountered in secondary schools.

In some districts and cities where it has been organized, the Hadow system provides another type of school, known as a central school. Of educational opportunities provided for (say) the best 10 per cent of the pupils I have already spoken; a second approximate 10 per cent of the school population of these districts is selected to attend central schools, which carry the pupil on to the age of sixteen with most of the advantages of a junior high school.

Some additional 700,000 are to be found in technical and commercial schools. On the other hand, the great mass of the pupils leave at the age of 14, having entered senior schools at the age of eleven.

It appears likely that this system of classification of students according to intelligence and according to ability to pay will tend to perpetuate what to Canadians seems an unfortunate tradition of class distinctions. An experiment carried on in a slum clearance housing estate, with a secondary school system combining the three types—secondary, central and senior—approximates our junior and senior high school system and avoids the classifications and class

distinctions so distasteful to most Western Canadians.

Free milk and free meals for the undernourished, half-price milk for all others, free textbooks and supplies, and fine gymnasium equipment; these are services and advantages which are practically universal in England and which any progressive teacher or parent would appreciate. The fact that nearly one million students attended evening classes in 1936 shows that the people of England are anxious to take advantage of opportunities for educational advancement.

The comments in this brief paper are based, of necessity, upon a limited sphere of observation and it has already been pointed out that conditions and practices in English schools vary greatly from place to place. It is quite possible that the impressions of exchange teachers who have served in other parts of the kingdom may vary considerably from mine. Accordingly, when other exchange teachers likewise respond to the Editor's importunities and, through *The B.C. Teacher*, report upon their observations, it will be a satisfaction to me and no doubt to many other readers of the magazine to see how their findings supplement my own.

I have always admired that law of the Icelanders, by which, when a minor child commits an offense, the courts first make judicial inquiry whether his parents have given him a good education; and, if it is proved they have not, the child is acquitted and the parents are punished.—HORACE MANN.

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Story Time

By E. D. JACK, *Queen Mary School*

IF, from the recollections of childhood and adolescence, you were first to name those teachers who impressed you as "the best" and if you were then to name which of your old-time instructors were the best story-tellers, it is very highly probable that the two lists of names would overlap in a suggestive fashion. Story telling is an essential part of good teaching in almost all subjects and at every stage of education. Of course it is of special significance in a primary class. Perhaps the pleasantest time of the day from the teacher's point of view as well as from the children's, is the story-telling time.

We try so hard to do so much to make school hours interesting now. The children are no longer pushed in the way that they should go. Their actions are motivated, we hope, with such subtlety, that they imagine that, of their own accord, they are doing what we want them to do. Teacher, apparently, takes a "back seat". No longer does she captain her class from the front of the room and put the children through their paces. The children hold the floor.

How very pleasant then, following a strenuous period of activity, is the peace that falls on the classroom with the magic words—"Once upon a time". The teacher comes into her own again, provided she has established her reputation as a story-teller. Judging by the rapt, excited, breathless interest registered on the faces of those before her, no further motivation is necessary to make the ensuing period a complete success.

She has, of course, adjusted herself to her class's taste in stories and would not insult with a fairy-story children that think that even "Little Black Sambo" is a bit of a "sissy". In some classrooms a sense of humour is immediately apparent. In others, less imaginative but more stable characteristics dictate the choice of tale.

Seldom is the twice told tale tedious to small children. If it is a favourite, a story may be repeated again and again till it acquires the familiarity of a piece of music committed to memory. Then let the teacher beware! Before she realizes it she is being checked up on

some variation in the wording or the omission of some small detail.

It is not every story, we find, that lends itself to dramatic telling. Many of them lose half their finesse unless they are read aloud in the exact words of the author. "Christopher Robin" stories have to be read. That does not mean, however, that the stories need lose much of their dramatic effect. The most unimaginative reader could be guided by the range in print from capitals to italics as a clue to expression. On the other hand, many of the most attractive books printed for children must be read by the child himself to be thoroughly appreciated. Such tales as the "Story of Ferdinand" and "Angus and the Cat", told with a beautiful economy of words are greatly enhanced by their vigorous and highly amusing illustrations.

We need not lack for material for our story-telling, for "true stories" or stories of personal experience on the part of the teacher are a never-failing source of interest. These stories need not wait for the story-telling period and indeed would lose their point if separated by time from the incident that called them to mind. A true story sets the ball rolling and immediately calls forth an amazing number of personal experience stories from the children. There are usually a few children in every class that have a peculiar capacity for having unusual things happen to them.

If one of the aims of our story-telling periods is to get the children to express themselves intelligently by reproducing the story, we run into the grave danger of spoiling the tale entirely. It is one thing to hear teacher repeat it at a later date; it is another thing to hear the same story retold by a pupil after halting recollection with frequent pauses for the correction of grammatical errors. Perhaps for this very reason, personal experience stories achieve a greater fluency than reproduced stories. Though one hesitates to check the spontaneity of an enthusiastic, if somewhat garbled, flow of eloquence to make necessary corrections, it is apparent that where the interest in the telling is strong enough, the check is not sufficient to interrupt the sequence of thought.

Teaching Composition Through Correspondence

By S. J. BRYANT, *Lord Nelson School, Vancouver*

VERY indifferent composition by the pupils of a Grade VI caused us to seek some method that would stimulate and hold the desire to write interestingly and correctly.

A letter from the Victoria League, Cromwell Road, London, England, arrived at that time asking us to find correspondents among our pupils for boys in elementary schools over there. We decided to use this idea as a means of accomplishing our purpose.

The matter was put up to a class comprised entirely of boys who were willing, but not enthusiastic, to try the proposition. They expected to have to write their letters at home, but when the next language period came the first of our letters to be written was discussed, directed, and written during the lesson time. When they had been examined three great weaknesses appeared—uninteresting expression, very meagre vocabulary, and poor mechanics. Here is a typical letter reproduced just as it was written:

Lord Nelson School,
Vancouver, B. C.,
Nov. 29, 193....

Dear John,

By looking at the end of this letter you will see my name. My teacher put my name down to correspond with you.

I thought you would like to know about me and the family. I am the oldest in the family. I have a sister eight and an other sister seven. My sister eight is not very tall blond hair blue eyes her name is Betty. My sister seven, red hair blue eyes and is as tall as Betty. I am not very tall dark blond hair blue eyes I play foot ball for the Sunday School team. I live at 2463 Skeena St. which is three miles long. My mother is not very tall, blue eyes, black hair. My father is tall, blue eyes, black hair. He is a baker.

Yours sincerely,

In due time replies were received and these were read aloud, discussed, examined, and finally displayed side by side with copies of typical letters we had sent. The boys readily admitted that those received were superior to our own, but they were determined that such a state of affairs would not be allowed to continue.

The result was that the next and subsequent lessons in language were followed with great attention. There was an intelligent interest in the proceedings and all wanted to know the why and the wherefore of proper sentence construction. In the exercises that followed there was evidence of a genuine attempt to improve.

When the time came around for the second letter to be prepared, discussion brought out the wish on the part of most to write a series that would give our correspondents a fairly complete picture of ourselves and how we lived. It was agreed that each letter sent should deal with one chief topic, besides the friendly comments on the last letters received, and the class, in conference, decided to write in turn about "My School", "My House", "My City", "Pastimes and Pleasures", and "Places of Interest".—

—quite an ambitious programme. To encourage the plan we arranged to allow two periods a month for the preparation of the letters. It was the custom from then on to build up, with the class, an outline, and to write the letters in pencil for easier correction, after which they were written out carefully in ink.

The second attempt showed that the pupils had gained in volume of information and in power of expression but were still woefully weak in spelling and punctuation. Much of this was due to carelessness. So a typical letter of one of the boys was mimeographed with all its faults but with fictitious names at the beginning and the end, and a copy was given to each pupil. There were broad smiles at the careless and often humorous mistakes committed by "someone" in the class, who, needless to say, played possum. It was corrected with great glee, and having discovered their ability to rectify another's errors they set about correcting their own letters and were astonished at the large number they found. Here is a typical letter of the second batch:

"Dear Norman,

"In this letter I will tell you something about my school. Its name is Lord Nelson which is located at Charles St. and Templeton Dr. There are 700 pupils and 18 teachers. The boys and girls are 6 yrs. to 12 yrs and then we go to Templeton Junior High School. My favorite lessons are drawing and woodwork. Please would you answer my first letter as I have been waiting for a reply since November. I hope you had a fine Christmas and that Santa Claus was good to you. He brought me a pair of ice skates, tie pin and a pair of socks. I hope you had a fine New Year and never ate to much turkey. I am enclosing a map of my school.

"Yours waiting for a reply,

Further to stimulate interest, sample letters of our own pupils were typed exactly as they had been written (and how they like to see their own in type!) and displayed side by side with exact copies of those received. Great keenness was shown in comparing ours with theirs and some chagrin was felt at our inability to write letters with fewer errors than our pen pals made. Towards the end of the year it was agreed that we could write as interestingly as any of our friends, but to the end we had to acknowledge their superiority in the mechanics of composition.

The motivation in composition resulted in general improvement in sub-

stance, form, punctuation, and writing. One lesson the class will never forget. An Australian boy, writing in reply to one of ours, said: "As I read your letter I noticed the difference in teaching to mine; there are no paragraphs in yours, yet we're taught that we should always paragraph a letter". No such criticism could ever be levelled at us after that jolt!

As an example of the advance made by pupils under this plan a sample of an average letter written in March is quoted:

"Dear Frank:

"While I was thinking of you today I thought it was time to send you another letter. We are all in good health and I hope you are.

"In this letter I am going to tell you about the house I live in. A house in our country has a basement and two stories. I will tell you about the outside of our house. To enter the yard you go down four steps from the footpath and then along ten feet of concrete until you come to the bottom of the stairs. On each side of the footpath is a lawn in the middle of each lawn is a willow tree about ten feet high. Starting off at the concrete footpath is a wooden walk going round the back of the house. The back yard is covered with grass and bordered on all sides except one with black-berry bushes. To one foot and a half up the house is concrete and the rest is covered with shingles. A shingle is a piece of cedar half an inch thick at the butt end and tapering off at the other end the widths are from four to ten inches the best being the ten-inch. The shingles are colored brown and trimmings of doors and windows are colored white.

"Next I will tell you our basement is thirty feet by twenty feet. It has a cement floor and it is only one room. The only things in the basement are the washing-machine, a wash-tub, an oil barrel, in which we keep oil for our oil-stove, and a furnace. A furnace is a round steel tank about four feet across and six feet high. It has a small door in which we put the fuel and a little tank set into the furnace to put water in. To enter the first story you can either go up the front steps or the back steps. To enter the house through the front door we go up twelve steps and then onto a verandah four feet by seven feet. You enter the house through a glass door into a hall about six feet square. At one end of the hall is a closet in which we put our clothes; at the other end is the living-room which has a

chesterfield, two easy chairs, a wireless set and a table. Next you go into the dining-room which has a table and seven chairs. From the dining-room you go into the kitchen furnished with three chairs six cupboards, an American oil stove. From the kitchen we go into a hall which at one end has a bedroom and beside the bedroom is the bathroom. When we go upstairs we go into the kitchen then through a door which leads upstairs. The second story has two bedrooms.

I wish to know if you collect stamps and if you do I can send you some.

Below is a plan of my house.

Yours sincerely,

In the second year we went farther afield for our correspondents. We wrote letters from a class of girls to India, the West Indies, South Africa, and Australia. Besides learning much about peoples and places our museum grew apace, for the children of other lands sent us many curiosities in exchange for the unusual things we could send them. Next year we hope to include school children of the United States of America among our pen friends.

In conclusion it should be remarked that this project can only succeed in proportion to the teacher's enthusiasm, encouragement, and persistence. There were many disappointments to overcome for it often occurred that our letter-writers received no reply, but we sent second and third letters always hoping for the best. Then there is the lack of money for postage, and excess postage to be paid on some replies; the problem of paper and envelopes. We used foolscap and made our own envelopes when they could not be had from home. There is always the flagging enthusiasm to be whipped into a flame. But it is well worth while, for in many cases real friendships have been established with children abroad and correspondence has continued after our pupils have passed on to another school. And composition has been made to *live*.

What resources are there comparable to that vast influx of power which comes into the world with every incoming generation of children?—HORACE MANN.

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The Social Philosophy of Teachers

By FLOYD W. REEVES, University of Chicago, in
Elementary School Journal

NOTE: The B. C. T. F. Committee on affiliation with Labour recommends this very thoughtful article as containing much that is pertinent to the relationship between teachers and their social environment. It is earnestly hoped that some of the points set forth here may form a basis for discussion in the Locals of the issue of affiliation with Labour.—K. M. PORTSMOUTH, Chairman.

TWO million young men and women are added each year to the ranks of the nation as adult workers and potential voters. The social intelligence and the social attitudes of these youth are matters of vital concern to the national welfare. Are these young men and women socially intelligent and socially minded? Are they equipped to perform the duties that go with citizenship in a democracy? Has their education been adequate for this purpose? A careful consideration of the present situation in the United States must lead to negative answers.

EDUCATION IN ITS SOCIAL SETTING

Today, twenty years after the World War, this nation is faced with a disheartening state of affairs. Millions of men and women who should be producing economic goods and services are idle. At the same time, the needs of other millions for food, for clothing, for shelter, for medical care, and for education are inadequately met. Millions are on relief. Labor is in conflict with management. Financial interests are in conflict with the interests of both farmers and labour. The capitalistic economy of the United States, as now operated, has not yet demonstrated its ability to cope with the problems of unemployment and distribution. This nation is faced with international problems of major importance. It is engaged in the greatest armament race in history. Old sanctions in religion and morals have been weakened or destroyed. This age is one of fear and confusion.

The people of the United States are in the process of modifying their faith in economic individualism. To an ever greater extent, government is entering into the field of business. This trend has been under way for many years; it

is steadily gaining momentum; its end is not yet in view.

Large numbers of adults are poorly equipped to perform the duties of citizenship in these difficult times. They understand little of the underlying causes of the disturbances that occur in the social and economic order. They have given almost no thought to the ways in which political and social institutions function. Most of them lack firsthand knowledge of industrial conditions. They know little about the housing conditions of wage-earners. Unless they were brought up in rural areas, they know little about the problems of rural life. They know even less about the interrelations of rural and urban life. They lack information concerning the history or the purposes of labour organizations. Few of them have ever given serious consideration to employee-management relations in industry or in government.

These adults are now and will continue to be subjected to severe social pressures. They may try to resist the pressures of class interests if they recognize these as such, but usually they have not been educated to recognize the nature of such pressures. They readily become the victims of propaganda. They are easily swayed by slogans. They have not been prepared to distinguish between the true and the false, between education and false propaganda.

Yet these adults are the products of the educational system. Most of them have completed the elementary school; large numbers have completed the high school; many of them hold college or university degrees. During the period of their formal education they have accumulated knowledge of many isolated facts; but they have seldom been taught to see the interrelations between these facts or to relate the facts to basic principles that will lead to a solution of social, economic, and governmental problems. Their social philosophy is underdeveloped: although they possess some knowledge, they have not acquired wisdom.

The time has arrived when educational institutions must give serious consideration to the problem of preparing

youth for effective participation in community life. The development of social intelligence is one of the major responsibilities of such institutions. Schools and colleges have no function more important. Students should be made aware of the existing social situation with its wide disparities of opportunity. Furthermore, they must be led to want to do something to correct it. They can be made aware of social problems and can work for the solution of those problems only through an understanding of social structure and social processes.

The development of social intelligence is not a function that can be isolated from other aspects of education and be set apart to be performed by social-science teachers alone. It is an obligation that must be assumed by all teachers working in all fields and at all levels of the educational system.

For the development of social intelligence the facts learned in school are important, but they are not so important as a study of the interrelations of these facts. Merely to teach, for example, the extent to which the government is embarking upon new enterprises is not enough. Teachers must learn why such trends are as they are. They must master the underlying causes—economic, social, and psychological. They must analyze current movements and try to understand the reasons that lie back of these movements. They must gain this understanding in order that they may be in a position to teach their students to study social trends, their causes and their results.

Both teachers and students need knowledge, but knowledge alone is not enough. The importance of knowledge lies in its relation to philosophy. Knowledge of social conditions is important only because such knowledge is essential to the development of a desirable social philosophy. The goal sought through education is wisdom. Wisdom implies a social philosophy based on knowledge and eventuating in desirable social action.

The low salaries received by teachers, coupled with unsatisfactory educational qualifications, cannot fail to affect the social attitudes of teachers. In the discussion of this topic an attempt will be made to answer in part the following questions: (1) What is the social philosophy of teachers? (2) What factors are responsible for it? (3) What constitutes a desirable social philosophy for teachers? (4) How may such a social philosophy be developed?

THE PRESENT SOCIAL PHILOSOPHY OF TEACHERS

Teachers do not have a social philosophy; they have social philosophies—as many social philosophies as there are teachers. Teachers vary greatly in their attitudes toward social problems. Some of these attitudes are scarcely worthy of being termed social philosophies because the teachers concerned have done so little thinking in connection with social problems. As a result of careful study, however, a few teachers possess matured social attitudes and beliefs that serve as effective guides to action. The existing variation in social attitudes results from a number of factors, such as the environment in which teachers were reared; the communities where they reside and work; the social and economic problems that they face; and their native intelligence, education, and temperament.

In order to discover the social attitudes and information possessed by American secondary-school teachers, the John Dewey Society for the Study of Education and Culture authorized a national survey to be made during the spring of 1936.¹ A special testing instrument was devised, consisting of 106 propositions commonly assumed to be controversial issues. The tests were scored in accordance with a "liberalism-conservatism" key, constructed with the aid of more than a dozen well-known American citizens, including a former President of the United States, three presidential candidates, congressmen, publicists, and others. As would be expected, the scores on this test distribute themselves continuously according to the normal probability curve. At one extreme is found the pronounced conservative. The pronounced conservative is defined in part as the person who is hostile to the initiative and the referendum, who is favorable to bicameral legislatures, who is unsympathetic to socialized medicine, who is friendly to the chamber of commerce, who is afraid of radical propaganda, and who is opposed to governmental ownership of economic agencies. At the other end of the scale is the advanced progressive. The advanced progressive seeks constitutional revision; he favors the extension of all the devices of political democracy; he desires greater participation of workers and consumers in the determination of their economic welfare; and he

¹ William H. Kilpatrick (Editor), *op. cit.*, p. 212.

wants an expansion of all forms of public service. Somewhere between these extremes is the great mass of teachers.

With reference to information, this study reports that many teachers are ignorant of the most elementary social facts. One teacher in nine thought that the *New Republic* and the *Nation* are organs of big business; 38 per cent thought that the American Federation of Labor is an ardent defender of industrial unionism; one teacher in ten believed that representatives in Congress serve six-year terms. The authors concluded that, where the past is concerned, teachers approximate the status of authorities but that, when current social problems are under consideration, they think on the level of laymen.

Teachers as a group do not appear to be more conservative than the general public. In fact, according to Raup,² who has made an extensive study of the

social attitudes of teachers, they are somewhat less conservative than groups of businessmen and publicists, but more conservative than the members of some other occupational groups which may be considered as molders of public opinion. For example, on religious matters they are more conservative than ministers, priests, and rabbis.

Analysis of their present social attitudes indicates that as a group teachers tend to be individualistic in their efforts to promote democracy and the general welfare. More often than not they fail to teach their pupils and students how democracy really operates. Frequently they give little or no attention to the functioning of organized groups in a democratic society or in the control of industry. They train the individual to achieve personal security but often fail to stress the interdependence of social and individual security. Emphasis is placed on adjusting the individual to his environment, on educating him to adjust himself to existing institutions, and on training him for competition instead of co-operation.

(To be Continued)

² Manly H. Harper, "Social Benefits and Attitudes of American Educators", p. 67. Teachers College Contributions to Education, No. 294. New York: Teachers College, Columbia University, 1927.

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Homogeneous Grading of Beginners

By H. K. BEAIRSTO, *Principal, Vernon Elementary School*

(We have pleasure in presenting this scholarly article by Mr. H. K. Beairsto, principal of the elementary school, Vernon, in which he tells of an attempt to grade pupils into groups of relatively homogeneous ability on their first entering school. The procedures adopted by Mr. Beairsto seem to point the way to a better classification than any that have as yet come to our notice. Is it not possible that if such a plan were generally followed in the elementary school the language difficulties, as well as some other difficulties now experienced in our secondary schools, would be greatly reduced? The B. C. Teacher has requested Mr. Beairsto to report in the spring his observations on the results of the "homogeneous grading of beginners" which he has here described.—F. A. A.)

THE specific problem in this instance was to classify, by means of available testing material, 134 beginners into four homogeneous classes. For convenience we may designate these four groups A, B, C, and D, bearing in mind that they represent groups of children, who, as a result of factors intellectual, physical and personal, are qualified to participate in the work of an Enriched Course, an Average Course, a Simplified Course, or a Pre-primary Course.

Included in the number of 134 children were 15 retarded pupils from the 1937-38 class of 132 beginners, which created something of a secondary problem in that their scores on the reading readiness test tended to be much higher because of their year's experience in school. This fact was given special consideration in the classification of the children into four groups. One other disturbing factor was the late entry of several children which raised the total registration to 145. The relation of this registration of beginners to the total registration of a six-grade school of 761 pupils will be of interest to some readers.

This experiment was an attempt to do two things: (1) "to eradicate the age-old fallacy which holds that a six-year-old is ready for the reading process merely because he has passed his sixth birthday";¹ and (2) to group the remaining children, who were more or less ready to read, into three homogeneous classes: A, B, and C. For these purposes something more than a reading readiness test was necessary, although our final results, not taking the retards into consideration, showed that a reasonably fair classification might have been made on the interpretation of results of the "Metropolitan Reading Readiness" test alone.

As, in beginners' classes, "failure is judged quite consistently by reading achievement alone", and as "it has been found that in order to make progress in reading a child must have attained a mental age of at least six years and that a mental age of six and one-half years more nearly insures success",² we thought it advisable to administer a group intelligence test, a group reading readiness test, and an individual intelligence test as a check

¹ Harrison: Reading Readiness; Houghton, Mifflin Co.

² Harrison: Ibid.

in doubtful cases. In addition, we administered a second group intelligence test to all the retarded children.

Tests available in the school for this purpose were:

- Detroit Kindergarten, Form A (Individual).
- Detroit Beginning Grade I, Form A (Group).
- Kuhlman-Anderson, Grade I, 1st Semester (Group.)
- Pintner-Cunningham Primary Mental (Group.)
- Metropolitan Reading Readiness, Form I (Group).

In this instance it was decided to administer first the "Detroit Beginning Grade I". Groups of 16 to 24 children were supervised by the four primary teachers while the principal administered the test. Later it was found both possible and practicable to speed up the

administration by having the four primary teachers work in pairs, except with the "Detroit Kindergarten" which is an individual test. While these groups were being tested, the remaining children were under the supervision of Grade VI girls from the group taking the Enriched Course in that grade. This was a delightful experience and wholesome training for the older girls, while the younger children learned to play in groups in the open air, to understand the traffic signals in the neighbourhood of the school, and to cross streets with care at the proper crossings.

Incidentally, one of the greatest values from the administration of the tests was the understanding by the primary teachers of individual pupil reaction to the varying sections of the tests, such as the ability to do abstract thinking, to see likenesses and differences, etc.

THE UNIVERSITY OF BRITISH COLUMBIA SUMMER SESSION - 1939 JULY 3rd to AUGUST 18th

Courses will be arranged for time-table purposes in three groups.

A—Biology 2a/2b, Chemistry 3, Economics 1, Social Service 5/6, Education 11, Education 22, English 2, English 9a, Geography 3, History 12, Mathematics 4/18, Physics 1/2, Psychology 3, Librarianship.

B—Biology 1, Chemistry 1, Economics 6, Education 10, English 13, Geography 1, French 1, French 4a, History 10 (or equivalent new course), Mathematics 2a/2b, Mathematics 10, German, Beginners', Latin 1b/2b, Philosophy 3.

C—Botany 1a, Government 1 (or equivalent new course), Economics 10, Education 21, English 19, French 2, History 4, Mathematics 1, German 2, Philosophy 6, Psychology 4, Physics 4, Music Appreciation, Guidance.

The courses in Music Appreciation, Librarianship and Guidance carry credit with the Department of Education.

TIME-TABLE

	Group A	Group B	Group C
July 3-14:	8-10 a.m.	10 a.m.-12 m.	1-3 p.m.
July 17-28:	10-12 m.	1-3 p.m.	8-10 a.m.
July 31-Aug. 16:	1-3 p.m.	8-10 a.m.	10-12 m.
EXAMINATIONS			
August 17:	8-10 a.m.	1-3 p.m.	
August 18:			8-10 a.m.

All inquiries should be addressed to the Registrar's Office

Pupil's Number.	Score on Detroit Beginning Grade 1, Form A.	Chronological Age.	Mental Age.	I.Q. from Detroit Test.	Rating on Detroit Test.	Score on Metropolitan Reading Readiness Test, Form I.	Detroit Kindergarten, Individual.	I.Q. of Kuhlman Anderson, Grade 1, 1st Semester.	I.Q. of Pinther-Cunningham Primary Mental.	Retarded from Previous Year.	Classification.
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TABLE I.

1	96	6-11	8-10	127	A	96					A
2	95	6-5	8-9	136	A	108					A
3	94	6-3	8-8	138	A	110					A
4	92	6-6	8-6	130	A	106					A
5	88	6-2	8-2	132	A	99					A
6	87	6-10	8-1	118	A	101					A
64	66	7-5	6-8	89	D	93			82	R	B
65	62	5-8	6-7	116	B	76		117			A
66	64	5-9	6-7	114	B	88		110			A
67	64	6-1	6-7	108	C+	65					A
68	64	6-2	6-7	108	C+	78					B
69	64	6-3	6-7	105	C+	76					C
129	21	6-1	4-11	80	E	22					D
130	20	6-2	4-11	79	E	29					D
131	15	6-4	4-7	72	E	13					D
132	9	7-4	4-1	55	E	19		14			D
133	6	5-10	3-10	65	E	3		8			D
134	4	7-6	3-8	44	E	7		12			D

TABLE II.

7	87	6-10	8-1	118	A	92					
11	84	6-11	7-10	113	B	102			105	R	A
12	84	7-1	7-10	110	B	93			102	R	A
30	77	7-0	7-3	103	C+	105			106	R	A
33	76	6-11	7-2	103	C+	103			123	R	B
34	76	7-0	7-2	102	C+	102			108	R	B
43	74	7-3	7-0	97	C	98			100	R	B
44	73	7-7	7-0	97	C-	93	15	101	95	R	B
49	71	7-5	6-10	92	C-	94			86	R	C
64	66	7-5	6-8	89	D	93			82	R	C
80	60	7-3	6-6	89	D	73			82	R	B
87	57	7-3	6-5	88	D	101	20	95	99	R	C
95	55	8-3	6-4	76	E	65			102	R	B
102	52	7-5	6-3	84	D	62			75	R	C
103	50	7-5	6-3	84	D	68			80	R	C
									73	R	C

TABLE III.

1	96	6-11	8-10	127	A	96					A
66	64	5-9	6-7	114	B	88		110			A
20	79	7-3	7-5	103	C+	70					B
96	52	6-0	6-3	104	C	70					B
44	73	7-7	7-0	92	C-	93			86	R	C
112	42	6-2	5-11	96	C-	51					C
110	47	6-3	6-1	97	C-	55					D
134	4	7-6	3-8	44	E	7	12				D

This Detroit test was given to 130 children ranging in chronological age from 5 years 8 months to 8 years 3 months. The results of the test, as is evident from Table I, showed a range in mental age from 3 years 8 months to 8 years 10 months. The table is arranged in descending order of mental age (based on the Detroit test) showing the classification of six children in the highest group, Numbers 1 to 6, six in the middle group, Numbers 64 to 69, and six in the lowest group, Numbers 129 to 134. The ratings from A to E were worked out from the scoring tables of the "Detroit Beginning Grade I Test", and were a factor in the final classification into the A, B, C and D groups, as was also the score made by each child on the "Metropolitan Reading Readiness Test". For doubtful cases we used either the "Kuhlman-Anderson" group test or the "Detroit Kindergarten" individual test. In addition, all retards were given the "Pintner-Cunningham Primary Mental Test".

After the first classification other factors entered into a reclassification of certain pupils. For instance, two children understood so little English that they got very little meaning from the instructions of the administrator; and others understood English in varying degree. In the school, as a whole, 40 per cent of the children are of foreign parentage and in many cases little English is spoken by the parents in the home. In two cases, eyesight was found very defective; in another case hearing; and these defects were found in varying degrees of intensity. Glasses have been procured in two cases, and all are under close observation and will receive attention. Fifteen cases of incipient goitre were diagnosed as such in this group and are receiving treatment. Parents have been advised in 15 cases that tonsils and adenoids, or both, should be removed. One feels intensely that great future possibilities lie just here, in the study and treatment by medical science of glandular disfunctions. "The most fallible kind of evidence concerning the endocrines is that based on the results of administering glandular extracts. . . . Even a conservative estimate, however, must give considerable importance to endocrine disturbances in relation to personality and adjustment. . . . Glandular disfunction . . . may cause a lowering of the energy available for adjustive attempts and hence lead to weak and nonadjustive attitudes and behavior".³

No. 68, in Table I, was at first given a classification of B, although his reaction to the tests was not encouraging; but traits of inattentiveness and indifference, first noted here, became so marked that he was transferred to the C group. Unfortunately, he left for another district before we were able to analyse his case further. It is interesting to note the relatively high score of No. 64, a retard, on the "Metropolitan Reading Readiness" and the low I.Q. on both intelligence tests.

As an intelligence test is a measure of something more than native ability, we felt it would be wise to give a second intelligence test to all retards. Table II shows the scores of all retards. It will be seen that four of these 15 children show a higher I.Q. on the "Pintner-Cunningham Primary Mental" than on the "Detroit Beginning Grade I". No. 30 has been a problem case since he entered school in September, 1937. This is a case of good mental ability coupled with lethargy and indifference except for occasional periods of interest and activity. No. 87 was quite erratic in her scores, while her twin sister, No. 43, was very consistent. It is interesting to note, also, the scores of another pair of twins, Numbers 102 and 103.

Table III shows the scores of the highest and of the lowest pupil in each of the A, B, C and D groups. Note again the relatively high score of the retard, No. 44, on the "Metropolitan" while his I.Q. is low on both intelligence tests. It might appear from the table that No. 112 is wrongly classified as compared with No. 110, but the former is the case of a Japanese child with a real language difficulty which will speedily disappear as he mingles with children who speak English. As it disappears, his classification will probably be raised rather than lowered.

It cannot be too strongly stated that there is no finality about such classifications; good or bad personality traits will become evident, physical defects will develop or be brought to light, complexes developed in the home may be eliminated by a kindlier, happier school environment; nevertheless, I firmly believe that we can measure these developments with fair accuracy, and can set for the child such a course as will more nearly conform to his capacity. There may be a reasonable doubt as to whether or not attitudes can be greatly changed

³ Shaffer: *The Psychology of Adjustment*; Houghton, Mifflin Co.

after a child has reached six years of age, and as to whether or not attitudes due to early environment may be more easily modified than hereditary traits; but we can at least look on the bright side. "Examples of very plastic traits are numerous. The language that one speaks, the occupational skills that one acquires, individual likes and dislikes for persons, for books, or for music, all depend on inherited structure for their sheer existence, but may be readily modified by environment and experience".⁴

While this classification has been a most interesting experiment and has added greatly to our early knowledge and understanding of the children under our care, it is, of course, only a beginning. To expect a foundation of 44 units (mental age) to carry the same capacity load as a foundation of 106 units is surely unsound policy, even when all that can be said in its favor is given fair consideration. If we are reasonably sure that our tests give us a fair appraisal of mental capacity, and if the judgment of good primary teachers is in close agreement with this rating, then surely we are on fairly sound footing, and must feel a sense of obligation to meet the needs of the

groups, bearing in mind, always, that the quality of the foundation is subject to change—a change that must be watched for, noted, and given assistance insofar as this is within our power.

Perhaps we will all agree that the capable child has a "right to growth to the limit of his improvement".⁵ Are we so certain that we have not failed rather badly with him "who perceives likenesses and differences that are forever concealed to others . . . who by nature sees variety where others see only monotony . . . who sees 'angels in a block of marble', 'sermons in stones', and 'theories in deep sea ooze'".⁶

So also must the children at the other end of the scale be privileged to grow to the limit of their improvement—they who "are not curious when shadows point toward the sun or when the trees are bending toward the wind".⁷ But for this group we have probably made a more courageous effort to attain the goal, though not always, nor often, with fortunate and happy results.

⁴ Shaffer: Ibid.

⁵ Osburn and Rohan: Enriching the Curriculum for Gifted Children; The Macmillan Company, New York.

⁶ Osburn and Rohan: Ibid.

⁷ Osburn and Rohan: Ibid.

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Peace and the Teacher*

By NORMAN FERGUS BLACK

THE responsibility of attempting to speak as the mouthpiece of the school teachers of British Columbia is a heavy one. The traditions of our profession and the circumstances under which we perform our classroom duties tend to make us strong individualists. It is rather seldom that in assemblies of teachers any proposition is adopted with entire unanimity. To us applies very generally the proverb, "So many men, that many minds". In relation to certain important topics, however, there is substantial agreement throughout the teaching body and in this brief address a faithful effort will be made to reflect the consensus of opinion held by the teachers of this province relative to certain aspects of the problem of Peace.

In the first place we are agreed that the foundation of righteous peace is a certain mental attitude and that it is a supreme duty of the school to promote that attitude.

It is perhaps not unfair to say that there was a time when, perhaps unawares, the schools tended to produce in their students an attitude of national self-glorification, an attitude of national and racial superiority, an attitude that committed one to the slogan, "My country right or wrong" and to the belief that it was always right. We had always fought on the side of justice and all our wars had been victorious. Whether or not it is true that such sentiments ever were inculcated in the schools of the state, either deliberately or by influence, it is certainly true that today the teachers of British Columbia are earnestly endeavouring to do something very different. We feel that it is an imperative duty on our part to teach the rising generation to approach the consideration of national and international controversies with a fair and open mind. We are teaching the children of this province that nations resemble each other far more than they differ. In their geographical studies our pupils learn that all men are confronted by the necessity of meeting certain basic and universal human needs: physical needs, as for food, clothing, shelter, and so on; needs that are not merely physical, and that express themselves in educational systems, art, literature, science, government, religion, recreation, and so forth. The difference between the civilization characteristic of one nation or region and the civilization characteristic of another nation or region is largely a matter of geographical conditions and of historical factors which themselves are dependent upon geographical conditions. If certain nations or races have forged ahead of their fellows, it is very largely, if not entirely, because the problems with which their environment has confronted them have been easier than those which have hampered progress in less favoured parts of the earth. We know and are informing our pupils that there is nowhere in the world such a thing as a "pure" race and that within every typical race or nation there are progressive and unprogressive elements, intelligent people and relatively unintelligent people, lovable people and unlovable people. We are earnestly attempting to put our young people on their guard against premature and misleading generalizations that may

* Radio Address delivered over CJOR on Friday, November 11th, on behalf of British Columbia Teachers' Federation.

foster hostility to the people of any land,—folk probably in the most fundamental things very much like ourselves.

Scientific laws ignore political boundaries and in teaching science we render grateful homage to the scientists of any and every nation who have contributed to the welfare of humanity. Through their study of foreign languages we are endeavouring to help our pupils to realize that difference in speech and outlook and institutions are not necessarily evidence that the nations which thus differ are either superior or inferior to those others from whom they are separated by barriers of language or social tradition. Similarly, in our teaching of art of whatever sort and in every other phase of the course of studies, we are endeavouring to make good citizens of the world; and we have faith that to the extent that similar educational policies are followed among people of goodwill everywhere the peace of the world will be rendered increasingly secure.

But we are not trying to produce mere namby-pamby internationalists. We are endeavouring to train the young people of this country and commonwealth of nations for citizenship in this country and commonwealth of nations. Just as the security of international peace depends upon the establishment of international justice, so the security of internal peace depends upon the establishment of social justice within our own boundaries. As individual citizens we teachers have our respective individual opinions as to particular policies that should be adopted to the furtherance of that end, but we are upon our honour not to use our posts of trust for the advocacy of political plans we happen individually to favour. We have no simple ready-made panacea for the ills of society, nor do we think that anyone else is possessed of a universal cure-all. This is a sorely puzzled generation and we as members of it are sorely puzzled.

"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." These were the words of Horace Mann, spoken a century ago, and never were they more applicable than today. We therefore are trying as perhaps teachers never tried before to direct the rising generation to the great public problems the solution of which will be the challenge of their times and to teach sound methods of approach to such problems. We are endeavouring

to inculcate the habit of looking for facts, the habit of handling facts without prejudice or fear, the habit of suspending judgment until sufficient facts have been discovered and duly weighed, and the habit of ultimate decision in the light of the indisputable facts. If we succeed in these endeavours the citizens of tomorrow will succeed in solving problems that our own generation has found too complex and difficult. It will mean that we have failed indeed if when they have graduated from our schools our pupils are content to be acquiescent members of a society that is unashamed to have great numbers of workers unemployed, great numbers of good citizens living at a low standard of comfort, a minority surfeited on cake while many, many of their fellows are lacking for bread.

While we are precluded, and rightly precluded, and precluded with our own approval, from proselytising our pupils for the advantage of our particular political or religious or economic camps, in one respect we are openly engaged in the indoctrination of the youth of the land. We are indoctrinating them for democracy. We are teaching them that democracy is not a particular system of government, but that it is an ideal towards which certain systems of government are facing and to which certain other systems of government are hostile. We are teaching them that democracy means that every individual has the inescapable right and duty of studying public problems and of contributing his share to public opinion on the basis of which a solution of such problems is to be sought. We are teaching them that democracy means the right of every free man, courteously and without appeal to violate, to speak the truth as he sees it and the duty of all to defend that right even when it is exercised by those profoundly differing from them in opinion.

In a recent address delivered at a convention of the National Education Association of the United States, President Roosevelt dealt with this matter in the following terms:

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

Mr. Roosevelt expressed his conviction that the ultimate victory would be with

democracy and that it will be attained through education, "for", said he, "no people can be kept eternally ignorant or eternally enslaved".

In these sentiments the teachers of British Columbia concur.

Consequently, in the management of our schools we are devoting more pains than ever to the perfecting of school organization and administrative procedures that will introduce our school children to the principles and practice of intelligent self-government. We are recognizing that good citizenship in the world of adult activities may best be ensured by creating habits of good citizenship in the little world of childhood and youth. We are providing varied and increasing opportunity for our pupils to serve their fellows, in the hope that this will foster lifelong habits of service to society and a brave determination to subordinate private objectives to beneficent public aims.

We are deliberately and persistently teaching the children of this country to abominate war and to refuse to see in it the possibility of settling issues that call for the discovery and application of principles of justice to which any mere preponderance of force is an utter irrelevancy.

Whether or not the ultimate calamity of war is to befall our people, we do not know. We believe that we are making our contribution toward its prevention. We are convinced that the boys and girls of today are as lovable and as attuned to noble impulses as those of any preceding generation. We believe that they will do their part well in a world at peace. And we have faith that if they find themselves compelled, against all inclination, to face death in defense of their democratic inheritance and future hopes, they will bring no discredit

upon the best traditions of their ancestors.

Meanwhile, the boys and girls of British Columbia are being taught to look upon no nation as their enemy and to recognize as allies in the great adventure of human history all peoples and any section of any people that, like ourselves, believe in government of the people, by the people for the people.

So far, in this message, we have been addressing ourselves to the general citizen body with the care of whose children we are entrusted. In closing, we have something to say to the teachers of British Columbia themselves.

We believe that we have rightly interpreted, at least in part, your attitude toward the problem of securing and maintaining domestic and international peace and the means to which you stand self-committed for so educating the children in our schools that they may with confidence be trusted to do their duty amid the clash and clamour of a world disturbed. If in any respect we are falling short of our ideals of educational service in the interests of democracy, let us candidly recognize and remedy the defect. Upon us rests a responsibility for the peace of the world which none of us is so insignificant as not to share and none of us is so self-sufficient as rightly to ignore. For the kind of patriotism that Dr. Johnson described as the last refuge of knaves we have a wholesome contempt; it is for us to help substitute for it something so noble and effective that in our generation and the one succeeding it freedom may have its devoted defenders, ready so to live as well as so to die that it may be made secure and that the clashes of men may be solved on a basis of justice, self-restraint and goodwill that no circumstances or events can ever weaken.

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Weighing Air

By D. COCHRANE, *Ocean Falls*

THIS is an aristocratic experiment; it calls for a pair of scales and a round-bottomed flask. But you don't need an air-pump, or a steel globe with a stop-cock. You just boil a little water in the flask, until the steam has driven out the air; then cork it, weigh, let the air in and weigh again.

To make the experiment go easily, use a stopper with a hole in it, and fit the hole with a glass tube—the tube of a medicine dropper, for instance. Also grease the stopper well, to make it fit easily and tightly. Then boil the water—a tablespoonful is plenty—for a few minutes, and as you take the flask from the flame, plug the tube with a bit of chewing gum. Old gum from under a desk works very well.

Now as the steam condenses, a vacuum forms in the flask, and you can show the boiling of water under reduced pressure by cooling the top of the flask. With care, you can have the water boil-

ing violently while you hold the flask in your hand.

When the flask is quite cool balance it carefully on the scale. Then puncture the plug of chewing gum with a pin; there is a sharp hiss of air rushing in, and the scale with the flask in it goes down, owing to the weight of air in the flask.

The weight of air in a 250-cc. flask is about a hundredth of an ounce, and an advanced class with a good balance, such as schools buy for about \$16, can calculate the weight of air. If you have no balance, and cannot borrow a pair of gold-scales from a prospector, you can buy the fittings for making your meter-stick into a good balance from your chemical supply company for about a dollar. But don't let me lead you into undue extravagance in the way of buying weights; use sand to balance the flask.

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A Project on Home and Environment

By H. R. McARTHUR, *Kimberley Junior High School*

THE teachers of all subjects are in these days endeavouring to perfect procedures and techniques which will lend increased vitality and reality to the work of their students. Perhaps we can assist each other if there is an interchange of information regarding our various experiments in this connection. The following report is submitted in the hope, not only that it may be of interest to teachers of arithmetic but also that the principles involved may be suggestive to instructors in other branches of school work.

Recently the Consolidated Mining and Smelting Company financed a plan for the construction of a number of new houses on Ritchie Townsite at Kimberley. The company arranged to purchase these houses for certain employees, the latter agreeing to reimburse the company at the rate of \$30 a month until the houses were paid for. Several Grade VIII pupils lived in such new houses, and all the others in the grade were intensely interested in them. This seemed to provide an excellent opportunity for studying the arithmetic of the home in a real-life project, rather than a set of textbook examples.

The problem of furnishing a new house and computing the cost was proposed and those members of the class who were not interested were given the alternative of doing regular problems from the prescribed text. Approximately 75 per cent of the members of the Grade VIII classes chose the project. They were then divided into groups of four, a leader being chosen for each group. Certain pupils volunteered to obtain the dimensions of the various rooms in each of two styles of house. These dimensions were checked and placed before the whole class. Each group was free to choose which style it preferred, and from then on it used the appropriate dimensions.

All was now ready for the actual project. It was decided that \$1000 cash would be allowed for each house, and that any expenditures over that amount would have to be met by time-payments. Thus for many articles the total cost, the down-payment, and the monthly instalments had to be listed.

A variety of catalogues, including two wholesale hardware catalogues, were assembled. The groups were allowed to furnish the house just as they wished as long as the articles chosen were appropriate. Almost all the groups showed a keen interest in choosing the furnishings. On the average four 40-minute periods were used to complete the list of furnishings, their cost, and where necessary the amount of instalments. This concluded the first section of the project.

The second part of the project entailed the construction of a sample monthly budget for a family of from three to six people, receiving an income of from \$1500 to \$2000 per year, if this family had just bought and furnished one of the new houses. The pupils did this individually. Reasonable amounts for the main expenses, such as food, heat, rent (house payments), were found; and the rest of the monthly costs, including

instalments, were fitted into the remainder of the salary. Several pupils had the edifying experience of finding that their instalment payments unbalanced their budget, and these were forced to cut down on their purchases. Finally each pupil prepared a report of the house-furnishing and family budget projects. The complete project took seven class periods. Most of the reports were done in a very satisfactory fashion.

I believe that this project helped the pupils:

1. To see the advantages of a scheme designed to enable working-people to become house-owners by paying monthly instalments comparable to rent.

2. To obtain a clear idea of the cost of furnishing even a small house, and thus to understand the necessity of weighing values when purchasing articles.

3. To experience the actual job of working out sizes of carpets, curtains, etc., deciding on desirable patterns and estimating the cost.

4. To become more accustomed to using catalogues, their indexes, and the various qualitative and quantitative descriptions given.

5. To gain a clear conception of the obligations contracted by those buying goods on time.

6. To understand where the money goes in a home, and to realize the necessity for budgeting family income, especially when several instalment payments are to be made each month.

7. To gain actual practice in computation.

I also believe that the majority of the pupils felt a real interest in the project, realizing that it had a life value.

To The Past

By NORMAN FERGUS BLACK

I.

ABYSS unsounded of th' insatiate Past,
Untold eternities that hath engulfed!
Adown whose pathless steepes Dread Power hath cast
The sons of men in hapless myriads!
I stoop to peer within thy crater vast.

II.

O rising mountain range in kenless land,
Of past and passing races' dust up-built!
Enwrapped in cloud thy lower heights expand
To limitless horizons, unconceived;
On thy sublimest summit now I stand.

III.

O realm enchanted of the hero-dead!
Their voices breathe in echoes on mine ear
But not in words, though awed I bow my head;
And though I strain mine eyes I cannot see
Thy sons, my kin, from these thy confines dread.

IV.

O castle of the Past! Thou art mine own.
Still into thee shall I withdraw to rest,
To comfort me with loves when grieved and lone,
And heal my wounds, and furbish new mine arms,
Again to sally forth to The Unknown.

December 28, 1896.

What We Are Reading

VOCATIONAL MATHEMATICS

WHEN the Programme of Studies for the Senior High Schools was being revised it was felt that there were students for whom ordinary Matriculation Mathematics was unsuitable—unsuitable either because of its difficulty and abstract character, or because it did not correspond with their felt needs. In order that students of this kind might be given the training which would be the most useful to them, the committee which was appointed to work on the revision of Senior High School Mathematics was asked to prepare a course in Practical Mathematics which should be based upon the mathematical processes in actual use in the major occupational fields in British Columbia.

The committee went to work in thorough-going fashion, as one might have expected of mathematicians. They communicated with a carefully selected list of individuals and with business firms of many kinds throughout British Columbia, asking them to detail the mathematical needs of their occupations and to give samples of the mathematical processes employed in their work or business. The questionnaire which the committee prepared brought excellent response, and the results of the enquiry were incorporated in the course which appears in Bulletin I. of the Programme of Studies for the Senior High Schools under the designation Mathematics VII (Practical Mathematics). This is the only Mathematics course formulated in Canada that I know which was based upon so sound a method of curriculum-making. As the teachers this year and last have become familiar with it, the course is meeting with growing favour, not only as of value to those who do not intend to go to the University, but as a course which may be taken by future University students also.

The difficulty last year, the year of its introduction, was that there was no suitable textbook which might be used, and instructional material was hard to obtain. This obstacle has now been removed through the joint efforts of the King's Printer and a group of Vancouver teachers, whose chairman was Mr. W. Y. McLeish. They have produced a textbook which conforms with Practical Mathematics as outlined in the Programme of Studies. The authors and the King's Printer may both feel pardonable pride at the completion of so admirable a piece of work. In respect of quality of paper, binding, and general appearance, the book compares favourably with the best product of our better known Canadian publishers, while the content of the book and its pedagogical arrangement reflect credit upon the authors. Each of the authors has dealt with one specific area in which mathematics is employed: Mathematics of Finance by C. J. Cook, B.A.Sc.; Mathematics of the Mining Industry by D. H. Rae, B.A.Sc.; Mathematics of the Fishing Industry by G. S. Wilson, M.A.; Mathematics of Transportation by P. L. McCreery, B.A.; Mathematics of Building Construction by F. R. Corp, City and Guilds of London Institute; Mathematics of Logging and Lumbering by C. F. Barton, B.A.Sc.; Mathematics of Agriculture by H. L. Manzer, B.Sc.; Mathematics of Mechanics by J. R.

Fournier, B.A.Sc.; Mathematics of the Home by W. R. McDougall, B.A.

At the present day the word "integration" is constantly met in the literature of the curriculum. In Mathematics this means that the subject should not be dissociated from all other aspects of reality. Through the light it throws upon the industrial activities of the Province, "Vocational Mathematics" is a good demonstration of the integration of Mathematics with the Social Studies. Its value in occupational guidance is obvious even in a cursory examination of it.

Principals of small high schools which are not equipped to give courses in the Industrial Arts or Home Economics, Shorthand or Typewriting, are sometimes at a loss when it is suggested to them that they should offer their students something more than the purely academic subjects. It is now required that students aiming at University Entrance take 15 credits in the Free Electives. Five of these may be for Practical Mathematics. Students will like this subject, and a High School which offers it will gain the goodwill of the community.—H. B. KING, Ph.D., Technical Adviser, Department of Education, Victoria.

* * *
CLARENCE Gagnon; Cornelius Krieghoff; by A. H. Robson, Ryerson Press; paper cover 50c, cloth \$1.00.

In the vulgar phrase, orchids to Ryersons for their series of booklets covering the lives and some of the best work of our Canadian artists. Included in the group are Thomson, J. E. H. MacDonald, A. Y. Jackson, Paul Kane and the two particularly mentioned above. If you encountered the first issue of the series on Thomson and MacDonald you will not be disappointed in these new editions of Krieghoff and Gagnon. They are delightful. The attractive "get-up" of the little books (just five by six and a quarter) is not belied by the contents, the chief charm of which lies in the reproductions which are surprisingly clear in line and fresh in colour. There is a generous number (not that a generous number could ever be enough)—and it is refreshing to find some less well-known but equally delightful work. There has been so little opportunity to discover Canadian art is far from impoverished that for most children and many of us so-called adults it is represented by a dozen or so easily obtained reproductions. Since the best of anything

loses its flavour if over-indulged this is hardly a good thing.

Anyone who is "picture-minded" would be pleased with either the Krieghoff or the Gagnon booklet, for whether the reaction is toward the academic detail and colour of the former or toward the stronger composition and colour of the latter, there is a charming quality in both. The illustrations are certainly the principal pleasure of the books but they are accompanied by "analytical comment" which would perhaps add especial interest for children. The prefaces are brief, vivid biographies by A. H. Robson. The Gagnon number mentions the artist's work in the realm of illustration and includes three of his paintings for an edition of Maria Chapdelaine. His particular style is especially well suited to Louis Hemon's story and one yearns to own a copy so happily completed. Many more Canadian artists find themselves as fortunate when they "stoop" to illustrate. And may the Ryerson Press be encouraged to keep their promise to add more volumes of Canadiana. Even to including the odd worthy Westerner!

If you are thinking of spending fifty cents on a hyacinth instead of that loaf of bread, indulge in one of these paper-covered booklets. The dollar jacket must be even nicer. And as an addition to the school library they belong. That's just all. They belong.
—R. GROSS.

* * *
THE Federalist by Alexander Hamilton, John Jay, and James Madison; published by the National Home Library Foundation assisted by the Carnegie Corporation of New York; price, 50c.

This paper-backed volume of 620 pages comprises a collection of 85 lengthy articles written in 1787 and published in the New York press in serial form over a period of six months, and an introduction by Prof. E. M. Earle of Princeton.

The chaotic condition of government of the Union under the Articles of Confederation had led to the calling of the Philadelphia Convention of May, 1787, to revise the Articles. This Convention had instead drawn up an entirely new document, the Constitution of the United States, which was then to be submitted to the individual states for approval. These articles were published prior to the vote being taken in New York by these three advocates of the Constitution.

The Federalist is a masterly and exhaustive analysis of the fundamental

principles upon which the government of the United States was established but it is also frankly a campaign document. It is admittedly a piece of special pleading; it is often repetitious; it is not always frank and its analogies are of doubtful application. The Constitution provided for representative rather than democratic government, and safeguarded economic interests rather than individual liberties. (The first ten Amendments to the Constitution constitute the American Bill of Rights and were adopted on the insistence of the Jeffersonian Republicans). Thus these essays deal at considerable length with the need for a strong central government. Although they are masterpieces of prose, they would be more acceptable to the modern student of history if they had been published in condensed form rather than in the original text.—J. K. KEENAN.

SOME Suggestions Towards a Revised Philosophy of Education, the fifth John Adams lecture, delivered in the University of London Institute of Education by Prof. John Macdonald of the University of Alberta. Oxford University Press; price, one shilling.

This is the central idea of Dr. Macdonald's lecture: "Co-operative thinking is the lifeblood of democracy".

The lecturer, after paying a tribute to John Adams, took a look at Plato's *Republic*. The great Greek, he said, had a viewpoint different from ours. To produce an ideal individual, he would create an ideal society. We delegate to our schools and colleges the task of producing the perfect individual, and leave society to go its own way. Plato's idea was better. According to the ancient philosopher there should be an essential harmony between the constitution of society and that of the individual soul. Dr. Macdonald is aware of the disharmonies between the constitution of our society and the aims of the educator, and wishes to suggest ways in which these disharmonies may be overcome.

When he looks at our society, he sees many things that do not savour of true democracy. The worker has no feeling of security, and there constantly rises before his vision the ragged ghost of poverty. Energy that might be used for constructive purposes is thus consumed by worry and fear. Moreover, he has no leisure, in the true sense of that word. Wearied by his labours, he finds an escape in picture shows and light entertainment. He, who is supposed to be democratic in his thinking about

politics, is inclined to become cynically indifferent to all parties and all politicians. The lecturer admits that something has been done in places to give the worker a say in running a business and in profiting by its success, but he feels that only a beginning has been made in this direction. He is unwilling to admit that an industry must be run in an autocratic manner. Indeed, if an industry cannot be run along democratic lines, then, according to his main argument, democracy is impossible.

Whether democracy is possible or not will depend on the ordinary man. The author quotes approvingly from *The New State* by Miss Follett: "the object of group life is not to find the best individual thought, but the best collective thought". Can the masses of the people be educated to insist on the type of discussion which aims at discovering the common idea? We must have co-operative thinking. Wise and benevolent autocrats, who would relieve us of the hard work of thinking, have no place in a democracy. The true democratic leader must not only see the best idea, he must persuade others that it is the best. Only then is his idea truly practical. A minority disagreement indicates a partial failure.

What about our schools? What can they do? What manner of institutions should they be? The writer disagrees with the idea of Dewey that the school should be a miniature replica of society. Indeed, he maintains that this is impossible. The family will not disappear, an assumption of the Deweyites, nor can the school replace the better part of the family's contribution to education. Real life exists outside the school, and will have a profound influence on the life of the adolescent, as it has on the life of the adult. The school is not to make good the omissions of society, but society is to make good the omissions of the school. The special function of the school is instruction, or, as he prefers to call it, enlightenment—the liberating of the human spirit. This enlightenment should be supplemented by experience in the practical affairs of life. The adolescent should join some organization—not a political party—that has specific practical objects. Thus he will learn something of the society in which he lives, and see that others have ideas to contribute no less valuable than his own.

If our world, then, is to become truly democratic, there must be reform within and without the schools. What hope

can we have for democracy, he asks, when we look at the mass of mankind? They are lazy. They find thinking hard work. They prefer the easy way. Again, they are hero-worshippers, and oftentimes, carried away by the magic of a strong personality, they forget the importance of the common idea, that vital outgrowth of co-operative thinking. Finally, they are stirred by the appeal of the romantic. Phrases charm away their reason: they are led into blind alleys by Nordic supremacy, the white man's burden, the superman, and the victory of the proletariat. Near the end of his lecture, the speaker says: "Is the average man capable of being educated? We do not know. All the democrat can do is to hold fast his faith in the average of human nature".

This booklet of 21 pages is well worth reading. Dr. Macdonald places his thesis squarely before us: "co-operative thinking is the lifeblood of democracy".—E. T. OLIVER.

CHOOSING Your Life Work: Alberta Teachers' Association; T. H. Best Printing Co., Toronto, 1938.

When Guidance was included in the revised Programme of Studies, we believed British Columbia to be in the vanguard of educational thought but it came as a distinct surprise to know that the Alberta Teachers' Association has already compiled and issued the above monograph dedicated to the youth of Alberta.

In the Foreword written by Dr. M. E. LaZerte, President, Alberta Teachers' Association, it is stated that the work was sponsored and made financially possible by the Alberta Teachers' Association. The method of compiling the information was to send copies of a questionnaire to 815 students ranging from Grades VI to XII asking the life-work which each would be most interested in doing. Then 400 copies of a vocational questionnaire were sent out to various teachers who contacted employees of the trades and professions. Mr. F. T. Tyler, B.Sc., then compiled and organized the information in its present form.

The Introduction makes it quite clear that the material obtained can in no way take the place of vocational experience but it can give "information about such experience" and so help to develop an appreciation of the student's future responsibilities.

From the title it is easily seen that the book is written for the student. The

(Continued on page 191)

W. F. E. A.
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News, Personal and Miscellaneous

BRITISH COLUMBIA TEACHERS LOSE A FRIEND

NEWS has just reached us of the death on the 20th of November of Mr. Hugh R. Dent at his home in the south of England. Mr. Dent was the chairman of the Board of Directors of the well known firm of publishers, J. M. Dent & Sons (Canada) Limited and was president of the parent company of London, England. Both he and Mrs. Dent have been frequent visitors to British Columbia in the past and have a large number of friends and admirers in educational circles in our province. His passing in this, the Golden Jubilee year of his firm, is a distinct loss to the publishing world.

EXCHANGE TEACHER BEREAVED AND REPLACED

MISS Scott, exchange teacher from Scotland, who commenced the teaching year at Kitsilano Junior High School, returned to her home last month after receiving news of her mother's death. The bereavement had occurred during Miss Scott's first trip away from home.

The B. C. Teacher extends to Miss Scott the deepest sympathy.

To take the place of Miss Scott has come Miss McLernan. Miss McLernan

left the Old Country shortly after the European crisis (if after is the right word) and brought with her a gas mask which we sincerely hope she may never need to use.

Miss McLernan is not new to British Columbia. She lived in Victoria as a child and, we are sure, is glad to see this western world again.

Welcome back, Miss McLernan.

A CHRISTMAS MARRIAGE

THE announcement was recently made of the coming marriage of Mary Elizabeth (Beth) Pollock, only daughter of Mr. and Mrs. J. R. Pollock of Vancouver, to Duncan Grant Morrison of Port Coquitlam, only son of Mr. and Mrs. R. P. Morrison of Vancouver. The marriage will take place on December 26th.

Miss Pollock graduated from the University of British Columbia where she also took her M.A. in '30 and Teacher Training Course in '31. She taught for a short time in Central School, Vancouver, before going to her more recent position, that of assistant with the High School Correspondence Department, Department of Education, Victoria.

Mr. Morrison graduated from the University of Washington. He later

(Continued from page 189)

first four chapters deal with the general idea of self-analysis and the vocation, the sources of vocational information, what students say about their life-work, the Alberta School System and its relation to life-work, and changes in the working world. It is of interest to note that the classification of vocations used is similar to that of British Columbia—the Canadian census arrangement. The remainder of the book deals with the following occupations as they apply to Alberta: Agriculture, Manufacturing, Building and Construction, Transportation and Communication, Business Occupations, Finance, Professional Service, Service, Clerical Work, Civil Service, and Education of Exceptional Children. For example, in the chapter dealing with Professional Service, 27 occupations are discussed. In turn each vocation is organized under the following headings: Opportunities, Hours, Advancement, Security of Tenure, Special Advantages and Disadvantages. From the foregoing

it may be thought that there would be a monotony to such an arrangement but as each vocation was written by a different person there is a freshness about the work.

Choosing Your Life Work has definite limitations. In the first place, it is written for Alberta students only, a statistical comparison being made between Alberta and Canada. In the earlier chapters of the book the frequent use of statistics may become tiresome. On the other hand, there is a wholesome frankness on the presentation of vocational information. Furthermore, this is the first up-to-date book on Canadian conditions that has come to our notice. Such a book is worthy of a place in the library of any guidance teacher. The Alberta Teachers' Association is to be complimented for its contribution, and it is hoped that this may point the way to a co-operative movement on the part of guidance teachers of British Columbia.—A. J. DODD.

took his M.A. at our provincial university. Before going to his present position as principal of the high school at Port Coquitlam, Mr. Morrison taught at Parksville, Vancouver Island.

The teaching colleagues of these two young people and, particularly Mr. Morrison's fellow workers on the Editorial Board of *The B.C. Teacher*, join in wishing the prospective bride and groom a happy and long life.

REMEDIAL READING

THE first course in remedial reading to be held in British Columbia, if not in all Canada, was conducted in Victoria during October and November under the direction of Dr. H. B. King, in co-operation with the local school boards.

An enthusiastic group of 24 teachers from the areas represented in the newly organized Greater Victoria Teachers' Association met four times a week for three weeks in the library of the Central Junior High School. Plans have since been made to put underlying principles of remedial reading in operation. It is beyond question that the pupils handicapped by reading difficulties may be greatly benefited by instruction given in this important subject.

RADIO COURSE

PUBLIC interest during the past decade has given rise to a course in radio, presented over the radio. For the fifth year, Dr. C. Davis Belcher is giving his "Modern Radio Course" over Station WIXAL, World Wide Broadcasting Foundation, University Club, Boston, Mass. The broadcasts are on Mondays at 5:00 p.m. on 6.04 Mc. and on Fridays at 2:00 p.m. on 11.79 Mc. Because of the short wavelengths used in broadcasting, the transmissions are easily received in British Columbia. These lectures should prove almost invaluable to teachers of physics who are anxious for authoritative information on radio problems ranging from elementary to complex. The station is a non-profit, non-commercial station by law. Helpful lesson booklets may be obtained from the station at cost.

Dr. Belcher has been a commercial wireless operator, United States Government radio inspector, radio engineer for the United States Coast and Geodetic Survey and has, for the past few years, been giving this course under the auspices of the Massachusetts Department of Education.

BOOK WEEK TEA AT VANCOUVER PUBLIC LIBRARY

THE Boys' and Girls' Department and the Charles Dickens Room of the Vancouver Public Library held open house for the members of the Vancouver Librarians' Association on Monday, November 14th, in the Library. Tea was served. The many colourful displays throughout the room were sources of inspiration. The meeting was held as the annual celebration of Children's Book Week and the teachers and librarians were privileged to see, on this occasion, many of the "treasures" of the library. The exhibit of foreign picture books was a rare treat. Special books which receive such annual awards as the Newberry and the Caldecott medals (American), Carnegie award (English), and the Prix Jeunesse award (French), were on view. An original display of interest to parents as well as to teachers and librarians illustrated the stages in a child's reading from the earliest interest in Mother Goose rhymes through fairy tales, myths, poetry, realistic and nature stories, romance and biography. Librarians and teachers appreciated the hospitality of the staff of the library and are very grateful to Mr. Robinson, librarian, Mrs. Ladler, head of the boys' and girls' department, Miss McTavish, head of the Intermediate Department (Charles Dickens Room), and to the staff for the fine service which they offered to the teachers of Vancouver.

RADIO PROGRAMMES

IN subsequent issues *The B.C. Teacher* will carry a schedule of radio programmes of an educational nature. As yet most of the radio work of this type is done in the eastern United States, and because of the limited range of radiation of stations broadcasting on the Standard Broadcast Band, Western Canadian listeners are deprived of much of the best. However, until next issue when a fuller list will be given, here are a few programmes that may quite easily be heard on the west coast:

SUNDAYS:

9:30 a.m., 680 KC, KPO (NBC Red) University of Chicago Round Table.

10:30 a.m., 1100 KC, CBR, It Came To Pass.

1:00 p.m., 920 KC, KOMO, Strange As It Seems.

6:00 p.m., 1100 KC, CBR, Shakespearean Series.

- 6:30 p.m., 970 KC, KJR, (NBC Blue) Reader's Guide.
 9:30 p.m., 920 KC, KOMO (NBC Red), One Man's Family.
 9:45 p.m., 970 KC, KJR, (NBC Blue), University Explorer.
MONDAYS, FRIDAYS, INCLUSIVE:
 10:00 a.m., 970 KC, KJR, (NBC Blue), University Explorer.
 10:15 a.m., 920 KC, KOMO (NBC Red), Let's Talk It Over (Mon. only.)
 11:30 a.m., 710 KC, KIRO, School of The Air;
 1100 KC, CBR, London Calling.
 12:00 noon, 970 KC, KJR, Department of Agriculture.
 2:00 p.m., 710 KC, KIRO, Let's Pretend (Mon. only).
 7:00 p.m., 970 KC, KJR, True or False (Mon. only).
 7:30 p.m., 970 KC, KJR, Radio Forum (Mon. only).
 8:30 p.m., 970 KC, KJR, (NBC Blue), Stanford University.

PENSIONS—OLD AGE

THE pension question is very much in the foreground of teachers' minds today. It is comforting to realize, in the midst of rumours alleging raids on the teachers' pension fund, that there is a pension for which the qualifications are easily met. It is the Old Age Pension. From *A Fact a Day About Canada* we glean the following information:

The Old Age Pension is payable to any British subject of 70 years and over who is not receiving an income of \$365 a year. He must have resided in Canada for at least 20 years and must have lived in the province in which the application is made for five years immediately preceding the date of the commencement of the pension. No applicant must have assigned or transferred property for the purpose of qualifying for a pension. Indians are not eligible. The provinces are charged with the payment of the pensions, the Dominion government reimbursing each province quarterly, to the extent of 75 per cent of the net cost. Previous to 1931, the Dominion Government paid one-half of the amount. All the provinces are operating under this agreement. In 1927 British Columbia was the first to have this Act become effective, followed by Manitoba and Saskatchewan the next year and by Ontario, Alberta, and the North-West Territories in 1929. Pay-

ment of pensions commenced in Prince Edward Island in 1933, in Nova Scotia in 1934, and in New Brunswick and Quebec in 1936. At March 1, 1938, the total number of pensioners was about 176,000. The Dominion Government has contributed over 123 million dollars to these pensions since the inception of the Act. Last year's contribution was 28½ million dollars.—*A Fact a Day About Canada*.

A REQUEST

THE *B.C. Teacher* would like to keep you informed about your professional friends in other parts of the province, but it is not omniscient nor omnipresent; it needs correspondents to send in the personal items for publication. Will you send in, or see to it that someone in your district sends in, such items as are required? Thank you.

Changes in professional qualifications or status, or work being done to effect such changes; notice of articles or writings that other teachers have had published in other publications; unusual educational activities; something new in extra-curricular activities; summer trips or excursions with comment from teacher-traveller point of view; vital statistics relative to teachers and their families—births, marriages, deaths—information on any or all of these topics is invited.

Send information (it need not be "written up"—bare facts will do) to Ralph O. Norman, 2505 West Seventh Avenue, Vancouver, B.C.

U. B. C. NAMES STAFF FOR SUMMER SESSION

EIGHT noted visiting professors and 21 from the University of British Columbia faculty will comprise the staff of the University summer session in 1939 under direction of Prof. Lemuel Robertson, President L. S. Klinck announced after a board of governors meeting.

Following are the appointments: Botany, Dr. A. H. Hutchinson, Dr. Frank Dickson and Prof. John Davidson, U.B.C. Chemistry, Dr. R. H. Clark, Dr. William Ure, U.B.C. Classics, Prof. Lemuel Robertson, U.B.C. Economics and Commerce, Prof. G. F. Drummond, U.B.C. Education, Dr. W. G. Black, U.B.C.; Dr. H. E. Smith, University of Alberta.

English—Prof. F. G. C. Wood, U.B.C., and Dr. Edward Chapman, University of Utah. Geology and Geography, Dr. Gordon Davis, U.B.C., and Dr. Eric H. Faigle, Syracuse University.

History—Prof. F. H. Soward and Dr. Sylvia Thrupp, U. B. C. Mathematics—Dr. Ralph Hull and Prof. F. J. Brand, U. B. C., and Dr. R. L. Jeffery, Acadia University, and Dr. F. C. Leonard, chairman of the department of astronomy at University of California at Los Angeles.

Modern Languages—Dr. D. O. Evans, Dr. Joyce Hallamore, Dr. Deborah A. K. Aish and Dr. Joan Dangelzer, all of U. B. C. Philosophy and Psychology—Dr. J. A. Irving, U. B. C.; Dr. Wilbur Long, Dr. Frank Davis, University of California at Los Angeles; Prof. J. A. Sharrard, University of Saskatchewan.

Physics—Dr. O. E. Anderson and Dr. A. M. Crooker, U. B. C.

DEPARTMENT OF UNIVERSITY EXTENSION

THROUGH the Department of University Extension, the facilities of the University of British Columbia are made available in some degree to every citizen, group and community in the Province of British Columbia . . .

"Since the Department received last year three or four times as many requests for lectures as could be supplied without interfering seriously with the regular teaching duties of the members of the staff, and since it desired to distribute the lectures as equitably as possible throughout the Province, it is necessary to limit the number of assignments to any one community.

"A group requesting a lecture must provide a suitable hall, and make provision for the local expenses. The University will pay the travelling expenses of the lecturer. A nominal fee of \$10 is charged for each lecture. Communities which, owing to unusual circumstances, are unable to pay the regular fee, may be given special consideration."

We quote from Bulletin No. 10, Department of University Extension, in which we see listed 65 different lecturers, who are prepared to speak on over 290 different subjects.

Teachers can very properly lead the way in organizing groups to study and hear lectures under the direction of the Department of University Extension.

Write for a copy of Bulletin No. 10.

Education is to instruct the whole people in the proper care of the body.
—HORACE MANN.

DUNCAN PLAN FOR THE CO-OPERATIVE PURCHASE OF TEXT BOOKS

Decision was made to start on a small scale in 1938 with the purchase of sufficient prescribed Text Books only, for the use of a maximum class of 40 for all pupils entering Grade VII. (Junior High School).

The Books purchased were:

40 Canadian School Atlas	\$.65
40 World Geography	1.20
40 Elementary English Grammar....	.50
40 History of Britain95
25 Foods, Nutrition & Home Management (Manual)40
40 Dominion Language Series Book 375
40 Can. Book of Prose & Verse (1) ..	.53
25 Junior Electricity65
25 Woodwork for Junior High....	.55
40 Elementary Science	1.05
40 Dominion French Reader, Book 175

all are obtainable from the Text Book Branch, Department of Education, at 15 per cent. catalogue prices as quoted above. Care was taken to first purchase from local dealers all the above-named books which they had in stock from the previous year at the same price paid by the Board to the Text Book branch.

The total outlay this year was \$250.28 and it was decided to charge each pupil using the full set of books \$1.25 per annum, payable at the commencement of the term.

Collections to date from the one Grade (VII.) are \$69.50. Next year both Grades VII. and VIII. will be able to use the same books, at an estimated increase of two-thirds in collections, which should make it possible to pay for the books outright in three years. No difficulty has so far been experienced in making collections as all parents concerned have welcomed the opportunity to make use of the books.

It is essential that one capable teacher only be placed in charge of all Co-operative Text Books and be made responsible for the collections and for recording the payments made. All collections are turned in weekly by the Principal to the Secretary-Treasurer, through whom all book purchases are made.

Use of the books and payment of rental is not compulsory. Those students who wish to purchase their own books outright are free to do so, but this may not be done through the School Board.

Correspondence

DR. SANDERSON AND OUR
JAPANESE CANADIANS

November 5, 1938.

Editor, *The B.C. Teacher*:

Permit me to voice my commendation of your editorial, "Isn't it about time that we spoke up" in the October issue of *The B.C. Teacher*. Particularly I would mention two excerpts:

1. "Our duty of treating them with humanity, when they have been admitted and actually permitted to get born here, is *not* open to debate".

2. "Certain teachers have had the courage to protest against policies that are as dangerous as they are unchristian".

In connection with these excerpts I should like to comment. My experience has taught me that a problem can be solved only by thinking, never by force. British Columbia citizens who simply campaign against Canadian-born Orientals without using their heads to solve the problem belong to the class of warmongers. Fact number one is that there is a Canadian-born Japanese population in British Columbia. Fact number two is that they are going to remain here. What then shall we do about it? We can treat them with friendliness as fellow-Canadians, or we can ostracize them as undesirables. The latter policy as you point out, is dangerous as well as unchristian. Problems are *made*, not solved, that way.

I agree with you, Mr. Editor, that it is about time that we, as teachers, spoke up.

I was interested in the editorial in this morning's *News-Herald* which closed with: "Canada can absorb her minorities with friendliness far more readily and effectively than by the employment of the Big Stick".

J. R. SANDERSON.

OUR MAGAZINE TABLE
APPRECIATEDMission Jr.-Sr. High School,
Mission, B.C.,

November 22, 1938.

Editor, *The B.C. Teacher*:

We find "Our Magazine Table" a most valuable section of *The B.C. Teacher*.

FRANK WILSON,
Principal.AN EXCHANGE TEACHER'S
PROBLEMS

Penticton, B.C.,

21st November, 1938.

Editor, *The B.C. Teacher*:

I am accepting your invitation for a free discussion on a topic that was raised in *The B.C. Teacher* October issue. You made reference to the fact that the experience of teachers visiting British Columbia and teachers returning from exchange elsewhere were not utilized to the fullest extent, and that there were insufficient facilities to allow visiting teachers to become acquainted with the various schools in British Columbia.

As an exchange teacher I certainly would like to see as many different schools as possible in British Columbia, but (this is my own feeling on the matter) I feel that when I leave my classroom to go visiting some other school, it means that someone else has to do my work while I am away. If the school board concerned cannot afford to send a substitute in my place, then one or more of the staff have to share my work between them. It is because of this added burden to the teachers of the school that I feel reluctant to ask for time off to visit other schools.

I mentioned this to my Principal at a school in Winnipeg last year (incidentally, I spent a year in Winnipeg on exchange from South Africa) and he made arrangements which allowed me to visit other schools without imposing too much of a burden on the staff of the school.

(a) If it was a group outside the Education Department that wanted to hear me speak on the educational system in South Africa, then the one who was asking me had to make arrangements to pick me up at the school at 12 noon, take me to the place of meeting, and then to return me to school at the end of the lunch hour at 1:30. I gave many "talks" during such lunch hours.

(b) Many of the "talks" were given in my own time, and their arrangement would not interfere with the school hours.

(c) If a principal of another school wanted to have me address the students of his school, then I would be available on a particular afternoon. This particular afternoon would be when I would

probably have my "free period" and an "auditorium period" that could be combined with that of some other class, so that others on the staff would not have to take care of my class while I was away.

Wherever possible, the principal extending the invitation would send a teacher to take my place while I was away addressing students. If, however, any of the above arrangements were not convenient, then my principal very generously offered to take over my class until my return.

As a result of the generosity and the encouragement of my Winnipeg principal, I was able to give, within the ten months that I was in Winnipeg, over 50 addresses to Service Clubs, Alumni, University, Teachers' Federations, Parent-Teacher Associations, Churches and Church Guilds, Schools, Masonic Lodges, Fraternals, and Radio audiences.

The question then is, if you did have the facilities in British Columbia, would you find many of the exchange teachers that would avail themselves of the opportunities. I think I am right in saying that the majority of the teachers who make these exchanges are women, many of whom are reluctant to speak in public. Personally, I used to be almost a nervous wreck when I was asked to do such a simple thing as read out an announcement in South Africa, so I sympathize with anyone who is asked to address a public gathering; but thanks to my year in Winnipeg, I can now enjoy a little of the meal after which I am to speak. I never had much of the meal before that!

Here I am placed in a small community, and if I had to visit schools elsewhere, someone would have to take my place. Can you suggest anything to help me see some of the rest of British Columbia? I would even venture that I would be prepared to talk to some of the meetings interested in education if that would help me get there.

Since coming to Penticton, I have given four addresses (one of these to the Kelowna Teachers' Association, at the Nelson Convention) and I have been booked for two more up to date. I think this shows that although there may not be adequate facilities, if there is a teacher willing to face the audience, opportunities will be made.

Here are two suggestions for what they are worth:

1. In the regulations governing ex-

change teachers, there is in the Transvaal (my home province) a clause that reads something to the effect that teachers returning from a period of exchange overseas may be expected to submit a copy of their experiences and any suggestions that they may have to offer for the benefit of the department. Such a regulation might help in British Columbia.

2. I visited a "one-man" school near here and I found that one of the great difficulties was lack of material, such as books, magazines, etc. I do not mean educational books but the periodicals that are so numerous in the towns. Each year the children of the urban schools make "project books" or note books containing any amount of pictures, cut-outs, etc., and very often at the end of a year or two these very same books find their way into the garbage can. Would it be possible to pass some of these note books on to the lesser privileged children in the rural areas? I am sure many of these children would get many hours of delight and perhaps a little information out of these note books, and at no cost beyond the postage. At this small cost the children in the urban areas would be doing something practical with their note books and the rural children would be deriving some benefit.

I carried this idea a little farther by getting the children in my school in South Africa to make up a note book on "South Africa" and they sent me a very fine book, and I gave that to the school in Winnipeg in exchange for a note book on "Canada". I am taking this back with me to my own school in South Africa. It will be highly treasured in South Africa. It will give the children and teachers there a better idea of what Canada is like and of what is done here along this particular line of the school routine.

I would like to get some information on the "Correspondence Courses" in Education that are carried on in British Columbia. There is no such course (apart from those given by commercial institutions) for the children of the Transvaal and I would be very grateful if you could put me in touch with someone who could supply the information.

Secondly, I would like to find out about the administration, purposes, etc., of the "Pro-Rec" courses, I think that is what they are called, something to do with the province and recreation.

Thanking you for your time and in

anticipation for the information asked, I remain, Sir,

Yours faithfully,

JOHN GILMOUR,

On Exchange from South Africa.

(Mr. Gilmour's letter was received after the writing of the leading editorial for this issue, in which the problem of the exchange teacher was once again brought to the attention of our readers. All persons interested in education by mail for students of elementary and secondary grades should correspond with Mr. J. W. Gibson, Director of High School Correspondence Courses, Education Department, Parliament Buildings, Victoria; while, for data regarding provincial recreation centres under the aegis of Dr. Weir and his Departments, one should write to Mr. Ian Eisenhardt, 789 West Pender Street, Vancouver. Some of the information asked for by Mr. Gilmour will be supplied in early issues of *The B.C. Teacher*. Others of his questions and suggestions are of a type calling for study by such a committee as *The B.C. Teacher* hopes to see created to devise ways and means for making teacher-exchanges more profitable to all concerned).—EDITOR.

CHRISTMAS SEAL CAMPAIGN

British Columbia Tuberculosis Society,
710 Seymour St.,

Vancouver, B. C.,

November 22, 1938.

Editor, *The B.C. Teacher*:

Your kind reference in *The B.C. Teacher* to our magazine, *Your Health*, encourages me to write regarding our Christmas Seal campaign, now under way.

Today the main idea in approaching tuberculosis is *prevention*. We must get at the child, guard it, watch it through the danger years, deliver it into manhood and womanhood strong and well.

Hence the tuberculin testing of children. The disease doesn't just happen; it comes from another case. Many children have the seeds sown in the home, by a relative, an affectionate grandmother who doesn't know she herself has tuberculosis. Fathers with a "cigarette cough", who have "always had it", frequently have the disease and infect their families.

Christmas seals provide the sinews of war in which there is no armistice until this great menace is removed. Today Christmas seals have placed in the New Westminster area a nurse and car. This

experiment is devoted towards discovering new cases, contacts, suspects. Mass tuberculin testing of children is being carried out; already we know that success is attending this experiment.

I believe *The B.C. Teacher*, organ of such a wonderfully organized body of intelligent opinion, can help very definitely in spreading the gospel of prevention, through the child.

We appreciate the opportunity of placing our news and views before you.

Faithfully,

J. J. KERR,

Executive Secretary.

BOOSTING "THE FORUM"

Ladysmith, B. C.,

November 19, 1938.

Editor, *The B.C. Teacher*:

To the best of my knowledge there is in Canada today only one magazine of independent opinion in public affairs and the arts—*The Canadian Forum*. Yet from information I happen to have, I believe the number of subscribers among the thousands of teachers in British Columbia could be counted on the fingers, and the total number of subscribers in this province is very small. No wonder we in Canada are politically and artistically backward. I have been interested in the publicity given to *The Canadian Forum* from time to time by *The B.C. Teacher* and wish to do my bit to attract to *The Forum* the attention of British Columbia teachers.

Those who would like to give *The Canadian Forum* a try may write to 28 Wellington Street West, Toronto, or subscribe through *The B.C. Teacher*. The rate is \$2 a year; \$1.50 is the Christmas gift rate; \$1.15 through *The B.C. Teacher*.

The magazine contains much material useful to teachers, especially in Social Studies, Economics, Literature, and Art. Book reviews are good.

Yours sincerely,

RONALD GRANTHAM.

B. C. PHILATELIC SOCIETY

3780 Twelfth Avenue West,

Vancouver, B. C.,

November 24, 1938.

Editor, *The B.C. Teacher*:

You may be aware that this Society, with the kind co-operation of CJOR, is giving a talk on stamp collecting especially designed for school Stamp Clubs, every Friday from 2:15 to 2:30 p.m. This was started after a thorough discussion with, and with the approval

of, the Superintendent of City Schools and several Principals. The idea is, very largely, to answer questions which would appear to be of general interest, submitted by school Stamp Clubs, and the script is prepared by Mr. Bruce Fletcher of Alexandra School and the writer.

It has been suggested to us that possibly some of the rural schools might be interested if they were aware of these talks; should this appeal to you, we should be glad if you would mention it in your publication, and if advised that you are so doing, we will keep you advised of any changes in time which, as the broadcasting company is donating their services, has to be made to fit in with their commercial programme.

We might add that no advertising other than for our auction for benefit of the Santa Claus Fund is mentioned, it being a purely voluntary effort for the good of the hobby.

Thanking you in anticipation,
Sincerely yours,

M. NICHOLSON,
Chairman, Committee for Jr. Work.

HELP OFFERED

Cloverdale, B. C.,
November 30, 1938.

Editor, *The B. C. Teacher*:

May I, through the medium of your magazine, inform the elementary teachers of British Columbia that a great many teachers are availing themselves of the units of work and projects offered by the Committee on Factual Information. The response has been most encouraging, and the Elementary School Teachers' Department hopes that it is offering, and will continue to offer, work which will help to supply a long-felt need. May we remind the teachers that any such work of their own which they have found especially useful in the classroom would be welcomed? Kindly forward to Miss A. J. Dauphinee, 590 Hamilton Street, Vancouver.

At the present time two new units are being prepared for distribution. They are projects on "The B. C. Indian" and "The Eskimo". Both are exceptionally good and should warrant a big demand.

Any suggestions or criticisms on the work of the Elementary Council would be welcomed by the Executive. Please direct your correspondence to the President or Secretary-Treasurer.

Yours sincerely,
R. JENKS,
Secretary-Treasurer,
Elementary School Teachers' Dept.

SABBATICAL LEAVE

King Edward High School,
Vancouver, B. C.,
November 24, 1938.

Editor, *The B. C. Teacher*:

In view of the growing interest in Sabbatical Leave, your readers may be glad to know the provisions under which such leave of absence is made available in Hawaii. I quote from the Biennial Report of the Department of Public Instruction, Territory of Hawaii, 1937; Act. No. 75, Series A-20:

"This act authorizes the Department to grant a year's sabbatical leave of absence to any teacher who has served eight years in the public schools of Hawaii, such teacher to be guaranteed a return to his or her position at the expiration of the leave". It provides further that such teacher shall be paid 'the difference between the minimum salary provided for the position vacated and the salary to which such teacher would be entitled if regularly reappointed . . .'

"This act has been popular with teachers. During the past year 33 teachers were granted such leaves. All teachers on sabbatical leave devote at least one-third of the year to travel or study. The schools of Hawaii profit from this arrangement as well as participating teachers. Under the provisions of the law, there is no additional cost to the Territory. In time this act will be looked upon as one of the most important developments in the history of school legislation in Hawaii".

When teaching in Hawaii on exchange I found that sabbatical leave was looked upon quite as a matter of course, no longer requiring debate.

W. M. ARMSTRONG.

SAYS THANK YOU

November 25, 1938.

Editor, *The B. C. Teacher*:

Thanks very much for your helpful reference to the *Classical Journal* in the November issue of the *B. C. Teacher*. We appreciate very much your continued support of the classics and wish you great success in your efforts to induce more of our Canadian friends to read the *Journal*.

Very sincerely yours,
EUGENE TAVENNER,
Editor-in-Chief.

Health is a manufactured article,—
as much so as any fabric.—HORACE
MANN.

Highlights of the World News

COMPULSORY price-fixing of gasoline, which was due by Order-in-Council to go into effect in British Columbia on October 26th, was halted by a temporary injunction on October 24th continued after hearing on November 1st until the constitutionality of the legislation can be tried.

Despite the highest revenue in history, Finance Minister Hart was unable on November 9th to promise any relief to British Columbia taxpayers. Revenues exceeded \$31,000,000; capital indebtedness was reduced \$2,000,000, to \$149,000,000; but the surplus of \$3,365,000 failed to cover the province's share of relief costs.

United Farmers of Canada, Saskatchewan section, on October 21st ordered its directors to study authoritatively "setting up a western autonomous state within the British Empire governed by a single western government elected democratically".

APPOINTMENT of the King's brother, the Duke of Kent, as the next Governor-General of Australia was announced October 26th.

A new world non-stop distance record was set by nine British Royal Air Force fliers on November 7th when they reached Port Darwin, Australia, from Ismailia, Egypt, a distance of 7160 miles in just over 48 hours.

To Prime Minister de Valera's suggestion of October 17 that Britain could better assure herself of Eire's support in international crises by inducing Ulster to join a united Ireland, Lord Craigavon, Prime Minister of Northern Ireland, replied a week later that civil war would follow any attempt to force such a change.

The British Labor Party on October 28 published a manifesto demanding a ministry of defence to make the country safe from air attack and organize the nation for defence and support of collective security through the League of Nations, more extensive use of credit control to develop trade with democratic countries, and solution of the colonial question not by redistribution among imperialistic powers but by placing all colonies not ripe for self-government under international trusteeship in the interest of colonial peoples and of the world.

The British Government has no in-

tention of interfering with the extensive export of scrap metal to Germany, it was reported November 5.

Though more than 80,000 Italian troops and 10,000 Germans remained in Spain, to say nothing of equipment, Parliament on November 2 supported Prime Minister Chamberlain's plea that the withdrawal of 10,000 Italians justified bringing the Anglo-Italian accord of April 16 into effect on November 16.

Britain's air estimates will be raised from £120,000,000 to £200,000,000 next year to provide for over 5000 fast fighting planes for defence and a 30 per cent increase of first-line planes, it was announced November 10.

Mrs. J. L. Adamson, Labor, won the first by-election since the Munich Pact when she took the usually Conservative seat of Dartford with a 10 per cent majority, November 7.

EDOUARD Herriot on October 29 warned the Radical-Socialist Party of France that the republic would go the way of Austria, Czechoslovakia, Spain and China if it did not stand firmly united for the democratic liberties or if Premier Daladier drove a wedge between labor and other classes. The party voted approval of Daladier's policy of appeasement with the dictators. That policy had already received encouragement from the Senatorial elections of October 23 when Right parties gained ten seats at the expense of Centre and Left. Fears of a Nationalist *coup* did not materialize on November 11 when thousands of veterans crowded to Paris to demand a "public safety" government.

Rebel forces in Spain finally succeeded in reaching the Ebro on November 7. Barcelona, claimed on October 27 to have proof Italy had recently sent 4549 fresh troops to Spain to replace in part those withdrawn.

Libya was decreed a part of Italy on October 26, and five days later 18,000 settlers left Italy in a four-year plan to settle 80,000 families on farms in that country.

Karl Kautsky, veteran German Marxist and opponent alike of "revisionism" and Leninism, died in Amsterdam after celebrating his 84th birthday, October 16.

Germany demands return of her former colonies *in toto*, said Gen. von Epp on October 29, but has no further demands on France and Britain and

does not intend to use force to get them. On October 28 Germany started a wholesale deportation of Polish Jews, many of whom were denied return to their native land. On November 7 a 17-year-old Polish refugee shot and killed a secretary in the German Embassy in Paris. German Jewry was immediately assessed a fine of 1,000,000,000 marks to which was added up to 100,000 marks each from about 100 of the wealthiest Jews in Berlin to pay for damage done to Jewish-owned shops by anti-Jewish rioters on November 10. On November 14 all Jews were expelled from any public institutions of learning which still admitted Jewish students. The Berlin Stock Exchange forbade selling by Jews to prevent a slump in prices. While protests from all democratic governments were sent to Berlin the chief problem among these governments seemed to be to find new homes for all the refugees and to transport them there. General Beck, chief of staff of the German army, resigned on October 31. Hitler declared on November 6 Germany was ready to disarm as soon as the "war agitators" had been disarmed.

In a drive on Nazi agitators, Swiss police on November 12 had arrested over 100 persons.

Foreign Minister Beck of Poland failed on October 21 to secure Rumania's agreement to a scheme to partition Ruthenia with Hungary. Hungary on October 23 rejected Czechoslovakian offers for a settlement and threatened an invasion. Under pressure, chiefly from Germany, the demands were modified and on November 2 German and Italian arbiters awarded Hungary 4000 square miles of Czechoslovakia with a population of 860,000, which was occupied on November 5 and 6. On November 14 Germany demanded territory southwest of Pilsen because of strategic communication lines. Meanwhile, on October 21 Czechoslovakia terminated its defensive alliance with Soviet Russia at Germany's behest. There were also signs that the soldier-Premier Syrový was trying to please his German ally by banning the Communist, German Liberal, and Jewish newspapers published in Czechoslovakia, and by forbidding pro-Jewish and anti-dictator films and plays, including "The House of Rothschild" and Karl Kapek's "White Malady".

Belgian local elections on October 16 gave the fascist Rex Party only 5 per cent. of the votes.

In the Polish general elections of November 6 about 60 per cent. of the electors voted (nearly twice the usual number) and the government won about 75 per cent. of the seats.

Germany unofficially warned Lithuania on October 27 the fate of Czechoslovakia awaits her if Memel is not granted autonomy.

* * * * *

Premier Kemal Attaturk of Turkey died on November 10 and was succeeded by Ismet Inonu, elected by the National Assembly.

British authorities established martial law in Palestine on October 18 and put a sudden stop to disorders. The Grand Mufti declared the following day peace would depend solely upon the establishment of an independent government and the ending of Jewish immigration and land purchases. With publication of the Woodhead Report on partition on November 9 the British Government announced abandonment of the plan, to the bitter disappointment of both Jews and Arabs despite the announcement of plans for a tripartite conference.

The Japanese invaders entered the city of Canton on October 21 and on October 25 the flaming city of Hankow was abandoned by the Chinese. It was still evident that China had no intention of making peace on Japanese terms which included the ousting of Chaing Kai-Shek and the Kwomintang and the acceptance of a Japanese controlled puppet government. Japan immediately began to take steps to curtail any foreign trade which might aid the Chinese and on November 3 declared the Washington Nine Power Treaty dead. The immediate effect of both was immediate protests from all interested foreign powers, especially the United States. With the establishment of an oil monopoly, Japan on November 1 claimed complete economic control of Inner Mongolia. British power in the Far East is "done forever", the Japanese ambassador in Rome declared on October 27.

* * * * *

Pedro Aguirre Cerda, millionaire farmer, became President-elect of Chile on October 25. The leader of the United Front of Radicals, Socialists, and Communists received about 212,000 votes to 199,000 for conservative Senor Ross.

The new Federal Wages and Hours Law came into effect October 24, establishing a minimum industrial wage of 25 cents an hour and a maximum 44-hour week.

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Winnipeg	-	-	-	\$58.35



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