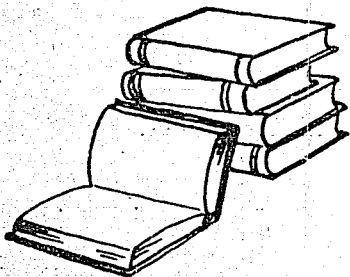


THE

B · C · TEACHER



OFFICIAL ORGAN OF THE B · C · TEACHERS' FEDERATION

VOLUME XVIII, No. 5.

JANUARY, 1939

VANCOUVER, B. C.

EDITORIALS: Cheap, Vulgar, Flippant, Ignorant, Weak — New Year's Resolutions — Obiter Dicta.

OUR MAGAZINE TABLE.

BRITISH COLUMBIA TEACHERS' FEDERATION AND KINDRED ASSOCIATIONS

Federation Activities — Sabbatical Leave — University Branch — Burnaby's Symposium — Canadian Teachers' Federation News — Sickness and Accident.

RAMBLINGS OF PAIDAGOGOS — SCIENCE INVOKES THE BILL OF RIGHTS

CANADA'S DEMOCRATIC YOUTH MOVEMENT

A PROJECT IN GRADE NINE MATHEMATICS

AS THE JANITOR SEES IT — SCHOOL ORGANIZATION OF GUIDANCE

AN EDUCATIONAL OASIS — WHAT SCIENCE IS OF MOST WORTH?

THE YORKTON EXPERIMENT — THE STORY HOUR

SCHOOL LIBRARIES

INTRA-MURAL USE OF HIGH SCHOOL CORRESPONDENCE COURSES

THE SOCIAL PHILOSOPHY OF TEACHERS

WHAT WE ARE READING: "The School" — Nova Scotia at Work — Junior Athletics — A Living Grammar — Songs of Discovery — Skyways.

NEWS, PERSONAL AND MISCELLANEOUS: Death of Miss Mary Black — Death of Gregory Thom — MacMillan Clubs — Alberta's New School System — Grants — Uniting Canada — Quebec Survey — In New Zealand — Great Plays — U. B. C. Summer School — New York's World's Fair.

CORRESPONDENCE: Reactions to Editorial, "The Old, Old Story" — Burnaby Salaries — The Cooking Lesson — A Bouquet — Prof. Clarke on "Foreign Languages" — Text Book Services — Teaching Basic Facts.

HIGHLIGHTS OF WORLD NEWS.

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CHEAP, VULGAR, FLIPPANT, IGNORANT, WEAK???

IN the December number of *The B. C. Teacher* the leading editorial was devoted to a topic to which circumstances seem to make it necessary to revert in this present issue. We allude to the article entitled "The Old, Old Story". It has possibly called forth more thanks and congratulations than has any other editorial or other contribution published in this magazine of recent years; it has also been extraordinarily misunderstood, by one reader at least. From his letter of protest, to be found in the Correspondence Section, have been taken the epithets chosen as caption for these paragraphs of comment. Mr. L. C. Studdert Kennedy did not supply the question marks. They are all our own.

The editorial in question was written with great care; it did not contain an unconsidered word; the writer feels very strong on the matter in hand and believed that he had something to say that needed saying. One realizes that it is perilously like an insult to the intelligence of the teaching body of British Columbia to attempt to paraphrase our December message but we must risk it.

Of course, the point was that in the opinion of the Editor of *The B. C. Teacher* the present and rising generations incline to neglect a sacred Book containing literature so ineffably precious that to ignore it is supreme folly, and that to allow children and young folk to grow up with minds and imaginations fed upon our unspeakable comic supplements rather than upon this Book—"something greater than merely great literature"—is worse than folly. The Editor tried to suggest, with all the force at his command, that, whatever may be one's views regarding the historical origins of The Bible, it has a needed message of comfort and inspiration and guidance to us everyone and that today a consideration of its precepts



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is perhaps more imperative than ever. The sympathetic reader will have sensed—and perhaps shared—a certain temporary nostalgia for the naivete of yesterdays long vanished; but the prevailing feature of the article was the sustained satire directed against those who allow their learning—however sound—to rob them and others of values for which erudition is no commensurate substitute.

The quarrelsome fanaticism of our sectaries and the follies of current materialistic philosophy, with its frequent attitude of smug superiority toward the men and ideas of times gone by, have all but driven The Bible from our schools. It has become a reference book, and one to which all too little reference is made. Those other institutions which share with the school the education of our youth have likewise failed disastrously in their aim to familiarize young people with the sacred literature of their fathers.

There is no place in the schools of British Columbia for the propagandist of the tenets of sectarian religion or of disputable concepts of inspiration. For the inculcation of noble ethics and of respect for the literary heritage in which the sublimest hopes and dreams of mankind are embodied, there will always be a place.

Upon teachers rest, therefore, more heavily than ever a responsibility for establishing or restoring familiarity with the rich but neglected treasure-house bequeathed to us by the saints and sages of Jewish and Christian antiquity. Let us not hesitate to bring forth from it precious things, forever new and as old as time, nor fear to quote its apt and memorable phrases when occasion arises. Let us illuminate our studies of literature and other subjects by suitable references to and paraphrases of Biblical episodes and poetry. To teach English literature without a Bible within reach is to forego the use of the book to which our greatest authors have been more indebted than to any other.

We are all teachers of Ethics and here is our Source Book. For many The Bible has values that far surpass those here enumerated but we have at least suggested grounds upon which all of us can stand shoulder to shoulder. Surely it is not necessary to weaken our forces by quarreling over aspects of The Bible regarding which there is difference of opinion.

Even in his capacity as a teacher of geography, the writer of this article has many a time had his pupils reading up on the story of Abraham's purchase of a sepulchre for Sarah, for the light it throws upon early use of silver as a medium of exchange; when studying the origins of international commerce, they hunt out biblical references to the African nomads who became merchants plying between Babylon and Egypt; they find illustration of the commercial dependence of relatively backward peoples upon their more progressive neighbours by noting the kind of things and services for which Solomon's kingdom had to turn to Phoenicia; and in these and many other ways, incidental but none the less carefully considered, they are kept reminded of the things that from generation to generation make this book basic in the education of anyone, of our own ancestral stock at all events.

If anybody will show the Editor of *The B. C. Teacher* a well educated man—by which we mean a man possessed of a reasonable working familiarity with the best that has been thought and said by either ancients or moderns—who, no matter what be his theology or his attitude toward the dicta of historical criticism, is not intimately familiar with his Bible, then

the Editor will counter by producing from his waistcoat pocket a square circle.

After two weeks of intelligent instruction an ordinary but interested heathen who theretofore had never heard of the book could pass with flying colours an examination in Biblical knowledge that would floor any high school class in British Columbia.

Have you any responsibility?

NEW YEAR RESOLUTIONS

OF course there are a few disillusioned and top-lofty folk who never make them, but, like the battle of Hastings and the discovery of America, New Year resolutions are not a bad thing, for all that. The vital consideration is whether we include in our private declaration of good intentions the right resolves.

The B. C. Teacher is inclined to think that education in British Columbia would advance by leaps and bounds if, for example, all of us solemnly swore to be younger and better looking and perhaps less strenuously and supererogatoriously virtuous this year than in 1938. Among the things for which we vow to keep an ever-grateful heart let us include humour and innocent nonsense and merriment. If care is thus taken to strengthen our devotion to the major virtues, the minor *mores*, which help to keep us out of jail and safe in the enjoyment of our job and its accompanying emoluments, may pretty safely be trusted to look after themselves.

However, we have not exhausted the list of possible good resolutions. How about promising to pay your Federation fees a bit more promptly? May be you are one of the faithful minority that performs this little duty every year early in the Fall; but the mathematical probabilities are that hitherto you have waited until a month or so after the theoretical deadline (December 31) before paying up. Of course, these delays, with incidental inconveniences to those responsible for the revision of mailing lists and for the more difficult and important task of financing the Federation during the months of financial drought, are often attributable not to the individual member whose name temporarily disappears from the roll of those in good standing, but to local treasurers who are slow in making returns. RESOLVE, therefore: We will forward Federation fees with the same promptitude with which we meet our other business obligations.

However infrequently it may be that you have done those things which you ought not to have done in 1938, the melancholy fact remains—if it be for you that this editorial is written—that you have been leaving undone some of those things which you ought to have done and may well consider the following resolution also: In 1939 I will not leave so much of the business of British Columbia Teachers' Federation to George, whoever George may be.

George is the chap that does things, when they get done, in your local association. George is the chap who, being already a little busier than most folk, is able to make time to perform the endless duties of the Executive Committee and of the Consultative Committee and of umpteen other committees without which British Columbia Teachers' Federation

could not function. Without George's co-operation, *The B. C. Teacher* would suspend publication. George recalls to the editorial mind that distracted matron who had so many children she did not know what to do; and if George were to spank all *his* responsibilities and send them to bed, it would be just too bad for the teachers of this province.

Potentially among the most important organs of British Columbia Teachers' Federation, the district councils have more than justified their creation; nevertheless they include entirely too many well intentioned people who leave their duties to George.

In accordance with precedent, we this year have on our B. C. T. F. Membership Committee some of the brightest and most energetic servants of the Federation. They are doing a good job, but they need co-operation in various forms and they are asking for it.

As they have pointed out in a recent report to the Executive Committee, the securing of membership in the Federation is not a problem at all if, in the locality concerned, there is a vigorous local association under competent local leadership. But almost one-quarter of our teachers are labouring in districts where effective organization into local associations is difficult. That is what turns the task of the Membership Committee into a real problem. Its solution demands increasingly active co-operation on the part of district councils.

The Membership Committee is convinced that there can be no healthy improvement in membership numbers unless and until we can help the teachers in such areas to realize the manifold services which British Columbia Teachers' Federation is ready to render them.

"How can this be done?" the Committee enquires; then, answering its own question, it adds that "the answer probably lies with the district councils. How many of them devote adequate time to planning how the weak spots within their respective areas may be strengthened? Do they give their attention to the possibility of establishing locals in areas where the number of teachers might warrant it? Does the district council feel itself responsible for all the teachers within its area?"

By way of illustration, the Committee has offered some very concrete suggestions.

It is an open secret that in the northwest section of the Fraser Valley membership is entirely too low. It is abnormally slight even in the Matsqui-Sumas-Abbotsford area. Could not Fraser Valley District Council make the problems of these areas its own problems as well? If district councils followed such policies everywhere, the central Membership Committee would be relieved of a portion of a burden that at present is so heavy as to preclude adequate attention to all parts of the province. The teachers in the areas affected would certainly appreciate fraternal interest on the part of district councils and these latter would come to assume greatly increasing importance in the machinery of the Federation.

Does *The B. C. Teacher* hear somebody making a good resolution? Not going to leave things to George, eh? Then we prophecy, for 1939, a greatly increased enrolment not only in the Fraser Valley, but in many other parts of British Columbia.

In Okanagan Valley the Executive of Okanagan Valley Teachers' Association—which functions practically as a district council—already undertakes full responsibility for membership. The results have been

pretty satisfactory. However, in or adjacent to the Princeton area there are reported to be a score of teachers, only one of whom is a member of the Federation. That is a situation for O. V. T. A. to remedy. In the Princeton district a graduate of the Education class of 1938 is the spokesman of a desire that a local association be formed. Each year representatives of the Federation meet all teachers-in-training and it is highly important that their normal desire to identify themselves actively with the professional body that speaks and acts for the teachers of British Columbia should be given effect without delay.

In East Kootenay a member of the Consultative Committee helped to organize a local teachers' association this last fall. If the district council in that area had undertaken this task, the teachers in Castlegar might have felt that closer than Federation headquarters there was an organized body of teachers interested in their welfare.

Of course, the examples named are merely illustrations of certain general principles. They are not cited merely by way of criticism. Plenty other examples leap to mind. The point is that the district councils are the bodies upon which the Federation must depend to supply constructive leadership within the areas within their jurisdiction. No one else can so effectually disseminate information as to what the Federation has done and is at present doing for the teachers in British Columbia. Members of district councils are in a position to make personal contacts that, for the Membership Committee itself, are impracticable. All this will inevitably mean the investment of much time and energy by members of district councils but it will be an investment that will bring great returns in enthusiastic membership. Already there are district councils that are facing up to their responsibilities in these matters; but there are other district councils—and more than merely three or four of them—from whom it is discouragingly difficult for the Membership Committee or anyone else to get active co-operation. Despite all our editorial prayers and tears, they do not even appoint correspondents to send local news to *The B. C. Teacher*.

But all that is past history.

Past and indeed forgotten.

George will not be left to do the work of everybody.

Somebody is righteously resolving.

The B. C. Teacher wishes him the Happy New Year which he is going to earn.

FRATERNALLY YOURS, AND NOT MERELY IN
A PICKWICKIAN SENSE

IN the December issue of *The B. C. Teacher* there were comments—cursive, cursory and curst—upon the apparent inability of teachers to co-operate in taking care of each other in time of calamity.

We take it all back.

The pleasantest memories associated with the recent Christmas season, so far as *The B. C. Teacher* is concerned, relate to teachers' meetings where kindly and efficient policies were adopted for the sharing of the burden of a colleague who had met misfortune and to a subsequent meeting of the

Executive Committee of British Columbia Teachers' Federation, when provision was made to do the same kind of thing on a provincial scale.

Authority and instructions were given for the establishment at the earliest possible date of a B. C. T. F. Benevolent Fund. The resolution stated that the chief purposes should be to make grants to teachers who have become the victims of extraordinary distressing circumstances; to make loans, in such cases, when repayment is possible; and, when funds and experience justify the inauguration of such a policy, to make short-term loans to teachers for private use.

In the case of loans of the first type, no interest is to be charged for the first year, and three per cent. thereafter; in the case of loans of the second type it was agreed that the interest rate should at all events be low.

The Executive Committee authorized an appeal for voluntary contributions of at least one dollar per year from each member of the Federation, to be received and kept separately from fees. Contributions from other sources may be accepted.

The fund is to be administered by a committee of three trustees, appointed by the Executive Committee annually, and the trustees will report back annually to the Executive the total receipts, disbursements and loans outstanding.

The Consultative Committee was empowered to act on behalf of the Executive Committee in all matters necessary to the setting up and administration of B. C. T. F. Benevolent Fund. It will take time to get this enterprise in operation and difficulties are easy to foresee; but it is a source of profound satisfaction to *The B. C. Teacher* that at least a good beginning has now been made towards equipping the Federation to come to the rescue of members overwhelmed by calamity of a sort that a modest sum of money may ameliorate.

At the same session of the Executive Committee some progress was made in the allied matter of provision for pensioning employees of the Federation when time comes for their retirement. Whatever plans we may adopt in this connection should certainly be at least as attractive to the beneficiaries as those which as teachers we have had embodied in our own Pensions Act.

OBITER DICTA

ATENTION is called to a significant letter from Major A. H. Jukes, D.S.O., O.B.E., called forth by our CJOR broadcast on Peace and the Teacher. Major Jukes thinks that the teacher's special function is in the marshalling of basic indisputable facts under the guidance of which the people, individually, should be led to define objectives consonant with realities. Governments should then be held to account for achieving these objectives through means adopted and put into effect by experts.

* * * * *

ELSEWHERE in this issue we present a stirring article inspired by a visit to Mr. E. F. O'Neill's famous school. It is from the pen of Mr. V. Osterhout who, accompanied by his charming bride, spent the academic year 1937-1938 in Great Britain as an exchange teacher. We hope to induce him to submit a further article in the early future. In every issue.

The B. C. Teacher will be glad to provide space for reports by teachers who have been, or at present are, upon exchange. The columns of this journal provide at least one means through which exchange teachers may pass on to the rest of us something of whatever is transferable in the benefits of exchange.

* * * * *

MR. Gilmour of Penticton, our guest from South Africa, will find that in this issue some of the suggestions embodied in his letter published in *The B. C. Teacher* for December have borne fruit. Who is the next reader with a request? In answering questions we shall not always be able to fall back upon the services of a Mr. J. W. Gibson or a Mr. Ian Eisenhardt, but if our readers tell us what they want we will do our best to see that all reasonable requests are fulfilled.

* * * * *

UPON painful events that have recently occurred in Manitoba educational circles we have hitherto withheld comment. However, there are certain things that need to be said. As the fruit of a long and difficult battle the teachers of most parts of Canada have secured a certain degree of security of tenure, than which there are few things which we value more highly. If the superintendent of education of a Canadian province can be casually ejected in midterm, as Mr. Etter has been, the professional security and the dignity of Canadian educators are evidently things of secondary concern among certain of the mighty. This is a matter affecting every teacher in Canada. With the personal relations between Mr. Etter and the teachers of Manitoba and with the obscure details of the quarrel between Mr. Etter and the Government of Manitoba we are not concerned. None even of his enemies has suggested that he has been guilty of any serious misdemeanor, and *The B. C. Teacher* well knows that if any teacher in this province were dismissed under similar circumstances, the law would be invoked very quickly to remedy the injustice and no well informed person would be in even momentary doubt as to the general purport of the ruling which the Board of Reference would hand down. *The B. C. Teacher* believes that it would certainly include salary for the unexpired portion of the school year.

* * * * *

LAST September *The B. C. Teacher* took over the duties of the late Miss Cassandra of Trojan fame, and warned language teachers that unless they could clarify and justify their objectives better than heretofore, foreign languages would gradually disappear from the curricula of public secondary schools. For giving that bit of warning, we were severely slapped on the wrist by a valued correspondent known to our readers as Mr. X., who prefers that the group warned be liquidated sleeping. No comments whatever have been received from any language teacher. However, other folk are thinking on the topic. Elsewhere we quote a provocative article by Mr. Otto A. Greiner, who has been teaching German at Purdue University these many years back. We do not think Mr. Greiner has solved the problem but his findings may contribute to an ultimate solution.

Our Magazine Table

HAPPY New Year, everybody, and how about a—Whoa! I almost started to ask if one of those brand new glittering resolutions of yours was to subscribe at once to your favourite professional magazine through the agency conducted on a non-profit basis by *The B.C. Teacher*. Do your business with the assistance of Mr. J. R. Leask, 3555 West Fourteenth Avenue, Vancouver, and save yourself some money in all cases and considerable money in some. However, one of my resolutions this year was not to pester you so much during 1939 about such an obvious necessity, and I just about broke it, didn't I? Tsk, tsk!

QUITE a number of magazines pass monthly through my hands, and my task is to report impartially upon each. Obviously, very little space can be accorded any one periodical. It is therefore a pleasant surprise to receive occasional thanks, directly or indirectly, from the publications concerned, in appreciation of the very small service done for them. *Your Health* was kind enough to reprint our comments, and *The Classical Journal* wrote us a very kind letter. We gratefully acknowledge both courtesies.

IT is always a pleasure when turning the pages of some magazine I am attempting to comment upon, suddenly to run smack into an article written by a British Columbia teacher. Such an article is "Lions in the Library Way" found in the November issue of *School Progress* (2 College St., Toronto, Ont., \$1.00). The writer is our own Mary Elizabeth Colman, librarian, Lord Tennyson School, Vancouver. Miss Colman, of course, is one of our best known writers. We all read her informative "School Library Dividends" in *The B.C. Teacher* of December. In her article in

School Days she has some very practical additional suggestions for those interested in library work.

DR. Harold White, Director of the School Health Division, Metropolitan Health Committee, reports in *Your Health* (710 Seymour St., Vancouver, B.C.; \$2.00) for November the good news that tuberculosis infection among the primary school children in Vancouver has materially diminished during the last three years. The December magazine contains an interesting article by Miss M. P. Campbell entitled "School An Adventure". No comments by me can provide adequate substitutes for your own reading of these articles.

WHEN is a language dead? A language is dead only in so far as it, or any part of it, does not correspond to current experience. Part of the English language, for instance, is dead. Most of the Latin is not. We are quoting from "Articles on the Classics in Journals of Education" in *The Classical Journal* (450 Aknaip St., Menasha, Wis., \$2.75) for December. In the same issue an article on "Pliny the Younger, Conformist" recalled one of the most important lessons I ever learned from my study of Latin, namely, that the Romans really lived and were very human. Much ancient history is stiff and wooden but who can read the personal letters of such men as Cicero or Horace and not realize that human nature changes very little from century to century.

THE *Curriculum Journal* (George Peabody College, Nashville, Tenn., \$3.00) for November contains an article of real value to all teachers of elementary mathematics. What is your opinion of the idea that the teaching of skepticism should be one of the fundamental aims of contemporary education? I

OBITER DICTA

TO the students and staff of the Comox High School we offer congratulations upon quality and appearance of their magazine, *The Sou'Easter*, of which we have just received the December, 1938, edition. It has been demonstrated in Comox—and elsewhere—that no school with a mimeographing outfit, plus abundant energy and a bit of originality, need forebear the publication of a school magazine because of the expense of printing.

found this idea voiced in many ways in different publications scanned this month. "Propaganda and the Curriculum" deals intensively with the question.

NOW, what do you really know about "The Eight-Year Study of the Progressive Education Association?" One of the problems discussed is the all-important relation between school and college. The tendency seems to be towards freedom for competent secondary schools continuously to make such changes as the educational interests of their students demand. Rigid subject matter patterns of preparation for colleges are not necessary. What do you understand by the term "source unit"? What are the eight or ten major areas of human activity? What is meant by an "experience curriculum"? The answers to all these questions, together with other important information, is to be had for the reading of the *Educational Research Bulletin* (Ohio State University, Room 203, College of Education, Columbus, Ohio).

THE *School Review* (Department of Education, University of Chicago, 5835 Kimbark Avenue, Chicago, Ill., \$2.70) is a magazine which rightly prides itself upon its review of books on education, of text-books for secondary schools and of other educational literature. It assumes that one essential service of an educational journal is to keep its readers in touch with important books in its field. Every issue contains a quota of distinctive appraisals by persons expert in the areas represented. In the December number Professor Freeman gives an article-length review of Dewey's "Experience and Education".

A HOST of varied and intriguing questions are posed and answered in the December *Magazine of Art* (American Federation of Arts, Barr Bldg., Washington, D.C., \$5.50). One unfamiliar with the contents of this publication might be frightened away from enjoying it if one's interpretation of art were narrow. But let me assure you that you have a year's pleasure in store for you if you subscribe to this periodical, whether you are a teacher of English, Mathematics, Social Studies, or what have you.

THE *Grade Teacher* (Educational Publications Corporation, Leroy Avenue, Darien, Conn., \$3.25) always

provides a wealth of primary and intermediate material organized in unit or dramatized form. Objective tests with answers are also a valuable feature of this useful publication. If you are a grade teacher by all means become better acquainted with *The Grade Teacher*.

THE next magazine we mention this month has the same name as that of a well known publication strictly devoted to elementary school work, and often highly praised by this department. The title is *The Instructor* (Gardenvale Savings and Credit Union, Gardenvale, Que., 6 issues, \$1.00) and this time the appeal is entirely adult. In its pages under the general title of "Thrift and the Credit Union", the main features of what is known as the Antigonish Movement are explained. Quote: "We now know where money comes from and who are withholding it from the people. There is no reason why everyone should not be put to work to develop the natural resources of this great country. If the Parliament of Canada can find money for war, which is backed only by the Lords of Destruction—'The Hidden Empire'—it can surely find money for the peaceful development of home life, which is backed by every honest and right-living person".

WHAT magazine comes in a plain yellow cover, always heads its table of contents with a fairly long but very important article, chats instructively on educational events, notes and news, digresses entertainingly into shorter articles and discussion, then quotes and reports concisely from many sources and finally tells us accurately all about the latest educational research and statistics? Please, teacher, I know! It's *School and Society* (The Science Press, Lancaster, Pa., published weekly; \$5.00). This is the never-failing up-to-date source of what's what and who's who in educational circles. Are you a subscriber? If not, why not? We've got you there, buddy.

THE following list of "the world's fifteen best novels" is culled from *The Journal of the National Education Association* (1201 Sixteenth St. N.W., Washington, D.C.; \$2.00): *Robinson Crusoe*, *Gulliver's Travels*, *Clarissa Harlowe*, *Eugenie Grandet*, *Three Musketeers*, *David Copperfield*, *Scarlet Letter*, *Henry Esmond*, *Madame Bovary*, *Fathers and Children*, *Les Misérables*.

Anna Karenina, Brothers Karamazov, Huckleberry Finn. Do you agree with the list? How many of the books have you read? If you made a similar list how would it compare with the one given here?

HOW much gold is present in ordinary sea-water? About one-hundredth of a cent's worth to a metric ton. So that's that. Think of it next time you worry about your present salary. It may suggest a supplementary source of income! "Clinical Chemistry", "A Systematic Order of Presentation of Material in General Chemistry", "What Ought to be the Content of Health Materials in High School Chemistry Texts" are lengthy titles, but are signposts to very worthwhile articles. The last-named contribution emphasizes the importance of including in chemistry books a large amount of new material which would tend to reduce the high mortality from accidents in which chemistry plays a part. For example, no text examined mentioned at all the danger associated with lysol. Perhaps by this time you have guessed we are talking about *The Journal of Chemical Education* (20th and Northampton St., Easton, Penn.; \$3.50).

WE thank the National Education Association of the United States for sending us a copy of their *News Bulletin*. We note the excellent posters drawn for their 1938 Education Week Project, the description of their annual banquet, and the exceptionally outspoken article by Bruce Bliven in which he bluntly charges that the United States press caters to political propaganda.

THE Editor's Page of the *Canadian Journal* (30 Bloor St. W., Toronto 5; \$1.00) for November discusses teachers' salaries. While examining my copy of the journal I came upon an article, "Teacher Training and the One-Teacher School". Actually the original of the article came from *The Western Australia Teacher's Journal*, but with a little change in phrasology it might have come direct from any rural section of British Columbia. Be sure to read it if you are teaching or have ever taught in a one-room school. If you haven't taught in one, a very important phase of your own education has been sadly neglected!

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IF you as a teacher of French have need of a book list recommended on the basis of literary excellence and general interest acquire somehow the November *Modern Language Journal* (National Federation of Modern Language Teachers, 284 Hoyt St., Buffalo, N.Y.; \$2.50). Teachers of Beginners' German will find "German Grammar on the Mnemonic Scheme" of exceptional value. I certainly wish I had seen the above-mentioned article two years ago. It would have saved me a lot of mechanical work. Jawohl und ohne Zweifel!

FOUR stars or five bells, or whatever it is that Jimmy fiddles around with in Hollywood, for a magazine which is steadily becoming better and better—and which always was exceptionally good. We remove our hypothetical headgear in the presence of *The Social Studies* (McKinley Publishing Co., 1021 Filbert St., Philadelphia, Pa.; \$2.00). Not long ago we told you about its excellent illustrated section. Now it has an additional section devoted to "The Motion Picture Study Period". Each month there will appear in this section, synopses of films that may be used in the social studies classroom. The films selected are those that can be obtained free, or by simply paying transportation charges. All films listed are silent films. We offer congratulations on the progressive innovations adopted by this magazine.

OUR GRATUITOUS SUBSCRIPTION BUREAU

MR. LEASK has the following report to make on the work of his department of the Magazine Table during the period September to December inclusive:

- Number of magazines purchased, 237.
- Number of samples distributed, 159.
- Value of journals purchased, \$492.23.
- Number of letters to publishers and teachers, 351.

There has been a small deficit to date because of the large volume of samples distributed. It would help if teachers requesting samples would put in sufficient stamps to cover cost of mailing.

The following magazines continue to be the most requested: *Pictorial Education*, *Child Education*, *Art and Craft Education*, *The Instructor*, *The Grade Teacher*, *The Canadian Teacher*, and *The School*.

Should you desire any journals not listed, please forward to Mr. Leask the full subscription price and any saving

will be returned to you. Only professional journals are listed but others may be obtained through this department:

Art and Craft Education, \$2.75; *American Childhood*, \$1.80; *American Teacher*, 75c; *Asia*, \$3.15, or two years, \$5.15; *Canadian Geographic*, \$2.40; *Child Education*, \$2.78, and with quarterlies, \$3.63; *Canadian School Journal*, .65; *Canadian Teacher*, \$1.75; *Canadian Forum*, \$1.15, or two years, \$1.65; *Design*, \$2.70; *Educational Screen*, \$1.50, or two years, \$2.25; *English Journal*, \$3.20; *Elementary School Journal*, \$2.65; *Education Digest*, \$2.35; *Gymnast*, .85; *Geographical Magazine* (Eng.), 13s. 6d.; *Instructor* \$2.25; *Junior and Senior High School Clearing House*, \$2.35; *Journal of Experimental Education*, \$4.20; *Journal of Health and Physical Education*, \$2.30; *Journal of School Geography*, \$2.30; *Journal of Home Economics*, \$2.65; *La France*, \$2.40; *Modern Language*, \$2.40; *Magazine Digest*, \$1.90; *Music Teacher*, \$3.15; *Music Educator's Journal*, \$1.15; *Magazine of Art*, \$4.00; *Nature Magazine*, \$2.25; *National Business Education*, \$1.40; *New Era in Home and School*, \$2.40; *Occupations*, \$2.40; *Pictorial Education*, \$2.78, and with quarterlies, \$3.63; *The Piano Student*, \$1.65; *The School*, \$1.40, or two years, \$2.00; *School and Society*, \$5.40; *Scientific American*, \$4.05; *School Progress Magazine*, .90; *School Activities*, \$2.00; *School Arts*, \$3.00; *The Social Studies*, \$2.00; *School Science and Mathematics*, \$2.65; *Teacher's World*, Jr. Ed., \$3.90; and Sr. Ed., \$3.90; *Times Educational Supplement*, 16s. 3d.; *Woodworker's Magazine*, \$1.65; *Primary Service*, \$2.55; *Art Instruction*, \$3.15; *Young Musician*, \$1.70; *Science News Letter*, \$2.60; *Hygeia*, \$2.10; *Readers' Digest*, \$2.25.

Prices on other magazines quoted on request. Address all communications to J. R. Leask, 3555 West Fourteenth Avenue, Vancouver.

Freddie had been playing truant from school and had spent the whole day fishing. On his way home he met one of his young cronies, who accosted him with the usual greeting:

"Catch anything?"

At this Freddie, in all the consciousness of guilt, quickly responded: "No, I ain't been home yet".

B. C. T. F. and Kindred Associations

NOTE: Officers of Local Associations and of District Councils should keep up to date on Federation events through the medium of this section of the magazine.

Reminders:

1. Have your Federation fees been paid?

2. Secretaries of Local Associations are reminded that the Membership Committee has asked for the total number of teachers eligible for membership in their area. Only 22 replies have been received.

3. District Council chairmen are reminded of the fact that at the meeting of December 22, the B. C. T. F. Executive accepted the recommendation that District Councils should assume more responsibility for membership within their respective areas.

4. When material is being sent to teachers to aid them in their work, those responsible for sending the material are urged to check whether the teachers receiving it are Federation members or not. In those cases where the teacher is not a member a brief note might be enclosed indicating that the work is being done by members for members.

5. Officers of Local Associations should develop the habit of consulting with their District Council as well as with the Federation Office when difficulties arise.

6. Membership Committees and Secretary-Treasurers are reminded that teachers joining the Federation for the first time after January 1 are allowed to do so for one-half fee.

7. Executives of all associations are reminded that the Federation would like replies on the questions of "Larger Administrative Areas" and "Financing of Education". The Educational Finance Committee would like replies by February 11, as it is meeting on February 18 with representatives of the Trustees and of the P. T. A. to see if a common policy can be agreed upon so that effective action may be taken for the improvement of the present method of financing education.

8. Anyone wishing information about the Annual Convention should communicate with either Mr. A. F. Robinson (chairman of Convention Committee), 3780 Heather Street, Vancouver, or Mr. Sydney Taylor (Secretary), 2241 William Street, Vancouver.

9. The number of delegates to which each association is entitled is dependent upon the number of *paid-up* members.

10. Only teachers in good standing in the B. C. T. F. will be eligible to share in the pooling of expenses for the Convention.

11. Only a few associations are supplying us with news about their activities. How about sending us a brief report each month, Victoria, Duncan, Nanaimo, Chilliwack, Nelson and Powell River?

Richmond: During salary negotiations the Richmond teachers met with both the School Board and the Municipal Council in a general meeting. The Board and Council were present to explain to the teachers why their requests for restoration could not be met. In spite of the attitude of the two bodies the teachers managed to keep negotiations open and succeeded in securing \$5000 without resorting to arbitration. The General Secretary paid tribute at the Federation Executive meeting on December 22 to the work of the Salary Committee.

Langley Prairie: The teachers in this area are meeting with certain difficulty; the Board is refusing to comply with the terms of the Arbitration Act. However, the teachers of Langley have the assurance of the B. C. T. F. Executive that the Federation will see their case through to the very end. The Federation notes with regret, however, that three or four teachers in Langley accepted an offer made by the Board without discussing the matter first with their association. It is the action of such teachers which makes difficult the work of an association. Members should impress on these teachers the value of all working as one.

Northwest Fraser Valley: The Fraser Valley Council has promised its assistance in building this association. Mr. Brand should communicate with Mr. Harry Hayward, White Rock, the chairman of the Fraser Valley Council.

Matsqui - Sumas - Abbotsford: The Fraser Valley Council has undertaken the task of helping the teachers in this area to meet their difficulties.

Kelowna: The Kelowna Association has the excellent custom of holding a dinner meeting each month. At its last meeting Dr. Orville Daniels, brother of Mr. Howie Daniels of East Kelowna,

spoke on his experiences in India, from which he is home on furlough. Dr. Daniels described India from the viewpoint of (1) a Brahmin, (2) a tourist, and (3) a missionary. He stressed the effect on native character of such evils as bribery, but he expressed the belief that regeneration is coming.

Okanagan Valley: The O.V.T.A. collects a fee from all members within its jurisdiction. It then finances the Local Associations by giving to each a set sum. The O.V.T.A. is assuming responsibility for building locals in Princeton and Salmon Arm.

Peace River: Mr. Philipson, Pouce Coupe, is undertaking the task of building Federation membership in this area. Members are asked to help Mr. Philipson by talking Federation to non-members.

Alberta Teachers' Association: On December 23 the President, Mr. J. M. Thomas, received an invitation to attend the A.T.A. Executive meeting on December 29 and 30. The Consultative Committee agreed by majority vote that the invitation could profitably be accepted. However, the President felt it to be his duty to attend a meeting on December 28 of the committee dealing with Educational Finance, as this latter problem must be met before a satisfactory solution to the salary question can be found.

Sick Benefit Fund: Mr. A. T. Alsbury, chairman of the Finance Committee, has been named chairman of a committee to investigate the possibility of establishing a sick benefit fund for the B.C.T.F. similar to that now being operated by the V.S.S.T.A.

S.S.T.A.L.M.: A request was received from this body by the B.C.T.F. Executive asking that representation be granted to it on the Executive of the B.C.T.F. As such representation would involve an amendment to the Constitution, it was suggested that a member of the B.C.T.F. Executive who was also a member of the S.S.T.A.L.M. might act as a contacting officer.

District Council Meetings: The Federation has agreed to finance all necessary meetings of District Councils.

District Council Activities: The following resolution was adopted by the Executive:

"That, with the consent of the Finance Committee, moneys which might be allowed for regular District Council meetings may be devoted to certain activities of the council. In areas where

meetings are difficult to hold, such as Peace River, financial help can thus be secured for the establishment of such activities as the monthly bulletin provided by a committee of teachers in the area. This bulletin provides tests, teaching aids, Federation news and so on. The services that can be rendered the teachers are many, if District Councils with initiative are elected.

Benevolent Fund: The Executive has agreed to the establishment of a benevolent fund for B.C.T.F. members. The terms of the fund will be in the hands of all Executive members. It is proposed to keep the fund separate from all B.C.T.F. accounts, to have it administered by a committee of three, and to invite voluntary contributions. The committee will consist of Mr. L. W. Heaslip, Mr. W. R. McDougall and Miss A. J. Dauphinee.

Credit Union: A committee consisting of Mr. R. P. Steeves, Mr. A. T. Alsbury, and one other to be named, to investigate the feasibility and desirability of organizing a Credit Union among teachers.

Burnaby: The Burnaby Teachers' Association and the Burnaby Principals' Association submitted their plans for salary restoration to the Consultative Committee, agreeing to accept the recommendations of the latter body. A joint committee is now at work ironing out the details of a plan to be submitted to the School Board. When it is complete, a meeting of all teachers in the municipality will be held so that all may understand the plan before it is submitted to the Board. If all groups would consult the Federation early, as in this case, many misunderstandings could be cleared up, thus improving the relationships with the Federation.

Teacher Training Committee: The report of this committee was submitted, and the section recommending that the Provincial Summer School be held in Vancouver adopted. The remainder of the report will be published in time to allow discussion prior to the Annual Meeting.

Pensions Committee: The name of Mr. H. Creelman, Esquimalt, has been added to the Pensions Committee.

Resolutions re Text Books: The Resolutions Committee supplies the following information:

1. The Text Book Branch sends to all schools a list with prices of all publications recommended in the Programme of Studies indicating those carried in stock as well as a

list of supplementary readers, free and otherwise.

2. The Text Book Branch:

- (a) Obtains from publishers the books recommended and prescribed by the Department and supplies them to dealers, School Boards and others at fair prices.
- (b) On the prescribed texts sets the selling price and pays transportation costs to the various parts of the province.
- (c) Is the wholesale book-seller for British Columbia.
- (d) Carries a large stock of the books called for under Library provisions. It accepts orders for any authorized book (other than prescribed) and gives 15 per cent discount.
- (e) Furnishes the books on the Free List.
- (f) Supplies Wall Maps, Supplementary Readers, and Flags under certain conditions.

3. Steps are being taken to see if all printed educational matter may be allowed to enter Canada duty free.

Exchange of Teaching Posts: A committee is to be named to investigate procedures with regard to exchanges at the present time and to make recommendations for improvement of the present method.

Delegates to Annual Meeting: The Executive accepted the recommendations of the Credentials Committee. The names of delegates are to be submitted, if possible, two weeks before the Annual Meeting opens. Delegates' cards must be in order and must be stamped by the Credentials Committee before voting will be allowed. Officers of associations should begin to consider this problem early.

Resolutions to Annual Meeting: The Resolutions Committee is now empowered to consolidate resolutions of a similar nature.

Length of Junior High School Day: A committee consisting of H. L. Buckley, G. White (Secondary), E. Whatmough, D. Capon (Elementary), W. Shore and H. B. Fitch (Principals), is investigating the whole question of the length of the day in the present programme of the Junior High School and of the combined Junior and Senior High School.

Work Books: A resolution calling for work books in all subjects was endorsed

by the Executive and will be submitted to the Department.

Ontario Secondary Teachers' Association: The O. S. S. T. A. is undertaking an investigation of the problem of child labour among children attending school.

Salary Schedules: Teachers interested in salary schedules should see the report presented to the C. T. F. convention in August, 1938, by the Saskatchewan Teachers' Association.

Victoria: Victoria High School teachers are arbitrating their salaries for 1939.

Revelstoke: The General Secretary will be sitting as the teachers' representative in Revelstoke some time this month.

Mt. Arrowsmith: This association introduced a novel note for their December meeting. A very enjoyable Christmas party was held. For the purpose of enabling members who are somewhat distant from the place of meeting to come in, some locals form a pool from which those providing transportation can draw their expenses. This procedure might prove helpful here.

GREATER VICTORIA TEACHERS' ASSOCIATION

AS a result of a recent merger in Victoria between the Greater Victoria High School Teachers' Association and the Victoria and District Teachers' Association, the Greater Victoria Teachers' Association came into being. It is hoped that the new body will unite in one organization all the members of the B. C. T. F. in the southern end of the Island.

The inaugural meeting was held on November 25th in the lower lounge of the Empress Hotel. President Hugh Creelman told the meeting that the new Association developed out of a tendency for the teachers of the Senior and Junior High Schools and the Elementary Schools to drift apart, a drift which was in the interests neither of the cause of education generally nor of the teachers. The new organization should do something toward giving more cohesion to the teaching body in this part of the Island.

The good wishes of the Department of Education was extended by Mr. H. Campbell of Victoria Normal School.

J. M. Thomas of Cobble Hill, the President of the B. C. T. F., and H. Charlesworth, the General Secretary, brought the congratulations of the Federation for the step which had been taken. Mr. Charlesworth urged the

teachers in the urban centres to work for the amelioration of the terrible conditions under which the teachers in the Peace River and other frontiers of the province were doing such a splendid work.

Among the invited guests were George Dean, inspector of Victoria City Schools, and P. E. George of the British Columbia Parent-Teacher Association.

The main address of the evening was given by Dr. J. Ewing of the Provincial Normal School on "The Modern Mind". The modern mind, Dr. Ewing asserted, is a product of man's contact with the social organism in which he lives. The two main agents for the dissemination of ideas which go to shape the mind are Education and Propaganda. Education attempted to pass on those ideas which society considered desirable, while the effort of propaganda was directed toward the inculcation of ideas which society may or may not consider desirable. From both, asserted the speaker, the mind takes its colour.

The fundamental qualities of the modern mind are objectivity, or the tendency to look scientifically at life. By such, said Dr. Ewing, we may look for a gradual eradication of social illusions. But he gave warning that objectivity must not enter too far into the close human relationships, or unhappiness would result. It is ideas, not people, he said, that should be analyzed. The modern mind holds that there are no absolutes in this world, that goodness, truth and beauty are relative. The modern man no longer looks at the universe as being created for his special glorification, nor does he now see himself as a creature of such universal significance as he once held himself to be.

After the address, two unaccompanied trios were sung by Mrs. W. H. Wilson, Miss C. Menzies and Miss L. McCall. Then Mr. Claude Campbell acted as master of ceremonies and conducted a number of amusing contests.

GUIDANCE MEETING OF L. M. T. A.

A DINNER meeting was held at David Spencers on November 28th, news of which reached *The B. C. Teacher* too late for our December issue. Fifty-five teachers were present representing New Westminster, Burnaby, Vancouver, North Vancouver and West Vancouver. Short talks were given by Mr. A. J. Dodd of Lord Byng High School, and by Miss Jessie Casselman of

Kitsilano. These were followed by lively discussions. It was announced that the Provincial and the Lower Mainland sections would work together. Plans were made to hold several meetings before the Easter Convention, the next one to be at King Edward High School in January. This section is anxious to serve the teachers throughout the province. Anyone with questions to ask or suggestions to make is asked to communicate with the secretary, Mr. W. R. MacDougall, North Vancouver High School, or with the convener, Miss Florence Mulloy, Point Grey Junior High School, Vancouver.

ARE BRITISH COLUMBIA TEACHERS TO BE GRANTED SABBATICAL LEAVE?

AS is already widely known, the Executive Committee of British Columbia Teachers' Federation some time ago authorized and requested Dr. Norman F. Black to organize a committee to study the desirability and practicability of sabbatical leave for British Columbia teachers. Dr. Black was later given authority, at his discretion, to include in the Federation's committee on Sabbatical Leave persons who, not being teachers employed in the public schools of the province, are eligible for membership in British Columbia Teachers' Federation. Accordingly, upon the nomination of their respective provincial executive committees, Messrs. James Blackwood of Vancouver and W. J. Sparling of Port Hammond, together with Mr. George A. Grant, the secretary of British Columbia Trustees' Association, have accepted appointment as representing that important body; while Mrs. J. A. Hallberg and Mr. Malcolm Burns represent the Provincial Parent-Teacher Association. The teacher-members of the committee are Miss Christine MacNab, Royal Oak, and Mr. L. B. Matthews, Victoria, representing the Elementary Teachers' Department; Miss Louise E. Poole, Haney, and Mr. W. M. Armstrong, Vancouver, representing British Columbia Secondary School Teachers' Association; Messrs. Herbert Gamey, Vancouver, and James R. Mitchell, West Vancouver, representing British Columbia School Principals' Association; and Dr. Norman F. Black, representing the B. C. T. F. Executive Committee. Messrs. Black and Sparling are respectively chairman and vice-chairman and Miss Poole is secretary. By resolution of the committee, mem-

bers unable to attend particular meetings of the Committee on Sabbatical Leave are expected to be represented by proxies named by them or by the association which they represent.

It was unanimously agreed that the committee would be the stronger if it included spokesmen of the inspectorial staff of the Department of Education and the Superintendent has accordingly been requested to name such representatives.

For the purposes of this enquiry, Sabbatical Leave was defined as provision for the release of teachers at stated intervals—possibly five, seven or ten years—for the purpose of professional improvement with automatic reinstatement on the expiry of the period of leave and the fulfilment of the conditions governing it. Such systems are already in operation in other Canadian provinces, in many parts of the United States and its dependencies and in various other countries.

Preliminary agreement was reached on various matters of policy. It will be the aim of the committee to pursue its studies until substantial unanimity is reached and embodied in a report satisfactory to the representatives of the various interests immediately concerned. Ample time will be allowed for a leisurely consideration of the facts and for the framing of recommendations, but already there was evident in the committee a general belief that it may be possible to submit a unanimous report to all bodies concerned within the next few months.

Since agreement is generally dependent upon common familiarity with what those concerned have been reading and thinking, the Committee devoted considerable attention to the various articles published in *The B.C. Teacher* since September, 1937, which have dealt with different aspects of Sabbatical Leave.

From this discussion there developed an apparent consensus that, valuable as are the means for professional improvement provided by summer schools and teacher exchanges, they do not constitute an adequate solution of the problem; that failure to supply opportunity for extended study and for contacts with other parts of the world is responsible for deterioration in the value of the services rendered by many conscientious teachers; that justification of Sabbatical Leave rests primarily upon whether such a plan would make for schoolroom efficiency and therefore be in the interests

of the children and upon whether the scheme can be so framed as not to involve the trustees in unjustifiable expense or to produce serious disorganization in the school staffs concerned; and, finally, that some school systems seem to have devised plans for Sabbatical Leave under which the interests of pupils, teachers, trustees and ratepayers are adequately protected. It is the Committee's problem to see whether similar or other regulations can be framed that would meet the conditions obtaining in this province.

The Committee has already given preliminary attention to such systems as those already in operation in certain Canadian cities, for example, Regina and Saskatoon. As readers of *The B.C. Teacher* will already be aware, Saskatoon allows unused sick-leave to accumulate for a term of years and pays the teacher-on-leave the difference between his or her regular salary (normally now at the maximum) and the salary of the teacher replacing him or her,—usually at or near the minimum on the local schedule. By October, 1937, 62 Saskatoon teachers had taken advantage of these provisions and the Board was reported to be well satisfied with the results. At Regina it is provided that principals shall be paid on the basis of \$2000 for a full year on leave.

Mr. Armstrong was able to inform the Committee regarding the scheme in vogue in Hawaii, where he spent a year as exchange teacher. Leave is there granted after eight years' service and is looked upon quite as a matter of course, a little more than one per cent of the entire staff being on leave in every year. The teacher is paid the difference between the minimum salary and the salary that would have been received had he remained that year on active service in his schoolroom.

Arrangements were made for the dissemination and study of data relative to systems of Sabbatical Leave in force in other places prior to the next full meeting of the Committee. Messrs. Armstrong and Blackwood were made a sub-committee to prepare a report on financial aspects of possible or suggested plans for Sabbatical Leave in this province.

Tentative plans were adopted for keeping the Trustees' Association, the Parent-Teacher Federation and the Teachers' Federation in touch with the deliberations and activities of the Committee on Sabbatical Leave and for

clearing the way for the drafting of a final report at as early a date as possible.

Much to the satisfaction of all concerned, the Committee, at its organization meeting, had the advantage of the presence and counsel of Mr. J. M. Thomas, President of British Columbia Teachers' Federation.

THE UNIVERSITY BRANCH OF THE B. C. T. F.

By DORIS TURNBULL

I WOULD like to introduce the youngest member of the B. C. T. F., that is the University Branch. This affiliated association was organized in the spring of 1937 by a group of enthusiastic teachers then attending the University of British Columbia. Today it is a full-fledged member, having all the privileges of other local associations. Its growth has been rapid but has yet much to promise.

The first idea was to form a small group for social activities or "get-togethers". This tentative plan was enlarged to include the formation of an organization similar to other B. C. T. F. branches, which would tend to keep teachers interested in Federation affairs while at University. These same teachers were then feeling that they would like to be able to vote on the Teachers' Professional Bill which was then up for approval. They felt that they should have the right to vote on such a matter while at university.

They also felt that if members from the Education Class could be interested in such an organization it would make it more worth-while. With such ideas in mind, a group of teachers consisting of Misses Betty Lamb and Margaret Windt, Messrs. Bill Mowat, John Wood, and George Cormack, interviewed Mr. Charlesworth, the general secretary of the B. C. T. F. He was favourably impressed by the suggestions put forward by the committee and approved of the formation of a University Branch. The matter came up before the B. C. T. F. as a whole at the Easter Convention in 1937, with the result that the branch was formed that spring.

Special concessions were granted in the matter of fees and all rights enjoyed by other local associations were granted to the new member. A constitution embodying these rights was drawn up by Jack Wright and those members of the group who visited Mr. Charlesworth. In general, the plan followed closely

that used by other branches except that provision was made for two types of members. The active members were to be those who had actually taught; the associate members, those who had completed Normal School but had not taught and the members from the Education Class. Only the active members were given the privilege of voting.

When the Fall term of the University opened in 1937, John Wood, one of the initial organizers, was the president. At the first few meetings attempts were made to outline the benefits to be derived from membership and to present the objectives of the branch for the coming year. It was felt desirable to invite guest speakers who would give us a broader view of matters relative to teaching. Speakers representing the B. C. T. F., the Parent-Teacher Associations, *The B. C. Teacher*, the Appeal Board, and exchange teachers, gave us intimate glimpses of their organizations. The value of hearing such speakers must be apparent to all.

At the Spring general meeting, Stan Bailey was elected president for the period 1937-38, to take the place of John Wood. Several amendments to the constitution were made and one resolution was presented which was later forwarded to the Easter Convention of the B. C. T. F. With such a feeling that the University Branch was a real part of the larger body, the Spring term ended.

This Fall much the same policy as that of the previous year was followed. However, it was felt desirous to have more exchange teachers come to speak, and to foster a greater feeling of co-operation between the Branch and the Education Class. This latter point was, I believe, aided by a very successful joint party held in the Alma Academy. It was felt that, if we could build up some traditional forms of procedure, as has grown up with the older clubs on the campus, the University Branch would be strengthened. We know that by obtaining capable speakers much can be gained.

With such ideas for greater growth the University Branch of the B. C. T. F. faces the new year. We have resolved on a fairly comprehensive programme to increase interest in the meetings, the fulfillment of which will depend upon both the executive and the members.

BURNABY SYMPOSIUM

THE Burnaby Teachers' Federation held a dinner meeting in Spencer's

Dining Room on Thursday, November 24, 1938. Covers were laid for 80 and a full attendance made the meeting an enjoyable success. The guest speakers were Miss Portsmouth, Mr. Locke and Mr. Ford. Miss Portsmouth, who was chairman of the majority committee on affiliation with trades and labour, gave a very interesting talk in favour of affiliation. Her points were made all the more forceful by the quiet dignity of her address. Mr. Locke cleverly gave the arguments against affiliation with trades and labour and proved a number of his points statistically. Mr. Ford from New Westminster gave a very instructive address on the Arbitration Act, clearing up many points for the teachers. Interesting discussion followed each speaker and questions from the teachers brought many new points to light. The meeting adjourned and all in attendance felt that they had benefited from the evening.

CANADIAN TEACHERS' FEDERATION

AT the 1938 Conference of the Canadian Teachers' Federation the question of teachers' salaries received considerable attention and it was decided that the 1939 Conference should feature "a two-day discussion of educational finance, of salary schedules, and of provincial activities with respect to the latter".

A National Research Committee on salaries has been set up under the chairmanship of Dr. E. M. Lazerte of Edmonton, 1938-39 President of the C.T.F. This committee is gathering current statistics in every province of Canada along various lines. Many schools in British Columbia have been asked for information by the questionnaire route. No special request should be required to have every teacher receiving one of these questionnaires filling it in and returning to the sender.

J. M. THOMAS,
B. C. Representative.

SICKNESS AND ACCIDENT GROUP

SEVERAL inquiries have been received with regard to reducing the premiums on policies affected by the recent increase in rates for women teachers' policies. At any time during the life of your policy, at renewal date or during the year, it is possible for you to increase or decrease your insurance as

your requirements, or pocket-book may dictate. A request for information regarding such a change and the attendant change in premium will be dealt with immediately on application to the Federation's agent in the matter. In spite of the recent increase in rate for women, the Federation Group Policy still provides the broadest coverage at the lowest premium. It is not possible for women to buy such insurance outside the Federation Policy at any price. You can buy insurance under the Policy for an annual premium as low as \$10 and that \$10 worth is far better value than anything you can buy yourself.

DEAR, DEAR! AND ALSO TUT, TUT!

WE are sworn to conceal the source of our information, but *The B.C. Teacher* is informed that on a recent examination paper a student in one of our high schools, commenting upon the couplet:

"Immortal age beside immortal youth
"And all I was in ashes!"

produced the following startling propositions:

"Tithonus was given immortality but not immoral youth and he said that if he were dead and his body buried it would be better than living forever without immoral youth".

We think it pretty obvious that the system of morals that seems to be taught in the school in question calls for investigation by the President of B. C. T. F. and all his cohorts.

INCREASE FOR TEACHERS

THE Regina School Board by resolution of October 7th has increased the salaries of all teachers and supervisors in the Regina city schools, and made such increase retroactive to January 1, 1938.

In discipline, it is quite as important to consider what feelings are excited as what are subdued.—HORACE MANN.

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Ramblings of Paidagogos

PONDERLONG FACES THE FACTS

ABOUT a month ago (so I learned last Friday) my friend, Ponderlong, gave himself an Intelligence Test—the Otis S. A. Higher, I believe—and since then he has been going about with a curious air of constraint that is quite foreign to his usual bonhomie. The joviality and sparkle that formerly characterized his outlook on life have been succeeded by taciturnity and gloom. His past successes—and these would suffice to make most men abominably conceited—seem to have turned to ashes in his mouth.

It was not until last Friday that I summoned up enough courage to ask him what this extraordinary change of attitude meant. I admit that I rather expected him to tell me that he had been crossed in love or that he had suffered reverses on the market. What I could have done for him in either case I frankly do not know—but friendship demands some show of interest, however futile. At all events, my well-intentioned inquiries, wholly misdirected as I soon found them to be, produced an immediate and regrettable result. I am sorry now that I ever alluded to the matter.

"At the age of forty", Ponderlong told me in sepulchral accents, "after living all these years in a fool's paradise and getting along very nicely in a business way, I have suddenly discovered myself to be a moron".

"A moron!" I gasped.

His jaw set as he squared himself to meet the dreadful issue.

"Exactly so. A moron".

"But my dear Ponderlong, the idea is farcical! How in the names of Josephus and Jehoshaphat—to say nothing of Manasseh and Melchizedek—have you arrived at such a fatuous conclusion? If you were a moron, don't you suppose your friends would have realized the fact long ago?"

He favored me with a curiously calculating look.

"Paidagogos", he asked me in a still voice, "have you ever taken an intelligence test?"

"Well", I replied, somehow on the defensive, "now that you mention it, I haven't. It has never seemed necessary. When a man meets the problems of life with a fair amount of success, he is surely justified in regarding himself as normal".

Ponderlong pursed his lips. "Just so, my friend, just so. You regard yourself as normal, but what assurance have you? If you should happen to be a moron, too—and in the light of a dozen things you have written, the circumstance would evoke no surprise—how in blazes could you set up as a judge of my intelligence?"

The hypothesis was so disconcerting that I showed signs of relapsing into a moody silence. But Ponderlong had now got well into his stride and was not to be put off.

"In my case," he assured me, "there is no room for doubt; in yours, we will assume that the question is still open". He paused long enough to emphasize a dark suspicion. "This test I took is authoritative and final. Of the seventy-five items it contains, I managed to get through only the first ten in the half-hour allotted. My I. Q. therefore is 68, and I must in

all propriety rate myself as a moron. Such as I am, I can at least take credit for facing facts".

Here I made a weak attempt to suggest that, his mind being of the hypercritical and deliberative variety, the time element was responsible for his poor showing; but he waved me aside.

"During the last few weeks", he continued, "I have read extensively in the field of amentia, and it has been borne in upon me that being a moron is a very heavy responsibility. In fact it is the heaviest I have ever shouldered".

He took out a handkerchief and wiped his glasses.

"You're a married man, aren't you?" he asked.

I nodded.

"Any children?"

"One".

He favored me with a sober look. "Luckily for me I have never ventured upon marriage—though my heart misses a beat when I remember how near I have been to it three or four times". He lowered his voice. "Is this child of yours normal?"

The question irritated me no end. I bounced out of my chair and fairly shouted an affirmative.

"Tut, tut", he quieted me, "don't get upset. Maybe the law of chance has worked out favorably in your case—who knows. I suppose you recall the Jukes family? When I consider the mentally arrested offspring I might have had, I feel that I can congratulate myself on one count anyhow".

He cleared his throat and took another line.

"Frankly, Paidagogos, I find this discovery of mine to be most illuminating: it explains all manner of things that have puzzled me. My bridge, for instance. There's nothing like bridge for throwing a man's intellectual deficiency into high relief. Haven't you sometimes wondered why you play such a piffling game?"

Now I have always prided myself on a dependable if modest success at the bridge table—a fact of which Ponderlong is very well aware.

"On the contrary", I retorted with some sharpness, "I have never wondered anything of the sort. I'm no expert, of course, but I play as sensible a game as most people do".

"Quite so, indeed", he nodded. "I expected no less. Nothing is more symptomatic of morosity than lack of insight. One doesn't profit by experience, you see—especially on the personal side. I suppose you don't remember that wretched five club bid you produced last Easter?"

There was no reasoning with the man! The bid in question would have succeeded three times out of four—but I thought it better to let the matter drop. Anyhow, an occasional error in judgment is not significant.

Feeling that he had made his point, Ponderlong knocked out his pipe preparatory to assuming a more judicial attitude. He became extremely grave.

"Have you ever been in trouble with the police?" he asked.

Involuntarily I was reminded of a stiff reprimand I had received the previous day for passing a vegetable wagon in a school area, and my cheeks reddened a trifle.

"Aha!" thrust in Ponderlong, giving me no chance to speak, "I see you have. It's no use your prevaricating, my boy—guilt is written all over

your face". He chuckled triumphantly. "You probably know the integral relationship between feeble-mindedness and crime! For myself, I have been singularly fortunate. Apart from a few bits of sharp practice that would ordinarily be regarded in a business man as proofs of his shrewdness, I have done nothing to entangle myself with the law. Sheer luck, of course. Being a moron, I can scarcely put it down to anything else. Obviously your luck has not been as good as mine".

This last touch was more than I could stomach.

"Ponderlong", I roared at him, "I don't know whether you are a moron or not, but I do know that you are an unmitigated and pestilential ass! I've listened long enough to your confounded, self-righteous insinuations. With your permission I'll wish you a very good evening".

"Just as you say, Paidagogos. I haven't the heart to blame you". He picked up his pipe again and delivered himself of a deep sigh. "This is the last time you may see me anyway. Being a moron is too much responsibility for me—I've made all arrangements to go into an institution next week".

I gave him one horrified look and moved toward the door as unostentatiously as possible. His voice trailed placidly on.

"It's a nice place, Paidagogos—very quiet and rural. No strain whatever is placed on the intellect. I'm sure you would like it. In fact, when I mentioned your case to the director, he told me that there were still one or two vacancies for—"

But being close to the door by this time, I made a sudden dash and got safely away.

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Canada's Democratic Youth Movement

By IAN EISENHARDT, *Provincial Director of Recreational and Physical Education for British Columbia*

ONE of the countries which has suffered greatly from the lack of well-organized and constructive programmes for the people's leisure hours, is Canada. This is borne out by the fact that today, after eight years of depression, there are not enough young men and women in our Dominion trained sufficiently to take the place of the skilled workers who have become unemployable.



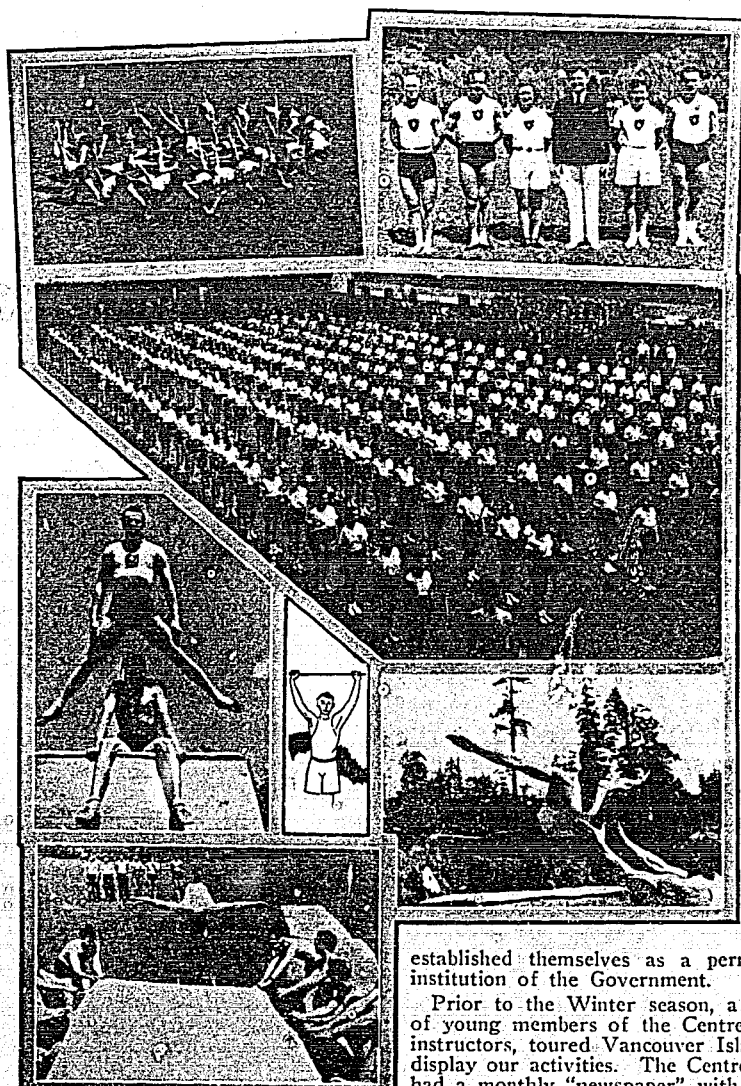
IAN EISENHARDT

We have, today, thousand upon thousand of young people who never have been trained for any vocation; who are out of work and despondent; who are badly housed, fed and clothed, and who, on top of that, have no association with organizations which could lift them onto a higher plane of living. Yet organizations and societies, with high ideals and purposes, are as necessary to our youth as our Rotary Clubs, Boards of Trade, etc., and others are to our adult population.

British Columbia's Government headed by the Honourable T. D. Pattullo, Premier, and through the inspirational leadership of the Minister of Education, the Honourable G. M. Weir, who is also Provincial Secretary, has attacked the question of adult education and is doing an important work with regard to the rehabilitation of the minds, bodies, and spirits, of its young people, whether employed or unemployed. For, by providing vocational training and free leisure hour activities for the young people of British Columbia—both in the cities and in the rural districts—the Minister was answering a need which had been neglected in Canada for a long time.

From all sides requests and demands for such a service had poured into the Minister's office, urging him to do something which could help the young people keep their morale high during the time of depression and unemployment. In November, 1934, a Recreational and Physical Educational Branch of the Department of Education was created and a programme of sports and games, as well as physical education was drawn up for 19 different "Provincial Recreation Centres" in six different cities and districts in the Province. The programme consisted of basketball, volleyball, table tennis, gymnastics, tumbling, dancing, boxing, wrestling, weight lifting, group games, etc. Almost 3000 men and women from the age of 16 years availed themselves of this training.

At the opening of the 1935-36 season (winter), the young people rallied to the Centres once more, of which there were 23 in 11 cities and districts in the Province. The enrolment during the second winter season was 4535, of which 2211 were men and 2324 were women. The total attendance was 54,298. At the end of each winter season final displays were held in each district where Centres were located. In many places, these displays were real highlights and were witnessed by thousands of people.



The third Winter season, 1936-37, was even more successful than the previous seasons; 10,481 members registered in the 59 Provincial Recreation Centres now established in 25 cities and districts. The centres graduated from an experimental stage into more set lines and

established themselves as a permanent institution of the Government.

Prior to the Winter season, a group of young members of the Centres, and instructors, toured Vancouver Island to display our activities. The Centres also had a monthly "newspaper" with a circulation of over 6000. During the last season (1936-37) "Pro-Rec" members won the Desborough Cup, emblematic of the championship in life-saving in British Columbia. Throughout the Winter radio station CJOR placed at our disposal 15 minutes on the air every Monday morning, at which time talks on physical education and health were

given. On the insistent request that more of such addresses be given and that exercises be included, an arrangement was made with the Canadian Broadcasting Commission, CBR, Vancouver, and during the Winter season 1937-38 the "Gym of the Air" was broadcast every morning at 8:45. These exercises were easy to understand, but of course it was not sufficient to listen; the radio audience, to get any benefit, had to "go through the paces". In this way we are able to contact numerous people who otherwise would not be able to avail themselves of these recreational opportunities. Due to limited time at CBR, no arrangement could be made this winter but we hope to get a programme going by the end of the current month.

Few people believed Dr. Weir's prophecy that some 20,000 British Columbians would participate in his programme during the fourth season. But it did come true. Over 21,000 members registered in the Provincial Recreation Centres with a total attendance of 302,225. During this year, the Dominion Government contributed towards the scheme to the extent of \$10,000 which was matched by the Provincial Government dollar for dollar and added to the original Provincial appropriation which now amounted to \$40,000, making the total appropriation \$60,000. The Dominion Government contributed through its Dominion Youth Training Acts, fourth class "Physical Education" which was adopted by the Honourable Norman McLeod Rogers, Federal Minister of Labour, as one of the best activities for rehabilitation of our people.

During the season 1937-38, 55,457 young people enrolled in the Dominion's Youth Training project at a total cost to the Governments of \$2,000,000. Of these enrollees no less than 7444 young men and women came under the British Columbia physical training scheme, yet only \$20,000 were granted to British Columbia for that purpose. In other words, British Columbia afforded valuable training to 13 per cent of all those enrolled for the Dominion Youth Training Programme, yet received but 1 per cent of the appropriated funds. On a proportionate basis, British Columbia's share for Physical Training alone should have been not \$20,000 but \$260,000.

The definite policy of the Department of Education is to extend and to make available to the greatest number of people, our present recreation facilities,

and to develop new ones. As well as actual classes, special competitions are staged throughout the Province during the Centre seasons. The great variety of these allow the participation of every member. Among the major competitions are cross-country races, track and field meets, swimming and life-saving galas, gymnastic competitions, table-tennis and basketball championships, boxing contests, and weight-lifting competitions.

Although it is during the Winter season that the Centres' services are in the greatest demand, Summer programmes in certain districts, consisting of cricket, tennis, life-saving, and swimming, as well as archery are carried on. Realizing the great need there will be for leaders of Health and Physical Education and Recreation in the future, the Department is staging summer courses, for six weeks every Summer; in 1938 over 150 teachers and leaders enrolled.

More than 200 new requests have been received for the establishment of additional Centres, some in districts where we are operating, some in districts where we are not operating at present, and although the appropriation has been increased, it will be impossible to fill the need of all these demands; thus between 100 and 110 Centres are being conducted this Winter.

Broadly, the Centres' scheme may be described as one extending to all classes certain physical advantages that formerly were enjoyed by only the more favoured.

The State must be interested in the physical as well as the mental health of its people. You cannot have a healthy mind without a healthy body, but neither can you have a really healthy body without a healthy mind.

When the Government launched the British Columbia Physical Training Scheme, the women were not forgotten. Physical fitness of our young women is no less important than that of the boys. And the women have so availed themselves of the opportunities afforded that today they outnumber the men members considerably.

It is a Government responsibility to look after the welfare of its young people and to provide for them these activities which will form good habits, teach them fair play and build good citizens. You will find some of the spirit of the famous folk high schools in these Centres, although they deal purely with the physical aspect of life. The Centres

do not dictate to the youth; the youth who enroll are supposed to learn to organize themselves, act upon their own initiative and practise the fundamental rules of health.

The work of the Centres is to provide inspiration, give advice and to assist in organizing public recreational activities; also to induce those, who, for various reasons, would be unable to take part in sports and games, to join in these wholesome activities. Although we here in British Columbia are leading the Dominion of Canada, through this scheme, it will take some years before we can really measure results. We have a long way to go yet, and we shall not be successful until all our citizens are convinced of the value of physical fitness. Basing my figures on those issued by the Dominion Bureau of Statistics in 1931, when the British Columbia population was estimated at being 694,263, there were 263,468 people between the ages of 16 and 40 years, all of whom should participate in some form of physical recreation. A conservative estimate regarding the number of people belonging to agencies promoting sports would not total more than 50,000; even if we added to that the membership in the Government "keep-fit" scheme, there would still be 190,000 adults remaining as non-participants.

Those who have health generally treasure it and in most cases do their best to keep it. Those who are suffering from ill-health very often forget that they have only themselves to blame. Fresh air, sunshine, bodily exercises, cannot be had in ill-smelling public dance halls, dark and badly ventilated, stuffy movies, nor by riding in shiny motor cars. We must get our youth interested in physical fitness and consequent mental fitness will result. Because physical education and recreation for the building of strong and healthy people cannot be adequately taken care of by voluntary or private efforts, this is a matter for the Government to handle.

To prove this, we have only to look to England where, in spite of all its games and sports, the British people today are classed as a "C-3" nation, physically speaking. In fact, so grave has the situation become in Great Britain that in 1937 Parliament voted £2,000,000 for a "physical fitness" scheme, to be spent over a period of two years.

Aid Canada, despite the most wonderful opportunities for outdoor life, cannot

really boast a nation of physically fit people. Today's world, with its reckless pace and uncertainty, needs stronger people than ever before. Physical fitness gives a feeling of superiority, confidence, and courage—qualities which are needed by workers in all fields.

The Honourable Norman McLeod Rogers visited our training Centres this year and is doing his utmost to see that every Government in the Dominion of Canada will include a similar scheme. Already Premier William Aberhart has called on British Columbia and, through the courtesy of Dr. Weir, the writer was loaned to Alberta for a week to survey the Province and address the Alberta Government. The outcome of these conferences was an invitation to four British Columbia Instructors, headed by Mrs. Hilda Keatley and Mr. Jerry Mathisen, to give a training course at the University of Edmonton to 65 picked Albertans, and this Winter the Alberta scheme has already over 4000 young men and women enrolled in their classes. Many statesmen from the other Provinces in the Dominion of Canada, as well as from abroad, are calling on Dr. Weir for information in regard to this physical training scheme, and even at the time of writing the film of the P.R.C. activities which has already been shown 40 times to a total audience of several thousand people is being screened before the Manitoba Cabinet by the Honourable Ivan Schultz, Minister of Education for Manitoba, who visited Vancouver to confer with the Director.

It can be truly stated that this Democratic free public physical training appeals greatly to Governments of other countries. It is efficient, inexpensive, strength and health building, and inculcates in our young people a love for Canada and responsibilities as citizens.

There is a definite relationship between physical fitness and "employability". Recreation is as much a responsibility of a well-organized society as is continuous employment.

The Government of British Columbia is leading the way in this field in Canada, and through the Youth Training Scheme, the Dominion Government will now follow suit and make it possible for other Provinces to establish Recreation Centres. But the cities and districts throughout the country must also shoulder their responsibilities towards their citizens!

Science Upholds the Bill of Rights

Some Secondary teacher or administrator neglected to do his duty—that is, to write an article for this issue of "The B. C. Teacher". Consequently, one of the Editor's printer's devils had to stay home on New Year's Eve and prepare the following obviously intelligent and intelligible statement.—F. C. HARDWICK, Secondary Schools.

"INTELLECTUAL freedom" is a theme upon which *The B. C. Teacher* should continually improvise variations. Perhaps teachers in this part of Canada could lead the way in nailing up a few theses which represent their beliefs on this vital matter. In fact, British Columbia Science teachers might follow the lead of 1200 prominent American scientists, representing 167 university and research institutions, who have recently issued a manifesto on the question of intellectual freedom.

This group first of all expresses its disapproval of an American magazine article which gives publicity to the Nazi position on science and scientific research. In essence the article is an attack on all theoretical physics, and, by obvious implication, on scientific theory in general. It introduces the official racialism of the Nazi cult in order to classify physicists into good, *i.e.*, non-theoretical and "Aryan", and bad, *i.e.*, theoretical and Jewish.

In the second place, the American scientists find such patent nonsense learnedly discussed in numerous German magazines and scientific journals and presented as gospel by leading Nazi—er—educationists. Furthermore, over 1600 teachers and scientists have been dismissed from German universities and research institutions and higher education has been restricted to students with the "proper" political and racial blood count.

"It can't happen here" has been changed to "It won't happen here, if we can help it", and American scientists seem to mean what they say.

* * * * *

Another variation on the theme comes from two New York journals, the *Times* and the *Herald-Tribune*. Their editorial views coincide with those expressed by the 1200 scientists.

In the opinion of these journals, science and democracy are interdependent. They see the Fascist pharaohs threatening to freeze art and science to such an extent that research will soon be carried on only in the fields of chemistry, biology and engineering to *meet the needs of the state*. Moreover, this remnant of research will apply only to old principles and doctrines or to officially approved new ones.

The *Times* and *Tribune*, lamenting the comparative slowness of American scientists to resist the threat of dictatorship, do, however, express warm approval for the resolution of the American Association for the Advancement of Science—that "*science is wholly independent of national boundaries and races and creeds and can flourish only when there is peace and intellectual freedom*".

No better way of concluding this brief commentary could be found than to quote a portion of the *Herald-Tribune's* statement. In defending the right of the scientist to pursue knowledge beyond the farthest horizon and to speak the truth about that knowledge, the editor declares:

(Concluded overleaf)

A Project in Grade 9 Mathematics

By H. R. McARTHUR, *Instructor in Mathematics,*
Kimberley Junior High School

IN December *The B. C. Teacher* published an article in which I reported upon "A Project on Home and Environment" from which my Grade VIII pupils and I had derived considerable satisfaction and I have been requested to follow up with another article dealing with a practical phase of Grade IX Mathematics. If these brief reports encourage some other teacher to take the rest of us into his confidence so that we may all benefit by his experience, I shall be glad indeed.

In order to achieve satisfactorily the goals of the unit on measurement in the Grade 9 Mathematics course, it seemed essential that the pupils do some measuring on a life-sized scale. It was suggested that the school and its grounds be measured and that scale drawings be prepared from the notes. The whole class wanted to work on this project. With the help of a pupil, six rods resembling survey rods and six survey pins were made up in the school shop. Various pupils brought measuring tapes, among which were two steel ones, so that again actual survey equipment was approximated. Parties of four or five apiece were made up.

The school was measured a few feet above the ground line. No projections less than six inches in size were included in the sketches. The various members of each party took turns at measuring and note-taking. The school was placed with regard to the Kimberley-Cranbrook highway and a near-by fire-hydrant.

When the detail measurement of the school had been completed, the boundaries of the school grounds were measured and the school located on the grounds. Throughout this section of the project particularly, the necessity of following correct survey procedure was impressed on the pupils. They had already seen in class that measurements could only be correct if they were made horizontally in straight lines with the chain taut. Now they were shown how to measure in the correct way to obtain accurate results and were given supervised practice in this way of

"It is not an engineer's, nor a physician's, nor even an economist's unbiased analysis of means and ends; it is the deeply emotional response of men and women who see the principles they work and live by suddenly threatened by a strange menace. The fact that they feel those principles which have made the glories of modern science—principles of free inquiry, of original hypothesis, of love of truth for its own sake, to be menaced is important; the fact that they defend them, not with the dispassionate tools of scientific inquiry but with burning conviction, not with logic but with faith is important, too. For it is a reminder that in the affairs of men, even in their most rigorously scientific affairs, conviction is necessary; that behind the coldest of scientific inquiry there lies a faith, and that passion is still required of us if in this difficult world we are to defend the things that really matter to us".

"As the Janitor Sees It"

By T. FLEET, Engineer-Janitor, Kitsilano High School

Bobbie Burns gave "The B. C. Teacher" one of its rare inspirations. Could an honest man be found to help us "see oursel's as others see us"? Who better than a school—er—engineer? He sees us at our best and worst.—ED.

THE other day a man leaving the building put this question to me: "Whadd'ya think of teachers—taking 'em as a class?" Privately, I thought, "Plenty!" Another opinion I held was "that they were like a used blackboard eraser, somewhat dry and dusty". However, wishing to be friendly, I casually remarked that "teachers did take a class, occasionally".

This was one time a soft answer didn't turn away wrath; it only increased his resentment. Apparently he had come into the building to browbeat some teacher and had got the worst of it; hence his resentment.

"Well!" he demanded, giving me a hostile glare. "Whadd'ya think of 'em?"

By his attitude I could see that he wanted to hear something more vindictive, so I commenced to think of some of the foibles and peculiarities

measuring. As far as possible the work was done as it would have been done on a survey party. The measuring was completed in four class periods.

Each pupil made one detail drawing of the ground-plan of the school and one smaller scale-plan of the school and grounds. In order to do this each party put one dimensioned sketch of the school on the blackboard from their notes. After the class had tried for a while to find a suitable scale, the steps necessary to do this systematically were obtained from class members. More practice in choosing a scale was obtained when the plan of the grounds was drawn. Those pupils who had not been taught draughting were not asked to follow the usual conventions. However, in most cases the plans were reasonably accurate—after some faulty measurements had been corrected—and were neat. In all the project occupied approximately seven class periods, with some extra time put in by most of the pupils.

I believe this project enabled the pupils to gain certain understandings and abilities. They learned:

1. To appreciate the necessity for a clean, carefully-dimensioned sketch of the object measured.
2. To make all measurements in a horizontal plane, to keep the tape straight, and to understand why—in other words, to acquire in some small measure the correct measuring technique.
3. To see that objects must be placed with reference to some convenient fixed point, and to see how referencing is done.

4. To work from their own plans and notes to make a scale-drawing.

5. To proceed in a systematic fashion to choose a suitable scale and to place the plan on the drawing-paper.

6. To make a clear, neat, correct, dimensioned plan.

In addition, I believe that all the pupils were interested in the project; that they gained in ability to work co-operatively; and that, through the project, they became acquainted with an important field of use of mathematics in real life.

of certain members of the teaching staff with whom I had come in contact.

Take, for instance, the case of Miss Softly. About every hour of the day Miss Softly would send a pupil out to tell the janitor to come and empty the wastepaper basket. At first I thought this was a mild obsession of hers and would soon wear away. Instead of wearing away, it developed into a real nuisance. Then one day I changed the basket with another one by mistake. The first one must have had an inferiority complex, for I was never asked to empty one again.

Not so long ago, a pupil came down to the basement and handed me a neatly folded note on which appeared the following words: "Janitor, the thermometer is nice and warm, but my room is cold". This was a new one on me. As a rule, the janitors have all the alibis and know nearly all the answers—but this had me beaten. I went up to the room to investigate and, sure enough, the thermometer was registering 80 degrees F., but the room was only about 60 degrees F. Some bright pupil had found the mercury tube loose and had pushed it up an inch or so. When teachers find a thermometer with a loose tube they usually push it down a little then send for the janitor and, with an accusing look, ask him to read the thermometer.

One fine day a wild-eyed individual came into the school and demanded to see the principal. He said he wanted to knock his block off. This sounded good. Knocking principals' blocks off is highly recommended by all good janitors. I lost no time in showing him the way to the office. Then, placing myself in a strategical position, I was all set to enjoy the show. A few minutes of silence elapsed, then I heard a low murmur of voices followed by a few loud guffaws and, to my great chagrin, they both came out of the office shaking hands. The principal was telling him about the "educated horse". Afterwards, whenever I heard the principal talking about the "educated horse", I knew that he had "got his man".

Here's another one: A church organization had rented the Assembly Hall to put on a play. There wasn't enough dressing room space at the back of the stage so they were given the privilege of using one of the classrooms. The janitor, when cleaning up after them, overlooked a cigarette butt lying snugly under the teacher's chair. The teacher, a typical orthodox schoolma'am, entered the room next morning, gave a sniff or two and then spied the inoffensive cigarette butt. Immediately she sent for the janitor to come and take the beastly thing away, as it was making her violently sick; but for some strange reason the janitor couldn't be found. And there she sat, hour after hour. And as she sat, hour after hour, she became sicker and sicker, as she

became sicker and sicker all the other members of the teaching staff became sicker and sicker of listening to the doleful lamentations of this heroic martyr's dreadful ordeal with the cigarette butt. You see, there was no one in the building officially capable of removing that butt except the janitor, and as he wasn't available—officially—the principal should have shut down the school.

By this time, my interrogator was getting decidedly hostile.

"Well!" he bellowed, "whadd'ya think of 'em?"

"Well!" I said in an injured tone, "there's teachers and teachers, but some of them act just like teachers".

"Y're darned tootin'," he snarled, as he clomped his way down the steps.

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An Educational Oasis

By VICTOR OSTERHOUT, *Magee High School*

MR. E. F. O'Neill's school is one of the most radical and yet one of the most progressive schools of Great Britain. At Kearsley, just out of Manchester, it is in a highly industrialized mill area. The surroundings are drab. It is a county school corresponding to our elementary school. There are about 250 in attendance.

As many of the students come from rather sordid homes, it has been necessary for the school to drive a wedge between parents and children. The school must make its stand for cleanliness, it must have its ideals, and it must aim at a happy environment, whether the homes do or not. Little Jean is one of eight by a drunken father and a no-account mother. Charlie is one of dirty Mrs. Murphy's brood. Into this district came Mr. and Mrs. O'Neill 17 years ago.

It is little wonder that Mr. O'Neill speaks with intense feeling. You sense that there is some dynamic force driving him on. It is his philosophy, his ideals. School traditions have been flouted at his school. Here is a head who is primarily an educator rather than an instructor. The school aims to give the children a curriculum and an environment which will develop self-activity, self-reliance, and self-discipline. The children must develop their imaginations; they must become creative. "God is creating a'ways. What have you created today?" asks Mr. O'Neill. Children have a desire to run, to play, to do, to read, to study, to act, to co-operate, and to think. We should strive to have children do these things because they wish to, not because they are told. They should be active on a project because they understand that the result will meet a need. In attaining these ends, Mr. O'Neill has made a break with the customary curriculum and methods of teaching.

The primary subjects for study are Newspapers, Arithmetic, English. These form the core. About it are arranged lessons,—a different one every day for a period of three weeks, then the cycle repeats itself and will include music, elocution, dancing, woodwork, sewing, laundry, hygiene, handwork, library, art, gardening, etc. This plan is quite flexible and at times is shelved in order to make way for some new "adventure". The primaries are carried throughout.

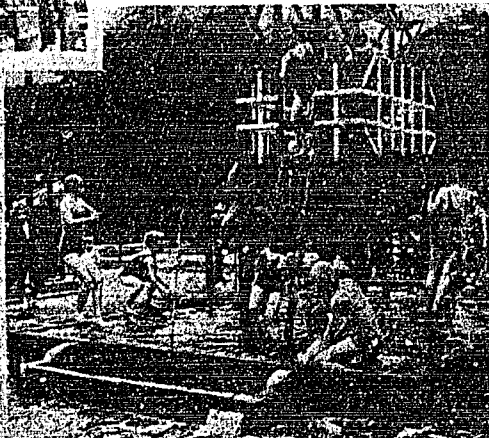
We were fortunate in seeing an "adventure" or "enthusiasm" in action. It was the building of the school playground. Prior to its construction the children spent much time in a large flower and vegetable garden. Much of the work involved was better suited to adults than children. Plans were drawn up for a playground. As the children made their suggestions, their enthusiasm grew. So much so that the regular lessons were dropped for a period of six weeks. All hands were busy in the playground. Lily ponds, stave hammocks, waterfalls, wading pools, "jungle gymns",* bridges, swings, towers, fountains, and windmills were the result. Here at

* A structure enabling a large number of children to climb about within a relatively small space.

last was a children's paradise in the midst of poverty, colour in a depressing mill area. There was realism in this little world; it was an adventure in life. The bridge had to be built sturdy enough for people to cross over. Nails and bolts had to be bought at the ironmongers. Cement had to be mixed and set.



Camera glimpses of the "Do as you please school" at Stoneclough (Lancashire), where a playground "Lido" built by the children themselves was opened yesterday. Above: Some fun at the model well. Below: A pupil takes her ease in a hammock.



Celebrating the opening with a splash at the school's novel paddling pool.

Estimates had to be made. Bills had to be paid. Newspaper reports were written. Here in this one project was material for hundreds of lessons. It was a great co-operative adventure, in which every child had his or her responsibility.

Much of the school routine depends on student participation. One person is responsible for the first aid kit. When supplies run low, he goes to the pharmacy for what is needed. Others in turn are responsible for magazine racks, the radio, inkwells, laundry, workshop, cycle shed, bookcases, the piano, pic-

tures, etc. Even with the whole school using the equipment, order and neatness is most evident. This is necessary if the school is to set an example for some of the homes. Also, as the school is used by so many people, order is imperative.

The school is open from eight in the morning until ten in the evening. It is constantly in use. The children have to be chased home for supper and are not allowed to return in the evening. This time is reserved for parents and former pupils, who use the school as a community centre. There are many activities of an evening. If you have an "activity period" at your own school, you will realize how diverse the interests are. In one of the several investigations, the local vicar opposed the set-up of the school because "It is in use by everyone all the time. . . . A father has even repaired an iron in the school workshop". It is fortunate that now, after 17 years

of opposition, there is an enthusiastic parent and former pupil club. It is from this group that Mr. O'Neill gets his support when an investigation is made. When talking of his plans and hopes, Mr. O'Neill inadvertently made some reference to his critics. He has been forced to take valuable time from school work to appear at County Council investigations. Critics assail him for running a "Do as you please school". The very fact that he has broken with tradition is enough to condemn the school to many. Some opponents condemn the

School Organization of Guidance

By A. J. DODD, Lord Byng High School, Vancouver

(The following is the second of a series of articles on Guidance, which are designed to keep the teachers throughout the province posted on what is being done in this subject. The paper was given at a meeting of the Guidance Section of the Secondary Teachers of the Lower Mainland.—F. M.)

AS there seems to be a consistent demand to know what is being done in Guidance in our high schools I have been asked to outline the organization as we have it at Lord Byng High School.

Organized guidance began last year in Grades IX and X. As the programme was new it was decided to follow the same topics with both grades. Naturally the first question asked was where to start? For those unaccustomed to the work it must have appeared very confusing. The Programme of Studies did not make some of the sections of work very clear cut. This condition is evident when one considers that no programme in any two high schools can be the same in detail. Each school must determine its own programme and consequently more emphasis will be laid on one phase than another. For example, where our percentage of leaving during the early grades is low much time is spent on educational guidance with an emphasis on vocational guidance in the later years.

Thus it will be seen that each school must outline its own programme and that the course as set down in the Programme of Studies is for the purpose of serving as a guide. It will be agreed, however, that there are two clear-cut divisions in the field of Guidance, (1) Group, and (2)

school because of the freedom that it gives.

During each day there is time for the children to go to some particular interest of their own. It may be the garden, the library, the playground, or the workshop. If a considerable number happen to collect in one place, probably one of the teachers will be found close by to give help if it is needed. It is this very freedom which gives the child a chance to express himself, to develop his initiative, and his self-reliance. No wonder the Head is there long after closing time. We, too, were present until after five-thirty. Children were here, there, and everywhere. We sat chatting with two little girls in a large swinging chair in one of the classrooms. They were busy with their knitting. Previously they had been doing some preparation work but now they were as two quaint little women enjoying their pastime. While we were there Jean came in from the garden with some lettuce which she was taking home for supper.

The layout of the building contributed to this freedom, and home-like feeling. The exterior was ordinary, the interior was unique. The great central hall, once a corridor, is now a large reading and social room. In it are easy chairs, a piano, library, radio and some of the fine watercolours left there by Colonel

Holmes, a former teacher. While on the staff he had his entire collection at the school for the appreciation of the children. Three boys proudly pointed out those that he had left. Off this main hall are the classrooms, most of the seats having been removed. In one room is an abbreviated gym, in another a combination "take-down stage" and "jungle gym" for the little tots. Other classrooms have been converted to provide a workshop, laundry and cooking room. Having these in an elementary school is most unusual.

"No, I never have time to write", declares Mr. O'Neill, slamming shut a drawer of requests from educational papers. He gives himself unsparingly to the school. His is a 12 to 14-hour day. Even his holidays are given to the ideal for which he is striving. Just previous to our first visit he had been off for a fortnight's camp with 50 of the children. At the time of our second call he was attending the Empire Exhibition at Glasgow with another 50.

Of course, Mr. O'Neill has as his first mate, Mrs. O'Neill. Without her the school would never have been a success. She is mother to many of the ragged youngsters of Stoneclough. Mr. O'Neill says: "She is the brains of the place,—she curbs my wild enthusiasms,—and she brings us tea every afternoon".

Individual. It is proposed to discuss that of Group Guidance first of all.

It has been found that Group Guidance can be more effectively taught when boys and girls are in separate groups and thus the time-table is arranged. On the first day that the students register each one is handed a "Handbook of Information". As stated on the cover of the booklet the information is about work and play at Lord Byng High School. Naturally its greatest use is to the new students so that when the counsellor first meets his classes a period is spent in discussing the contents of the pamphlet.

In order to prepare the way for individual counselling, the Class Survey, as given in the Programme of Studies, is distributed to each new student. These surveys are mimeographed and assembled at the school so that the cost is relatively low. It has been found from experience that the most satisfactory way of filling in the information, is for the counsellor to direct the way, step by step. In this way questions of doubt in the students' minds can generally be cleared up and the information supplied is thus more reliable. It is noticeable that there are some questions which could be deleted and others that could be better worded. These minor details can be changed easily by the counsellor.

You are all well aware of the Counsellor's Record Card but there may have been a question in mind as to the best method of filling in the information—whether this should be done by the student or counsellor. From the limited time at the counsellor's disposal it is not possible for him to do this, so that the following plan has been found to work quite satisfactorily. In a group period each new student is asked to write down on a small piece of foolscap the information asked for at the top of the card, such as name, grade, class, address, telephone number, and locker number. This information is collected and handed to the commercial teacher who co-operates in having some of her older students type on the information. When this has been done, the cards are returned to the students in a group period and the necessary information is supplied. The counsellor is now in a position to proceed with group guidance.

The second important section of Guidance, that of Individual Counselling, will now be discussed. At this point it may be of interest to know the arrangement for carrying out individual counselling. In the first place the school time-table is so arranged by the principal that Library, Physical Education, Health and Guidance fall on the same period every

day of the week. If the counsellor is free during the period that the class is at the Library, there is no upsetting of classroom work because the counsellor knows that the student that he wishes to see is in the Library. This arrangement has proved to be very satisfactory because as soon as the counsellor has interviewed one student, this student serves as a messenger for the next one.

The method of arrangement of material in the Counsellor's office may be of interest. The Class Surveys that were previously spoken about are filed in class groups, in folders, in a large cabinet. On first receiving the surveys, each one is carefully read through and a note is made of those students who need attention. This also helps to determine the order of interview that will take place.

The Counsellor's Record Cards, of which previous mention was made, are filed in alphabetical order in an upright cabinet.

Before the counselling period begins the class surveys of the pupils to be interviewed are withdrawn from the group folder and the Counsellor's Record Cards are taken from the file. The latter are not in evidence as it is felt that some students may be disturbed in thinking that a record was to be made of all that they say. The counsellor and pupil together talk over certain points on the survey and it is at this point that the counsellor has to be particularly careful to build up confidence in his student. When the interview has terminated and the student has left the room a record of the interview can be placed on the Record Card.

In closing there is just one more record which needs attention and that is the Counsellor's Provincial Transfer Card. When a student is leaving for another school in the city or province this card should accompany such other records as School Record and Medical Card. In this way the new counsellor is able to keep his file up to date and to begin with knowing a little about the student.

What "Science" Is of Most Worth?

By FULMEN BRUTUM

ALTERING Herbert Spencer's rather well known question and re-wording it for the title serves a useful purpose to turn our attention to the General Science courses offered in the high schools of British Columbia. In Bulletin VII of the Programme of Studies for High Schools, General Science IV and V are prefaced by ten general objectives. In the same Bulletin, all teachers are directed in the Introduction to the Programme of Studies not only to teach according to the objectives of a course but also to test and measure achievements in a manner that is in agreement with the objectives of a course. These considerations might well cause us to pause and ask, "Are all objectives of equal value, and if not, then what objectives are most important?"

The question in the title has been answered in part by the committee of science teachers who prepared the course. The generalizations which form the factual basis for the course are the specific objectives for the various parts of the course. They form the committee's opinion of "what science is of most worth" in the realm of subject matter or course content. But the committee had more in mind than that the student should master these generalizations and facts. There were nine other objectives. The total set of ten is as follows:

1. To acquire a body of knowledge in the field of science which will enable the student to interpret and appreciate his environment.
2. To develop ability in the use of the scientific method (*e.g.*):
 - (a) To make accurate observations, and to record them systematically.
 - (b) To draw valid conclusions.
 - (c) To suspend judgment until sufficient evidence has been obtained.
 - (d) To develop a critical yet tolerant attitude toward new ideas.
3. To develop the ability to perform simple experiments and thus to appreciate the experimental basis of science.
4. To enable the student to counteract superstition and to correct erroneous beliefs through the application of scientific principles.
5. To appreciate achievements in the field of science, and the contributions of science to the modern world.
6. To explore the field of science in order to assist the pupil to choose his vocation.
7. To provide materials for a worthy kind of leisure.
8. To develop the desire to read scientific literature.
9. To develop resourcefulness and adaptability to new conditions.
10. To acquire knowledge which will contribute to public and personal health.

A teacher might ask himself with good reason, "What emphasis must I place on each of these objectives?" No guide as to the relative emphasis was suggested by the committee.

With this problem in mind the writer attempted to discover what other teachers thought about the relative importance of these general objectives. The collection of the opinions of many teachers was made through the nefarious agency of a questionnaire. On the questionnaire the unfortunate victim was asked to rank the objectives simply from 1 to 10, and also to give a percentage evaluation as a rough check. Eighty-three replies were received from 103 questionnaires sent out (after which the writer's courage failed him in distributing more copies). These replies came from all types of teachers and administrators. Both science and non-science teachers were represented, the great majority being high school teachers. The replies to the questionnaire were sorted into two groups—"Science" and "Non-science" teachers first; then an average evaluation was struck for each objective in each group.

This method admittedly was not a very refined mathematical treatment, but as only an approximate result was desired the method was deemed sufficient.

Several teachers had suggested that the divergences of opinions would be so great as to cancel one another to give an approximate ranking of about 5 or 5.5 for each objective, and of course suggest that the investigation (or alternatively the set of objectives) was useless. For this result the writer was inured. Another criticism, well-taken, too, is that such methods of arriving at conclusions produce results that tend to be conservative. That is, there is a penalizing of the more progressive elements by the central tendency of averaging. One Moses who may be worth the rest of Israel would have his guiding arm lowered to the level of the majority.

When the results were tabulated there were several facts that stood out clearly. First there existed a close correspondence of opinion between the science teachers, non-science teachers, and administrators. (Because there were no other groups from which to draw inferences a correlation of each group with the total number of replies is not advisable). The difference in opinion between science and non-science teachers existed on those objectives ranked about mid-way, and was slight.

Both groups concurred in ranking first the objective "To acquire a body of knowledge in the field of science which will enable the student to interpret and

appreciate his environment", and placed second "To develop the ability in the use of the scientific method". Both groups placed the objective "To develop the desire to read scientific literature" last, preceded by the objective "To develop the ability to perform simple experiments and thus to appreciate the experimental basis of science".

The consolidation of all returns placed the objectives in the following order (with the approximate percentage weightings in brackets).

1. To acquire a body of knowledge in the field of science.....20%
2. To develop the ability in the use of the scientific method.....18%
3. To develop resourcefulness and adaptability to new conditions...11%
4. To acquire knowledge which will contribute to public and personal health 10%
5. To provide materials for the worthy use of leisure 7%
6. To appreciate developments in the field of science and the contributions of scientists to the modern world 7%
7. To enable the student to counteract superstition 7%
8. To develop the ability to perform simple experiments 7%
9. To explore the field of science in order to assist the pupil to choose his vocation 6%
10. To develop desire to read scientific literature 5%
- Loss by dropping decimals... 2%
- Total100%

It will be seen that the objectives seem to fall into four groups according to opinions expressed. The first two obviously are much more important than the rest. The next two are of considerable importance also. The next group of four total only about 28%, while the last two do not seem to appear very important in the eyes of most teachers.

What use might be made of these results? Firstly, they could serve to guide the teacher on the relative amount of effort put forth to attain the various objectives, and, secondly, because testing should be in line with the objectives of a course, the results serve as a criterion against which one may measure his tests to see if they cover all the necessary aspects of the work. In following this suggested allocation of teacher effort,

and matter on tests a person would be following a safe middle course that should be acceptable to educational authorities.

There are, of course, certain limitations to the use of this information. The percentages must not be considered in too arbitrary a light. They are only a rough guide. Another limitation will be seen when one considers the function of each question on a test. Some questions quite conceivably might have more than one function. For example, a question intended to test the health knowledge, or the application of a principle of health, certainly would come under the first objective also. When a teacher has completed the preparation of

his test he might find on checking it that the amount set to test the acquisition of knowledge (principles, facts, etc.) might be much more than 20 per cent of the paper. If on further examination it is found that many of these questions serve to test for attainments toward the other objectives the test probably would be quite satisfactory. If very few of the questions apply to the other objectives a deletion of many of the excess items would seem to be the only alternative in order to shape the test so that it conforms to the objectives of the course. Still a third limitation is the fact that the objectives themselves are not distinct from all the others. Several overlap on others.

The Yorkton Experiment

FROM time to time *The B. C. Teacher* has called attention to the fact that in the city of Yorkton, Sask., having a population of slightly over five thousand, there is being carried out an experiment of considerable interest to all teachers. This experiment, now entering into its fourth year, is attempting to provide an answer to one of the big problems of our educational system today, "How to provide for the Superior Pupil". The time seems ripe to provide the readers of this magazine with a further statement on this subject.

The basis on which this plan is being worked out is that of decreasing the time to cover the year's work for the brighter students. The school year is divided into four terms of 50 teaching days each (10 weeks). The year's work is covered in the first three terms, one-third in each, with the last term being used for general review and the writing of final examinations. Each term's work is covered in the first six weeks, examinations are then given and those receiving 70 per cent or over in any subject are finished with that subject for the term. Those who make this percentage leave the class and take part in whatever extra curricular activities are of interest to them, while those who do not measure up to the standard set spend the remainder of the term reviewing.

If a visitor were to roam about the Yorkton Collegiate for one day during the last four weeks of either of the first three terms, the situation would be similar to that represented by the following rough time-tables. (Periods are of 31 minutes duration).

TIME-TABLE FOR THE DULLER PUPILS

	GRADE IX.	GRADE X.	GRADE XI.	GRADE XII.
1st period	Latin	Literature	Chemistry	Physics
2nd "	Algebra	Latin	Physics	Composition
3rd "	History	Physics	Algebra	Chemistry
4th "	Language	Algebra	Geometry	History
5th "	Arithmetic	Chemistry & Hygiene	French & Home Economics	Latin & Biology
6th "	Literature	Geography	Language	Study

	GRADE IX	GRADE X	GRADE XI	GRADE XII
7th Period	Science	French	History	Literature
8th "	French	Language	Latin & Bus. Organ.	Trigonometry
9th "	Hygiene	Geometry	Agriculture	French
10th "	Geometry	History	Literature	Geometry

TIME-TABLE FOR THE BRIGHTER PUPILS

- 1st period. In the library is a class discussing current events; on the second floor junior French conversation is in progress; in one of the attic rooms elocution and oral reading is in full swing; the commercial class is working at accountancy in the auditorium; in the H. E. lab, girls are knitting and doing fancy work, while across on the other side of the basement a large group of boys are doing mechanical drawing.
- 2nd period. Mechanical drawing continues in the manual training lab; girls just beginning to knit form another class; the seniors are speaking French; the juniors are getting a taste of experimental chemistry in the lab, while the public speakers are holding forth in another room; shorthand is studied by the commercial group.
- 3rd period. A group in the library are trying to write poetry; cooking is being carried on by the cooking class; boys are beginning their carpentry class; character development is being discussed in another room; typewriters are beginning to click in the auditorium.
- 4th period. The cooking and carpentry continue; a different group of boys have their turn at experimental chemistry; another group is busy attempting to enlarge pictures; sketching and commercial art is being carried on in another room.
- 5th period. Bookbinding begins this period and commercial art continues; a group of girls play games in the gym under supervision; a class in dramatics is being held and also one in accountancy open to all students.
- 6th period. Bookbinding and commercial art continue; typewriting also continues while a fresh group take character training in an adjoining room; the girls develop pictures on the second floor while the boys play supervised games in the gym.
- 7th period. A class in oil painting and water-colors is now beginning; classes in both carpentry and chemistry are also going on, while another group work at the typewriters.
- 8th period. Art continues; senior chemistry and carpentry continue; the boys develop pictures; a fresh group take typing while the wizards play with "Mathematical Wrinkles" in the library.
- 9th period. A new cooking class is beginning downstairs; the senior students are setting up their experiments in the physics lab; there is a story and play writing group in the library; some students continue with their typewriters; dancing is also going on in another room.
- 10th period. The cooking and experimental physics continue; senior girls are dancing; another group of students are working at the typewriters.

The outstanding advantage of the Yorkton plan is that it provides an enriched curriculum for the brighter student. In addition, it provides motivation for better work, more individual instruction for the duller pupil and there is less wasted time on the part of both teacher and student.

Although the time has been too short to come to any definite conclusion about the Yorkton experiment, a number of general tendencies have been noted. Examination results have not suffered and last year Yorkton students did exceptionally well at the University. A better spirit of industry prevails in the school, the students as a whole seem to be happier and problems of discipline appear much less frequently. The general attitude of the student body is good, and there appears to be a growing loyalty to the institution. There is evidence, also, of a broader outlook as a result of the greater variety of interests within the school.

Those connected with the organization of the Yorkton Collegiate, appear to be accomplishing the task they have set themselves, that of evolving a system which will encourage industry in the school, eliminate spoon-feeding for examinations and bring additional enrichment to the lives of the boys and girls of their community.

The Story Hour

By O. BARBARA PRIESTMAN

We hope that Primary teachers will find this article helpful in its sensible approach to story telling and in its valuable suggestions for story material to augment their own collection—BETTY JACK.

WHENEVER we come to the story period there is a certain lightening of the heart—a lessening of tension. Here is a lesson which we and the children are going to enjoy together. A story is the natural way to their hearts. Peace and harmony reign.

And yet just consider for a moment all the claims we make for the story period. Morals, imagination, sympathy, humour, literary sense, vocabulary, power of phrasing, are all to be strengthened at one time or another by the stories we tell! No wonder that the night before has been spent hunting through our books with an anxious mind in the effort to find something worthy to be told.

A QUESTION OF TASTE

In spite of the wealth of English literature it is not easy to find exactly the right story for a certain group of children at a given time. One of the difficulties lies in the great number and variety of books now published, and in the lack of discrimination shown by some educational publishers. Again, a story that one person can tell well will not suit another teller, and one should, I believe, tell the stories which one enjoys oneself. Usually the teacher must infect the class with her own enjoyment of the story.

The teacher of the youngest children needs especially to have good taste and an artistic feeling for stories. There is so much to choose from. Often it is hard to find the good because it is hidden under such a welter of bad. She cannot rely on the name of the author. The subject matter and style may be as varied as life. The plot may be so slight that it is difficult to say what it is that makes one tale worth telling and another not, neither can she judge entirely by the children's pleasure as they listen, for if she tells her story well enough the children will enjoy almost anything that is not too difficult for them to understand.

FOLK TALES A TOUCHSTONE FOR GOOD TASTE

When I have been doubtful about a story I usually find after telling it two or three times I am much more certain

as to its quality, for poor stories do not wear well, but a good story tends to improve with every recital. Our greatest help is, however, to know well, and use often, the old nursery favourites, or if we and our classes have a standard set by such tales as "The Three Little Pigs", "Goldilocks", "The Tale of the Turnip", and "Cinderella", we can hardly help feeling a slight sense of discomfort when the new story turns out to be more sentimental than we had realised.

I think we have to beware of being caught by what is merely a pretty fancy. Stories of clouds bumping their heads and crying, and being comforted by many coloured fairies may be all very well in their way, but when we see the rainbow itself the idea withers as something quite unworthy to stand beside the reality. Pretty fancies develop naturally enough in adolescents but they are not suitable fare for young children, who need something more robust if their imagination is to grow and thrive.

Real fairy-tales and fairy poems have innate good sense and innate truth. They do not overstep their own magical boundaries. Cinderella does not drive in her pumpkin coach to the Hammersmith Palais de Danse. She goes to a Fairy Palace—the story is all of a piece, and the children's sense of possibilities is not outraged. Fairies belong to the land of dream or the days of long ago as Mr. De la Mare and Shakespeare know well. The child who searches for them at the bottom of the garden will search in vain.

There are a few good stories where ordinary life and fairies are mixed together as in "Peter and Wendy" and some of Mrs. Nesbit's delightful books, but in spite of a few notable exceptions, I believe it is a safe rule that fairies should keep to their own domain and not intrude into everyday life. If children hear real fairy tales and folk tales they need never suffer from the feeling of having been duped, which makes them cry, "I don't believe in fairies! Fairy stories are babyish." Real fairy tales are the heritage of the race and lure the child on from "The Three Little Pigs"

as a beginning to James Stephen's "Irish Fairy Tales" at a much later stage.

There is no lack of collections of Folk Tales fortunately. Grimm and Hans Andersen's tales appear in countless editions. Jacob's "English Fairy Tales" published by Nutt is a collection which deserves to be better known.

Andrew Lang's collections are deservedly famous, and Mr. De la Mare has given us delightful new renderings of old tales—some well known and some little known—in his "Told Again", while Miss Elizabeth Clark's collections have brought folk tales from all over the world within reach of the teacher of young children.

"TELL US ABOUT REAL CHILDREN"

The teacher of very young children often needs stories outside the range of the folk tale. She will need especially stories about other children. Miss Joyce Brisley's stories of Milly Molly Mandy deserve their popularity. They tell of all the activities with which the children are familiar, and the heroine is sensible and good and happy without being a prig. The stories vary considerably in quality and some are much easier to tell than others. I am especially grateful for the story of "Milly Molly Mandy Locked In". The terror of being locked in is so great with some children that to hear how such an incident can become almost a pleasure may have very practical value.

Joanna Spyri's story of "Heidi" is much beloved by children of seven and eight and now that there are so many poster pictures of mountains it should not be difficult to make London children understand something of the radiant delight of the child who came to live in the High Alps.

In spite of the multiplicity of books there are yet never enough stories about "other children" for the kindergarten. Here more than anywhere else in the school the teacher must be able to select, adapt, invent, and perhaps best of all remember the stories she loved as a child. The stories one has learned in early youth from mother or nurse appear to have a quality which those learned later for teaching purposes lack.

The class seems to sense that here is an old friend; and it is in the best tradition of story telling that tales should be handed on by word of mouth. The old story of "Eyes and No Eyes" is very popular with my kindergarten, so is the story of Bennie and Johnnie who bought a bun for their mother's birthday and

ate it themselves in error. Laura Richard's "Pig Brother" always has an enthusiastic reception and of their Bible stories the story of Zaccheus is one of the very popular ones with five and six-year-olds—no doubt because they sympathise so readily with the little man's inability to see and understand his joy when he was safely hidden in the tree. Little children long to identify themselves with the hero or heroine of a story and this I think makes the story about real children especially fascinating to them. They do not demand at this stage any great adventure or any idealization, but a plain unvarnished tale of some thing which might befall themselves.

TELLING OR READING

Anyone who has once told a story with enjoyment will prefer in future to tell rather than read a story to her class because of the much closer contact she has with her children. Indeed the kindergarten teacher is forced into telling because in many cases she has had to re-make or remember or even invent. Being able to tell the tale graphically depends upon being able to see the story vividly as a series of pictures in the mind. At the time of telling one must be unconscious of choosing words and yet somehow one must give the tale some literary form. Until the story is known by heart there is no help but to go back to the original between each telling so that more and more of the real wording shall take its right place in the story. If one is telling a sufficient number of stories from really good originals the invented stories may be left to take care of themselves, for as they are told and re-told they will shape themselves or else you will grow so tired of them that you will be glad to drop them from your repertoire.

A teacher who is sensitive to her class is fairly safe to be well trained in story telling by a kindergarten for they demand action, clear expression, terseness, and something of the folk tale plot if their interest is to be held, while their obvious pleasure in beautiful sounding words is a constant incentive to the teller of tales.

SOME LONGER STORIES

It is however a great mistake to think that all stories must be told or that it is lazy to read. Indeed to read a story well requires almost as much preparation as to tell it for the reader must be able to look up often, she must foresee the need

for explanation, she must if necessary act judiciously. George MacDonald's long story of "The Princess and the Goblin" is an example of a book which many people would rather read than tell to children of six and seven. Many of the words are old fashioned or difficult and a good deal of cutting or substituting of one word for another must be done first, if the reading is to go happily; and—what is still more necessary if the greatest good is to be achieved—some of the difficult passages must be left and such an introduction given as will help the class to master and enjoy them.

"Mopsa the Fairy" by Jean Ingelow, "Pinocchio, the Story of a Puppet" from the Italian of Collodi (a good story for a turbulent class) and some of Thompson Seton's animal stories are excellent long tales for reading in instalments. "Brer Rabbit", too, has a delightful and salutary effect on a turbulent class, who find in Uncle Remus's sly hero some sort of emotional release for their own wildness. But this story should be in dialect if it is to hold its full content of delight, and therefore it should be told rather than read.

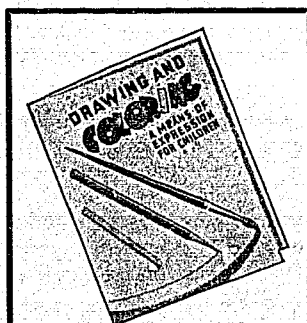
"Gulliver's Travels" and "Robinson

Crusoe" are long tales with a very great appeal to seven-year-old children. These too, are probably best told rather than read; but the teller must be so soaked in the original that in spite of her cuts and simplification the style will not all have evaporated.

Whether we keep to the age-old custom and tell our tales or whether we read them, let us remember that, for this period at least, we are in a direct line of descent from the minstrels of old. We must be artists with a true reverence for our art, caring for our stories; always adding to our stock in trade; always willing to repeat a good tale. We must also remember it is now our part to hold the interest of our audience. When attention flags we have either chosen a tale that is unsuitable or are telling it badly. No wonder we are anxious as we prepare for the story period, and feel the burden of our responsibility! But we know also that the popularity of the minstrel has descended along with his art, feet cease their shuffling and eager faces turn toward us as we sink comfortably into the time honoured phrase "Once upon a time—".

(Reprinted from *Child Education* for October, 1938)

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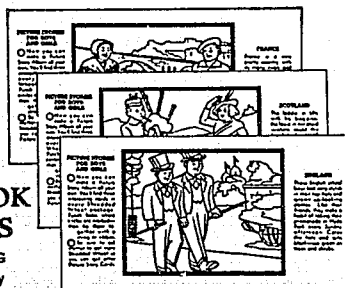


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School Libraries

By CARLEJON B. JOECKEL, in *Library Service**

SCHOOL libraries constitute the most rapidly growing library group in the United States today. Their development has been almost completely a phenomenon of the twentieth century and has been particularly rapid in the last decade. The total number of books in school libraries of over 3000 volumes was reported by the Office of Education in 1929 as approximately 13,000,000. Based on the school systems reporting, tabulations completed for 1934-35 show a total of 27,800 school libraries, of which 21,300 have fewer than 1000 volumes. The total book stocks recorded for these school libraries amount to 28,300,000 volumes. In addition to the 27,800 centralized libraries in public schools, over 33,000 additional schools are served by classroom libraries, usually supplied by public library systems.

There have been two principal factors in the rapid growth of the school libraries. Most important is the fundamental shift away from the single textbook method of teaching. The change from one book to many books has tended to make the school library the real heart of the school. Another factor which has assisted materially in the growth of the school library has been the strong insistence on higher standards of library service by regional accrediting associations, by State universities, and by State education departments.

From the national point of view, the most important issue in connection with school library service is its relationship to the public library and the cognate question of co-operation in service to young people. This is at once one of the most difficult and one of the most important problems in library administration today. One fact which contributes to the difficulty is that the school library and the public library are usually parts of different governmental units. The public library is generally a part of municipal government, while the school library is a part of the school district, which is in most cases a separate legal entity. The bridging of the narrow legal boundary which separates the two jurisdictions often appears surprisingly difficult.

Yet both the public library and the public school library are *public* libraries, supported by the same taxpayers. They are coordinate parts of the public system for supplying books and library service to all people—young and old. A restricted or competitive view of their respective fields of action is bad public service. Effective co-operation between the public libraries and the school libraries is entirely possible. Sometimes this co-operation is carried to the extent of a contractual unification of service, a situation usually found to produce satisfactory results.

It is in the rural areas that co-operative service of public libraries and schools is most essential. In the larger urban centers school libraries and branch libraries are both necessary in a complete system of library service.

(Continued next page)

* Staff Study No. 11, prepared by the Advisory Committee on Education: 108 pages; for sale by the Superintendent of Documents, Washington, D. C.; 15 cents.

Intramural Use of High School Correspondence Courses

By J. W. GIBSON, *Director of High School Correspondence Instruction,
Department of Education, Victoria*

WHEN the Editor of *The B.C. Teacher* says "write for me", presto, (if one is wise) he will grab the first pen in sight and do what he can; the longer he delays the more insistent does said Editor become. He reminds me of a certain ambitious young country school master who asked the permission of the chairman of his Board to plant some trees around the school fences in what was then a barren and rather forbidding piece of land. Looking up at the master in a kindly but reproving manner the veteran school trustee remarked: "My dear young man, I admire your enthusiasm but what you want done is impossible". (Somehow the trees got planted and have long since become the pride of the district). Enthusiasm is a great quality in a teacher, or in an editor; it may on occasion call down imprecations upon his head but somehow it gets things done!

In the December number of this journal reference was made to the increasing intramural use of supervised correspondence study, and since many of our teachers in British Columbia are particularly interested in that phase of correspondence instruction I shall try to trace very briefly its development, first in the United States and then in British Columbia. Although, as we shall see, the objectives and, to quite an extent, the methods employed at the start were markedly different, later developments have brought about a considerable amount of similarity.

Mr. S. C. Mitchell, Superintendent of Schools, at Benton Harbor, Michigan, told us at the recent International Conference in Correspondence Education in Victoria how he introduced correspondence courses in the high school there, of which he was then principal. This school had the traditional college preparatory curriculum but Mr. Mitchell knew very well that very few of the boys attending it would ever enter the university and he determined to do something towards providing such courses as might help both boys and girls to find employment after they had left it. In

But in most rural communities, tax resources do not permit the operation of two independent library systems, nor does the concentration of population require two systems. Co-operation and conservation of funds are essential. Fortunate examples of combined school and public library service are found in the California county library system and in many other places. Similar combinations are clearly indicated in the future development of library service in rural areas.

The school library has made a most important contribution to library service

in the United States. It has assisted in the formation of good reading habits in many young people, and it has trained many thousands of young readers to use books and libraries as tools. This constant addition to the number of youth who are technically competent readers and who have become acquainted with the use of books and libraries is an achievement of great social value. Much of this value will be lost, however, without a vigorous public library system in which public school graduates may continue to find sources of supply for their reading needs and interests throughout adult life.

January, 1922, he visited Chicago and was able to arrange with one of the large private correspondence schools to supply courses in certain vocational subjects for a group of 10 boys, at a very modest cost. The boys themselves had agreed to meet this extra cost and Mr. Mitchell himself supervised their work. The next year some 40 boys enrolled for vocational correspondence courses and had a full-time supervisor, and according to the last school report 304 pupils, boys and girls, in the Benton Harbor high school, were enrolled in 38 different courses with a correspondence director and assistants. Two class periods are devoted to such courses by each correspondence student daily and as the correspondence assignments are completed they are handed in to the supervisor in charge and forwarded to the correspondence centre for correction. According to the report the average cost of teaching the correspondence courses was \$7.01 per pupil per year as compared with \$23.95 for Agriculture, \$17.31 for Home Economics, \$14.60 for Physical Science, and \$10.05 for commercial subjects, as carried on by the usual classroom methods. Mr. Mitchell has summed up his objectives in the following words:*

"What we sought to do at Benton Harbor was to find a method of training that could be given under the supervision of our regular teaching staff, without breaking the social contacts of the school group, that would be flexible enough to meet every need, not too expensive for our resources, and of a grade we could accept towards graduation".

In the State of Nebraska, Supervised Correspondence Study was inaugurated in 1929 under the Extension Division of the University of Nebraska as a direct attempt to help in solving the curriculum difficulties of the small high schools of the State. The problem as stated was, "How can the child who attends the small school be assured of the opportunity to receive an education suited to his talents, needs and desires to the same degree as does the child in the large urban school?" Under the able guidance of Dr. K. O. Broady, Professor of School Administration, Teachers College, University of Nebraska, a start was made in one high school in 1929 (a few months after we had made a beginning with High School Correspondence Courses in British Columbia) in which 14 students were enrolled in two correspondence courses. From this modest

beginning a remarkable development has taken place. Correspondence students in Nebraska now run into several thousand and their correspondence courses are used in hundreds of high schools in over 20 of the central and western states.

In British Columbia correspondence instruction began as an educational service solely in the interest of those children in the elementary school grades in 1919 and for those in the high school grades in 1929. In both instances pupils unable to attend school, through physical disability, were enrolled regardless of their distance from the nearest school. At the beginning of the second year of high school correspondence instruction it was evident that there was another use for correspondence courses. The principal of one of our small high schools wrote for assistance on behalf of two boys attending that school. They had carried physics for one year and were anxious to finish it in the second year, but the new teacher had never taught that particular science and was offering chemistry instead. The majority of the students were studying chemistry and the school board approved of the suggestion made by the high school principal that these two boys, who wished to complete the second year of physics, should do so through the medium of the new correspondence courses and they offered to pay such tuition fees as were required at that time. This was done and the boys registered for the correspondence course in Physics II, completed the work and wrote off their examinations in that and the other final year subjects the following June. This was the first instance in Canada where students officially registered in a high school carried part of their work by correspondence; in other words, this was the first example of the *intramural use of high school correspondence courses*.

* A very full discussion of the Benton Harbor Plan was presented at the Victoria conference by Dr. J. S. Noffsinger, Director of the National Home Study Council, Washington, D. C. A complete verbatim report of the conference is just off the press and will be sent postpaid for \$1.00.—J. W. G.

Since that time there has been a steady growth in this particular use of correspondence instruction. Even in some of our largest high schools occasions arise where certain students, particularly such as come in from outside schools, cannot conveniently obtain class instruction in certain subjects. Moreover, it is no longer considered either necessary or desirable for a teacher to carry on high school classes with only two or three pupils. In some schools it is forbidden by the local school authority, since correspondence courses can be utilized. So far no restrictions have been imposed in British Columbia as to choice of subjects, but the maximum number of correspondence courses allowed any student enrolled in a high school is three. During the past school year 586 regular high school students were so registered in the Provincial Government Correspondence School and for the present school year the number will be considerably greater.

Correspondence courses in various academic subjects—geography, for example—are conducted intramurally in various schools but the courses most frequently asked for by students in regular attendance in high schools have to do with the commercial subjects (Bookkeeping, Shorthand and Typewriting), Home Economics, Latin, and technical-vocational courses. Of the latter those most frequently requested are the courses that stand for credit towards High School Graduation: Mechanical Drawing, Commercial Art, Automotive Engineering, Diesel Engineering, Electricity, Geology and Mining, Forestry, Building Construction. The other technical-vocational courses available to students in high school as well as to adults are Principles of Radio, Aviation, House Painting and Decorating, Plumbing, Steam Engineering. Certain restrictions are placed upon the choice of these technical courses, as, for example, Mechanical Drawing is a prerequisite for all courses requiring the making of plans, sketches or scale drawings, such as Building Construction and all engineering courses. Commercial Art is not given to students who have not had Art III (Grade IX) or its equivalent. This leaves but two of the courses listed above for which Mechanical Drawing is not a prerequisite—Geology and Mining, and Forestry—and we are not in favour of giving these courses to boys under 16 unless they have completed one or two years in high school. It is expected that

additional technical-vocational courses will be added year by year. There are also certain restrictions in the matter of tuition fees for technical-vocational courses. These tuition fees have no relation to the age of the candidate as is the case with the regular academic subjects. Technical-vocational courses are more expensive to prepare and to operate. Quite regardless of age the tuition fee is \$8 per course. In the case of correspondence students, however, who are carrying at least five regular high school courses, in school or out, one technical-vocational course is allowed each year at regular academic subject rates as given in the correspondence school regulations.

There is some difference of opinion as to supervision of the work of correspondence students. Close supervision is provided in most of the American schools, as might be supposed from the name applied to the American movement, "Supervised Correspondence Study". In Canada, in common with Australia and New Zealand, there is a minimum of supervision. The main reason for this is that in the last mentioned countries most of the correspondence work is done in the homes of the students, whereas in the United States, as we have seen, it is largely conducted as part of the regular school programme.

The immediate problem in British Columbia involves both home study and school study. We hope at some future time to make a more careful investigation as to the relative merits of the two systems, but there are a few principles that may well be stressed at this point:

1. Self-dependence and self-mastery are essential to success in all correspondence instruction and to sound education everywhere. This means power to think independently. Too close supervision tends towards student acquiescence and hence towards weakness and lack of self-reliance and self-determination. This, of course, is true in all classroom instruction as well as in correspondence instruction.
2. The learning process is an individual process—no pupil becomes educated save through, and as the result of, his own reactions—hence the futility of merely imparting information or "telling". Of course, this student reaction is at its best in a social environment. Home study has a rather restricted social environment and needs to be sup-

plemented. That is a pressing problem in all correspondence instruction conducted at home. But the virtue or the richness of a social environment is not determined by the number of persons present. Many children, as a result of growing up in the din and clatter of "something doing every minute", find it hard to spend a single hour alone. They scarcely know how to be thoughtful though silent.

3. Pupil guidance is legitimate and necessary to a degree. How can it be managed without over direction and regimentation? That also is our problem in the classroom and in correspondence instruction.

As the intramural use of correspondence courses in our high and superior schools increases the amount of supervision required is bound to increase, as was true in the Benton Harbor Plan. Responsibility for this supervision will naturally rest with one or more members of the staff of the local school. Careful organization of the work within the school will be necessary so that a due proportion of student time will be pro-

vided for correspondence study and all those so engaged will spend that time to best advantage. During the past few years we have had too many examples of students failing to finish their correspondence courses within the year. Probably the other most serious difficulty has been the tendency on the part of students to change from courses already started to new ones. These changes are usually made as requested, but the loss of time involved is sometimes really serious. Some intramural students carrying correspondence courses in science are unable to do all of the experimental work required, owing to lack of equipment in the school. For some it has meant purchasing prepared sets from the Correspondence Branch and although these sets are supplied to correspondence students at half price, still the outlay means a good deal for some of them.

More and more the teachers in both high and elementary schools are giving most gratifying co-operation in helping to meet these difficulties and in that spirit we may expect to see an ever-widening and highly successful use for intramural high school correspondence courses within our Province.

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Factors Affecting the Social Philosophy of Teachers

(Continued from the December issue)

Because the present social philosophy of teachers as a group is far from satisfactory, it is at point to inquire into the reasons. Such an inquiry leads to the conclusion that there are two major factors responsible for the existing unsatisfactory situation: (1) the poor qualifications of the teaching personnel and (2) the lack of freedom for teachers.

The qualifications of teachers.—The type of personnel entering the teaching profession is a major factor in determining the social philosophy of teachers. There appears to be a definite relation between the social philosophy of teachers and their intelligence, as well as between their social philosophy and the amount and type of education which they have received.

The study of the John Dewey Society, previously mentioned, indicates a connection between knowledge and social attitudes.¹ In the report of this study it is stated that one of the most important findings is the positive correlation of .41 between liberal social attitudes and score on the "public problems" information test. The greater the teacher's knowledge in the field of the social studies, the more probable it is that he will have a liberal social philosophy. In this study it was also found that the persons natively more gifted tend to be more liberal than those with less native intelligence. It is interesting to know that the liberal teacher has more factual information than the conservative teacher and also is more intelligent. Apparently liberalism is, in part, a result of superior knowledge and intelligence.

In an earlier study of social attitudes Harper² found a notably greater conservatism among educators with little schooling than among those with more extensive schooling. Harper's study reports a positive correlation of .52 between liberalism and the extent of formal education of teachers.

From the findings of these studies it

would appear that, if it is thought desirable for teachers to have liberal social attitudes, the best way to achieve this goal is, first, to select the more intelligent individuals for entrance into the profession and, second, to raise the educational requirements for teaching. If, on the other hand, it is considered desirable to have conservative teachers, then the proper procedure would be to recruit them from the lower intelligence levels and to lower the educational requirements for teaching.

No discussion of the qualifications of teachers is adequate without comment on the curriculums and the instructional techniques of institutions for teacher education. Neither is typically such as to develop a liberal social philosophy. A desirable curriculum for teacher education would provide at least a broad general education, an adequate knowledge of the subjects to be taught, and some knowledge of the psychology of learning and of the techniques of teaching. Some institutions for teacher education do not place enough emphasis on the subjects to be taught, particularly certain teachers' colleges in their curriculums for the preparation of secondary-school teachers. Many institutions, particularly normal schools and teachers' colleges, devote too much time to the study of methods and techniques of teaching. Few higher institutions of any type place adequate stress on a broad general education. Particularly do they fail to give sufficient attention to problems in the field of the social studies.

Prospective teachers in fields other than the social studies secure only a smattering of knowledge of economics, of sociology, and of government. The limited knowledge that they secure does not even approach adequacy for the development of a desirable social philosophy. Even those young men and women preparing to teach the social studies are usually provided with a series of isolated courses in the individual departments. Economics, sociology, and government are studied as entirely separate subjects; their interrelations are seldom adequately stressed. One of the major deficiencies of the curriculums of the teacher-training institutions is a disregard for the interdependence of

¹ William H. Kilpatrick (Editor) "The Teacher and Society", pp. 174-230. First Yearbook of the John Dewey Society. New York: D. Appleton-Century Co., 1937.

² Bruce Raup, "Education and Organized Interests in America", p. 209. New York: G. P. Putnam's Sons, 1936.

knowledge in these fields. In the out-of-school world the problems that arise for solution seldom exist as separate problems of economics, of sociology, or of government. Future citizens will need to draw upon all the social disciplines for the solution of these problems. Their teachers should be equipped to prepare them for participation in community life.

It seems clear, therefore, that the general education of all prospective teachers should acquaint them with the various institutions and forces which influence modern life. A keener social consciousness needs to be developed in the rank and file of teachers, and this development can be achieved only through direct contact with present-day problems. Direct contact should not be postponed until after the close of the formal period of education; it should take place simultaneously with formal education.

Institutions for teacher preparation have been too much concerned with matters such as methods of teaching and techniques of administration. They have failed to recognize the value and the social significance of much of the information available for use. They have overlooked the fact that the era of free competition has passed and that the individual must, to an ever greater degree, operate as a member of social groups. More attention needs to be given to the social and the democratic aspects of general education.

The relations between freedom and social philosophy.—The degree of academic and personal freedom that teachers enjoy bears a direct relation to their social philosophy, particularly insofar as this philosophy is reflected in their teaching and in their activities outside the classroom.

Any discussion of academic freedom should be prefaced by a working definition. Such a definition has been published by the National Education Association. It reads as follows:

Academic freedom is the right of the student to learn and the right of the teacher both to teach unfettered in the classroom and to enjoy the same rights accorded to other citizens outside the classroom. The right of the student to learn includes his privilege to hear both sides of controversial questions, to be trained to distinguish between fact and opinion, and to be inspired to search for the truth. The teacher should have the right to present the various sides of

controversial subjects and to give opinions, including his own, labeled as opinions.³

Teachers generally favor academic freedom as set forth in this definition. They recognize that teachers need freedom to teach in the classroom. Most of them have felt the need for a greater amount of participation in pedagogical activities. They also agree that teachers need a greater degree of both academic and personal liberty outside the classroom. They have been handicapped by a lack of freedom to advocate unorthodox causes or to participate freely in community life. An analysis of the forces which limit freedom of teaching and of living reveals that these include (1) the control and administration of education, (2) social pressures of a variety of types, and (3) unsatisfactory working conditions.

1. *The control and administration of education.*—The form and procedures of control and administration of education that have developed in the United States tend greatly to limit the freedom of teachers. For the most part, the members of school boards are drawn from the more favored economic classes. Almost invariably the dominant economic or political interests in each community control the educational policies of the schools and of their executives. These interests frequently tend to exaggerate the merits of the *status quo*. They usually fear and object to any teaching that favors social change. Either directly or through the boards of control or the administrative officers of the schools, they bring pressure to bear so that teachers will limit their teaching of social problems to those of a noncontroversial nature.

Freedom cannot thrive in such an atmosphere. How can teachers feel free when they know that the way to gain favor is to agree with the administration and the lay board? All around them they see examples of salary increases and promotions for teachers whose ideas coincide with the ideas of the controlling powers. This situation not only engenders docility; it frequently results in intellectual sterility.

Political democracy has not resulted in freedom for teachers. The American educational system is not and never has been democratic. It is administered according to a pattern that is, in many

³ "Department of Classroom Teachers", "Journal of the National Education Association", XXIV (December, 1935), 280.

ways, diametrically opposed to democracy. Planning is generally separated from performance. The teachers teach; the administrator, under the general direction of a lay board largely representative of special interests, plans the program. This system is found, not only in public elementary and secondary schools, but also in both public and private institutions of higher education. It is difficult to see how the purposes of democracy can be achieved under the existing autocratic form of educational administration.

2. *Pressure groups*—Even more effective than the threat of dismissal or the danger of failure to be reappointed are certain social pressures brought to bear upon teachers. These pressures are subtle and come from many groups. Among those that have exerted the strongest pressures are so-called "patriotic" organizations, religious groups, and business interests.

The effects on education of the pressures of patriotic organizations may be observed in the way in which history is taught in the schools. History is taught and history textbooks are written and rewritten to serve the demands of certain elements of the public in terms of some specific situation or of some sectional or other special interest.

In discussing the pressures brought upon educators by so-called "patriotic" groups, Raup⁴ states that the impact of the ardent nationalist on American social and educational development involves beliefs and attitudes on most fundamental social issues. It includes the teaching of religion, morale, economic institutions, government, and education. Almost without exception the attitude is one of resistance to basic change and opposition to all persons who advocate change. What the ardent nationalist wants is unthinking devotion to the institutions, the methods, and the teachings of the past.

Organized religion has also had an important influence on the curriculum of the schools, and indirectly on the social philosophy of teachers. Few persons have forgotten how, in the not far distant past, the fundamentalists started their agitation against the theory of evolution. Bills were introduced in state legislatures outlawing the teaching of evolution. During the eight years between 1921 and 1929, thirty-seven anti-evolution bills were introduced in twenty state legislatures. In three states such

bills were passed, and other states adopted resolutions against the teaching of evolution. Religious pressure groups have not limited their anti-evolution activities to the promotion of legislation. They have also worked to secure revision of textbooks to eliminate all references to the theory of evolution; they have influenced state and local school boards to adopt anti-evolution rulings; they have secured the removal from libraries of books on evolution; and they have forced teachers to resign for teaching evolution.⁵

The third important pressure group affecting freedom of teaching consists of certain organized business and industrial interests. Beale⁶ states that in most communities teachers have not dared to criticize the attitudes of this group on such matters as business ethics, labor policies, minimum-wage laws, the abolition of child labor, old-age pensions, or compulsory unemployment insurance. To do so would have resulted in their being labeled dangerously socialistic. Sometimes teachers are permitted to discuss the ideal theory under which men should work, but seldom are they permitted to discuss the actual conditions under which men do work.

Among the business groups that have effectively brought pressure to bear upon teachers, possibly none have been more active than certain of the public utilities. During the past fifteen years the writer has directed surveys of a large number of colleges and universities. On more than one occasion firsthand evidence was secured of the type of propaganda discovered in the investigations of the Federal Trade Commission. The activities of certain business interests to influence the curriculums of the schools and of higher educational institutions and to limit the freedom of teachers frequently represent definite attempts to mold public opinion for the benefit of special economic interests.

3. *Unsatisfactory working conditions.*—A large majority of the teachers at all educational levels work under conditions which definitely interfere with both academic and personal freedom. In many schools the teachers have too much supervision of a type that tends to curb individual initiative. They are not given

⁴ Bruce Raup, op. cit., pp. 94-95.

⁶ Howard K. Beale, "Are American Teachers Free?" p. 140. Report of the Commission on the Social Studies of the American Historical Association, Part XII. New York: Charles Scribner's Sons, 1936.

⁵ Bruce Raup, op. cit., page 72.

What We Are Reading

I HAVE just finished reading and immediately re-reading *The School* by W. B. Curry (20th Century Library, John Lane, The Bodley Head Ltd., 50 Vigo St., London, W. 1; 129 pp.; 3/6 net) and have found it one of the most thought-provoking books that have recently come to my hands. Mr. Curry, who is a scholarly and experienced teacher, headmaster of Darlington Hall School, Totnes, England, sees the world peopled by folk not yet emotionally and politically prepared for practicable solutions of difficulties that threaten society with ruin. He is convinced that salvation depends very largely upon teachers who, enjoying some measure of freedom, are prepared to make it their business to think out and practice educational methods which may diminish the emotional insanity now so prevalent among adults. The existing muddle he attributes in considerable part to current and traditional educational procedures. Mr. Curry's basic postulates are that the primary aim of education is the creation of civilized communities and that the only way to prepare for social life is to engage in social life. The book is devoted to an exposition of educational principles and procedures which he believes emerge if these propositions are accepted.

Today there is a consensus that a planned society is imperatively necessary; but to make workable a planned

society that is compatible with freedom, a different kind of economic morality must be taught. Moreover, to achieve a rationally planned society we shall need freedom from violence and freedom for the fullest possible discussion and criticism. How the school may contribute, Mr. Curry discusses in chapters entitled "The School and the World", "Freedom and Discipline", "Competition and Marks", "Co-education", "Education for Peace", and "The Intellectual Climate". "The power of dealing intelligently with difficult and controversial issues should be one of the main objectives and results of education. . . . What matters is whether he (the pupil) knows the nature of evidence, . . . is able to use reference material, . . . is becoming able to listen to opinions that seem to him scandalous and dangerous without undue anger or resentment and, particularly, without wishing to apply censorship". The adult who has not that capacity should avoid this book if his doctor thinks his blood pressure is at all abnormally high. However, I heartily recommend the volume to those who are intellectually mature, not too old to learn and not too easily "blown about by every wind of doctrine". We hope to secure from some exchange teacher a report upon a visit to the school in which Mr. Curry is endeavouring to put his theories to the test of practice.—N. F. B.

adequate opportunity to deal with significant social problems. As a result, the profession tends to become devitalized.

Many excellent potential teachers refuse to enter the teaching profession because their social philosophy prevents them from accepting the conditions under which they would be compelled to work. Sometimes these conditions are merely understood; frequently they are matters of contract. For example, it may be required that the teacher shall not dance or play cards. It may be required that he be active in Sunday School work or attend church regularly every Sunday. Knight⁷ reports a case where a teacher was required to sign a contract that included a promise to sleep at least eight hours each night and another promise not to fall in love. Obviously this case is extreme, but thousands of teachers are required to

sign contracts that prohibit them from leading the lives of normal citizens in the communities where they work. Clearly the negation of freedom involved in signing such contracts affects the social philosophy of the teacher. It would also be likely to prevent persons with a liberal social philosophy from entering the teaching profession.

Low salaries and insecure tenure handicap teachers in any attempt that they may wish to make to secure greater freedom. Most of them hold a one-year contract and have no other protection. Because of the low salaries, few teachers are able to save for the future. They must have work; they do not dare to risk being without a position; consequently they lack freedom.

⁷ Edgar W. Knight, "Education in the United States", pp. 360-61. Boston: Ginn & Co., 1929.

IN our December issue, Mr. A. J. Dodd called the attention of readers of *The B.C. Teacher* to the valuable little book, *Choosing Your Life Work*, which Alberta Teachers' Association has published in aid of the guidance programme in the neighbouring province. A similar job has been done for the Maritimes by H. P. Jenkins of Truro Normal School. His book, entitled *Nova Scotia at Work*, has recently been published by the Ryerson Press. The chapter titles indicate the nature of subject matter: Why we work; Factors which influence our work and prosperity; Choice of occupation; Women's work; Business organization; Labor organizations; Production, wealth and income; Manufacturing; Mining; Agriculture; Building and construction; Lumbering; Fishing; Electric power; Fur; Tourist trade; Markets and market prices; Transportation; Money and banking; Government services; The defence forces; The co-operative movement, and Why towns and cities grow up. A serious effort is made to help young Nova Scotians to choose occupations in line with their interests and aptitudes and with probable opportunities for employment. Appended to the various chapters are problems that are likely to arouse interested discussion and these are followed by suggested projects and references for additional information. While this book is specifically framed to meet the special problems of young people in Nova Scotia, British Columbia guidance teachers will find it useful. The retail price is \$1.00.—N. F. B.

AN encouraging feature of recent educational history in British Columbia has been the increasing attention given to Physical Education. Clarke, Irwin and Company of Toronto have just published a book by Mr. Fred L. Bartlett entitled *Junior Athletics* which should be helpful even to trained physical instructors and will prove a mine of suggestions to those many teachers who have not had special training in this field, but who are bravely doing their best in hundreds of elementary schools. Innumerable games, dances and other physical education activities suited both for the classroom and the gymnasium or playground are carefully explained. Price \$1.00.—N. F. B.

A *LIVING Grammar* by Winifred Watson and Julius M. Nolte with

a wealth of preposterous and fascinating pictures by Eleanor Lewis (Webb Book Publishing Co., St. Paul, Minn.; .85) is different from any book that you ever saw. The authors explain that it is not aimed at any specific age group of students. The miraculous consequence is that the kiddies will revel in it and the grave and learned seniors will not find it unhelpful. The authors express profound dismay at the wretched equipment in grammar with which girls and boys nowadays reach high school and college and believe that among the reasons for this deficiency is failure of such books to deal with the subject simply and realistically. This book attempts to approach grammar from a point of view normal to the child subject as he is to the distractions of present-day idioms and preconceptions. Very free use is made of analogy and illustration to enliven the learning of important concepts. If you are a librarian or a teacher of grammar you will not be making a mistake if you send for this book.—N. F. B.

SONGS of Discovery and Exploration (Clarke, Irwin & Company, Toronto; .25) is a 30-page booklet by J. M. Dunsmore with the inscription: "To W. B. Dunsmore and the jolly group of children at Hamlet Ward School, Stratford, Ontario, for whom these songs were first written, this book is affectionately dedicated". It consists of rollicking rhymes about Prince Henry of Portugal, the Norse rovers, Columbus, Jacques Cartier, Champlain, Breboeuf and other heroes, all set to tunes that everybody knows; Good King Wenceslas, Men of Harlech, My Bonnie Lies Over the Ocean, There is a Tavern in a Town, Drink to Me Only With Thine Eyes, Pop Goes the Weasel, John Peel, John Brown's Body, and so forth. There are 27 of them, and I prophecy lots of fun in classrooms where they are tried out.—N. F. B.

ANNIE H. Foster and Anne Grierson are responsible for a collection of holiday facts for Canadian schools, *High Days and Holidays in Canada*, which the Ryerson Press is publishing at 50c. The reader will probably be surprised at the number of "High Days and Holidays" that are observed in different parts of this Dominion. Interesting information is given regarding the significance of these various festivals.—N. F. B.

News, Personal and Miscellaneous

JUST as *The B. C. Teacher* was going to press, news arrived of the sudden death of Miss Mary J. L. Black, librarian emeritus of the public library of Fort William. She was the sister of Dr. N. F. Black, beloved editor of this journal.

Miss Black was for 28 years librarian of Fort William and, in memory of her gracious personality and unfailing service in the interests of education, a new branch library in Fort William was named "The Mary J. L. Black Library".

The list of Miss Black's achievements places her name with those of Canada's leading educationists. She organized in Western Ontario one of the first comprehensive library services found anywhere in Canada, initiated classes in Canadian art, history and drama, held office in both the Ontario and the American Library Associations, and filled lecture engagements in a variety of fields.

To Dr. Black, his colleagues on *The B. C. Teacher* and, through them, his fellow teachers, extend their sincerest sympathy.

GREGORY H. TOM

ONE of the few remaining pioneer Vancouver school teachers left us when Gregory H. Tom passed away December 4th.

Gregory Tom was born in Usborne, Ontario, in 1863. He attended the College Institute in St. Mary, Ontario, and received his teacher-training course at the Normal School at Ottawa. For a number of years he taught in districts in Ontario, then, in 1888, he came to Vancouver—a young man in a new city. His outstanding capabilities as a teacher destined him for service in our first schools. In 1891 Gregory Tom became vice-principal of Central School. From that time, with the exception of about four years around 1915, he was in the Vancouver schools until his retirement in 1932. For the last 15 years of his service he was principal of Alexandria School.

At his retirement, Gregory Tom became president of the Monarch Securities, and was active in the business of that company to the week of his death.

He leaves bereaved, a widow and a son, Reginald Tom.

STREAMLINING THE LITERARY SOCIETY

By F. C. H.

"WE needs must love the highest when we see it" might well be the motto of the Sir Ernest MacMillan Clubs recently formed in a number of British Columbia schools. Chief credit for the new organization falls to Miss Marjorie Agnew of Templeton Junior High School, Vancouver.

In an age marked by adolescent worship of crooners, swingsters, alleged radio comedians and movie "glamour-ites", the MacMillan clubs are attempting to foster an appreciation of the fine arts through intelligent listening and participation.

Most old-timers will probably snort and affirm that the traditional Friday afternoon literary society meetings did the same thing. And the old-timers are right—in part.

However, Miss Agnew and her colleagues have attempted to meet the demands of our streamlined age and to fight cheap entertainment on the latter's own ground.

In the person of Sir Ernest MacMillan, the club has as an honorary president the leading Canadian musician of our age. Moreover, Sir Ernest in his frequent visits to Vancouver brings a personal message to the hundreds of his young admirers.

Again, through the co-operation of the Canadian Broadcasting Corporation, leading radio orchestras and soloists are made available for various club programmes. In this splendid work, Mr. Yeomans of C. B. R. has taken an active part and is probably doing more than any other official to make the younger generation take an active interest in what is and what should be sent out from C. B. R. stations.

The B. C. Teacher hopes to have more to say about the MacMillan venture and would welcome from its organizers a more complete statement of its purposes and activities.

THE *B. C. Teacher* gratefully acknowledges its frequent indebtedness to the news services supplied by the Canadian Teachers' Federation. This month we have found the News Bulletin especially interesting, though it is impossible to find space for all its items.

THOMAS EDWARD SCOTT

MANY teachers, particularly those who attended the Winnipeg Conference last year, will learn with deep regret the death of Thomas Edward Scott of Yorkton. Mr. Scott was one of the C. T. F. delegates from Saskatchewan and won many friends by his friendly disposition, his unusual ability and his devotion to duty. Whilst in Winnipeg last August he received intimation of his appointment to the staff of School Inspectors for Saskatchewan. He died of a heart attack at his home in Yorkton on Tuesday, December 6th.

TALKS

MAY we again direct attention to "Talks", a quarterly digest of addresses delivered over the Columbia Network. Many schools use these for classroom purposes. Write to Columbia Broadcasting System, Inc., 485 Madison Avenue, New York, for information and sample copies.

Many of the networks, including our own CBC, issue interesting material which could add to the resources of the classroom or school library.

THE N.E.A.

THE 77th Annual Convention of the National Education Association of the United States will be held at San Francisco, July 2nd-July 6th, 1939.

ALBERTA'S NEW SCHOOL SYSTEM

THE Regina Leader-Post discussed the other day some probable results of the movement in Alberta toward the larger school administrative unit in which field Alberta is moving faster than either Manitoba or Saskatchewan. The Leader-Post has been obtaining information from Edmonton on Alberta's experience up to the present with the larger unit and here are some of the points that are emerging:

As a buyer of school supplies, the new board handling a large block of schools has marked advantages over the small district. Clover Bar, east of Edmonton, saved \$960 by purchasing school desks this year on a carload basis.

The new system has levelled up school tax rates throughout the province, though there are variations. The school tax is collected, as usual, by the municipalities. The central board draws up its budget and leaves the rest to the municipal

authorities. This allows the municipality some leeway, and rates may be a little higher or lower than the school board requirements, according to local conditions. But the average rate throughout Alberta is now 10½ mills, while formerly school rates ran from three to 20 mills.

In Clover Bar, the new board found it needed three more teachers to adjust overcrowding. A school built for 35 pupils had 61 in attendance, so the board did some shuffling of pupils and moved in a portable schoolroom with another teacher. That is the sort of problem a central board might handle better than a number of small boards.

Elementary education is the first concern of the rural system, but the new divisions are able to provide high school instruction more easily than the old boards could. The division is responsible for courses up to and including Grade 11, and some of them operate rural high schools. Some 17 or 18 of these were already in operation under the old system and are being continued. For the most part, the division pays fees for students from the country attending town schools. In Clover Bar the board goes further and pays Grade 12 fees for rural pupils in town, and has also adopted the policy of paying for correspondence courses of pupils who qualify by passing examinations.

To meet the demand for high school education, some divisions have opened secondary schoolrooms of their own. Lethbridge division claims that no child wanting a high school education is denied it, and this claim is paralleled in other divisions. Lethbridge opened three new high school rooms in 1938, and has experimented with town dormitories for rural pupils. Elsewhere, divisions are experimenting with school vans for transporting rural pupils to and from town schools.

The increase in opportunity for high school education is by no means the only new service given by the divisions. In five of them a start has been made towards providing a complete program of health supervision. Nine of the divisional boards have reconditioned the library facilities of their schools and rural pupils will get more new books in the future.

Two divisions have imitated city boards and hired full-time music supervisors. In the line of sports, the division is likely to become the unit for field days and new spirit of competition among

schools is developing. New courses not hitherto available to country pupils are being started by divisional boards, such as household economics, typewriting, and technical and mechanical courses. For science courses, the divisions are providing equipment that the small districts could not consider.

One official of the division is an employee of the Department of Education. He has considerable power for he advises the divisional board on finances, on discipline, and all matters affecting the schools. He gets from \$2700 to \$3300 a year and travelling expenses, all paid by the province.

GRANTS FOR EDUCATION INCREASED IN ONTARIO

B RITISH Columbians will be interested in the substantial increase in Provincial Legislative grants to education promised in most branches of the Ontario system in the coming year. The apportionment of the grants for 1939 which were announced by the Minister of Education has been listed by the Ontario Education Association officials as follows, in relation to the grants given by the Province in 1936:

	1936	1939
Public and separate schools	\$3,495,810	\$4,628,900
High Schools and Collegiate Institutes	448,550	859,325
Vocational schools..	1,311,850	1,634,500
Manual Training and Household Science	77,000	55,000
Continuation Sch'ls	180,000	200,000
Fifth Classes	67,500	75,000
Music	26,450	100,000

—The Globe and Mail.

UNITING CANADA

R ECENTLY many journals and public men have been expressing apprehension over sectional rivalries and provincial dissensions which seem to have been intensified by the depression. Much of it might be associated with what could be termed "political turmoil". Nevertheless, there appears to be some grounds for concern over Canadian unity. It is worth remembering that the Canadian Teachers' Federation is a very powerful unifying force. Possibly no group of public servants has a clearer view of Canada as a whole than the teachers, particularly through the Canadian Teachers' Federation. This is a remarkable achievement in view of the fact that education as a provincial con-

cern is emphasized so frequently. The C.T.F. is not in sympathy with the divisive tendencies. Whilst recognizing education in its provincial aspects, it views education as a great Canadian enterprise. It believes that these two aspects could be preserved, and it feels that it has, as a teachers' organization, a very important part to play in preserving this neat balance.

REPORT OF QUEBEC SURVEY

S WEEPING changes aimed at improving the Protestant school system in Quebec province are recommended in the report of the education survey committee to the Protestant Committee of the Provincial Council of Education.

Completing more than a year of study and examination of witnesses, the committee, under Dr. W. A. F. Hepburn, Director of Education at Ayrshire, Scotland, suggested complete reorganization of the Protestant committee, a new financial set-up and modernization of teaching methods.

The report calls for the present public-high school grouping to one of primary school, junior high school and senior high school. Primary would include Grades I to VI, junior high grades VI to IX, and senior high grades X to XII.

It suggests a wider scope for teachers and pupils by advocating a less slavish following of text-books and rigid routine, and asks abolition of external examinations until Grade XI at least.

The 11-man committee suggests compulsory schooling until the age of 14, to bring school laws into line with provincial legislation on child labor, and holds out the hope that later the age limit would be raised to 15 years.

If the recommendations are followed, the present committee would be reorganized throughout. It would have complete control of allotment of money ear-marked for Protestant education, but actual spending of the money would be largely in the hands of ten local boards, one for Greater Montreal and nine in designated provincial districts.

Free text-books to students and free tuition in primary and junior high grades are recommended, the committee adding that even in senior high inability to pay fees should not be made a deterrent to students wishing to continue their education.

The committee decided there was "a need for marked improvement" in method of teaching to give pupils a knowledge of French that could be

turned to immediate practical use and serve as a foundation for further study if the student wishes.

More rigid qualifications for teachers and a higher salary scale for the teachers are recommended.

Modernization of teaching methods might be brought about by increased use of school libraries, motion pictures, gramophones and the radio, the report continues. Nature study, science, home economics, handwork, art, music and social studies should receive more attention.

IN NEW ZEALAND

THE Government now takes full responsibility for the work of vocational guidance of pupils at post-primary schools and eight special officers have been appointed for this purpose, as well as "Careers Teachers" at certain large post-primary schools.

\$15,000 was made available for a scheme for the regular supply of books and expert library assistance to country libraries. In 1935 there were only 53 student dental nurses, but in 1937 the number was raised to 140 and 20 new dental clinics are being established in districts where hitherto the service had not been available—another proposal in the Government educational plan implemented.

The number of teachers in primary schools rose by 113 to 6226, but there was a slight decrease in the average salary of all teachers from \$1490 to \$1475. The roll in the post-primary schools increased again by 614 to 38,177, in the universities by 20 to 5238 and in the teachers' training colleges by 166 to 1344. Finally, there was a total increase in the cost of education of \$3,234,500 to \$23,395,800.

It is natural that for such a program of expansion and reform the teaching profession could have nothing but praise; and indeed the New Zealand Educational Institute's organ, *National Education*, throughout recent years, has contained not only eulogy but also a freshening and revitalizing of outlook only possible in a country where education is treated as of first importance.

GREAT PLAYS

EACH Sunday morning from 11 to 12 P.M. the National Broadcasting Company will present a play that has earned its place among the great plays of all time. The series will run to May 7, 1939, and will be given over the N.B.C.

Blue Network. KJR (970 kc) is probably the best station for listeners in British Columbia.

Teachers of English have here a very good subject for a narrative essay assignment.

The dates, titles, and authors are as follows: January 8th, "She Stoops to Conquer", Goldsmith; January 15th, "School For Scandal", Sheridan; January 22nd, "Mary Stuart", Schiller; January 29th, "Hernani", Hugo; February 5th, "Richelieu", Lytton; February 12th, "The Octoroon", Boucicault; February 19th, "Redemption", Tolstoi; February 26th, "The Doll's House", Ibsen; March 5th, "Patience", Gilbert and Sullivan; March 12th, "Camille", Dumas Fils; March 19th, "Cyrano de Bergerac", Rostand; March 26th, "Peter Pan", Barrie; April 2nd, "The Blue Bird", Maeterlinck; April 9th, "Justice", Galsworthy; April 16th, "Back to Methuselah", Shaw; April 23rd, "Oliver Cromwell", Drinkwater; April 30th, "White Headed Boy", Robinson; and May 7th, "Elizabeth the Queen", Anderson.

APPOINTMENTS TO THE STAFF OF THE UNIVERSITY SUMMER SESSION OF 1939

At a meeting of the Board of Governors, University of British Columbia, the following were appointed: *Economics, Political Science, Commerce and Sociology:*

Professor H. F. Angus; F. A. Knox, B.A. (Queen's), Professor of Economics, Queen's University.

Education:

C. A. Krug, M.A. (Toronto), B.D. (Victoria), Professor of Philosophy, Mount Allison University, Sackville, New Brunswick.

Modern Languages:

Charles E. Borden, Ph.D. (Calif.), Reed College, Portland.

Course in Library Work:

Miss B. Muriel Carruthers, B.A. (Brit. Col.), Librarian, Magee High School.

Course in Guidance:

H. B. King, B.A. (Queen's), M.A. (Brit. Col.), Ph.D. (Wash.), Technical Adviser, Department of Education, Victoria, B. C.

Professor J. A. Irving, Department of Philosophy, will attend the annual meeting of the American Philosophical Association at Berkeley, California, where he will read a paper; he will also attend the Pacific Conference on the Teaching of Philosophy being held at Berkeley.

WORLD LEADERS FROM 17 COUNTRIES TO JOIN IN SALUTE TO NEW YORK FAIR

A DAZZLING array of emperors, kings, queens and ranking diplomatic figures of 17 nations will be heard throughout the United States in a series of weekly broadcasts saluting the New York World's Fair of 1939, beginning Sunday, January 1, and continuing until Sunday, April 23, from 10:30 to 11:00 a.m., P. S. T.

These programmes are to broadcast jointly over the nation's three great networks—the Columbia Broadcasting System, the National Broadcasting Company, and the Mutual Broadcasting System—each Sunday at the same time. The schedule of the principal speakers follows:

January 1—France: President Albert Lebrun; January 8—Ireland, President Douglas Hyde and Premier Eamon De Valera; January 15—Denmark: King Christian X; January 22—Netherlands: Queen Wilhelmina, and January 29—Russia: speaker not yet selected.

Also February 5—Canada: Governor-General Lord Tweedsmuir; February 12—Rumania: King Carol; February 19—Norway: King Haakon; February 26—Belgium: King Leopold III; March 5—Yugoslavia: Prince Paul, regent; March 12—Italy: speaker pending, but Emperor Victor Emmanuel III has been tentatively scheduled; March 19—Hungary: Admiral Nicholas Horthy, regent, and March 26—Poland: President Ignatz Moscicki.

Also April 2—Japan: Prince Yashu-hito Chichibu; April 9—Sweden: King Gustav V or Crown Prince Gustav Adolf; April 16—Brazil: President Getulio Vargas, and April 23—Great Britain: Sir Louis Beale, Commissioner General to the Fair, and others.

Each programme will be augmented by prominent speakers and music typical of the country originating the broadcast. In addition to being carried over the networks to listeners in the United States and Canada the programmes will be sent via shortwave throughout the world. The Columbia network's international shortwave outlets, W2XE, New York, and W3XAU, Philadelphia, are to participate in the shortwave broadcasts.

Governor General Marcel Olivier, French Commissioner General to the Fair, the Paris Opera Orchestra and the Republican Guard Band will be heard with Lebrun on January 1. In addition to Hyde and De Valera, the Irish programme of January 8th includes a

massed choir, a soldiers' chorus, and the Ceilidhe Bands. The following week the musical portion of the Danish programme will be supplied by the Danish Symphony Orchestra and the Royal Guards Band.

Queen Wilhelmina, for 41 years the ruler of her country and its possessions, will speak for five minutes on January 22, and the remaining time will be augmented by the Rotterdam Philharmonic Orchestra, the Royal Military Band and carillon music. The Red Army Chorus, 100,000 strong, will supply the musical portion of the programme from Moscow January 29. February 5, the programme will include the Canadian Grenadiers Band, the Toronto Symphony Lyric Trio and the Toronto Mendelssohn Choir.

In addition to King Carol of Rumania on February 5, Professor Demetri Gusti, Commissioner General to the Fair, will be heard, and Georges Enesco will conduct the Bucharest Symphony Orchestra in a special composition, "Roumanian Epic". Participants on the Norwegian programme February 19 are King Haakon VII; Frederik Odjell, Commissioner General to the Fair, the Oslo Symphony Orchestra and Mme. Kaja Eide Norena, noted operatic star.

On February 26 King Leopold III of Belgium is to speak on "Toward the Future"; Dr. Joseph Gavaert, Commissioner General to the Fair, and a special orchestra will also participate. The Belgrade Symphony Orchestra will augment the Yugoslavian programme which is headed by Prince Paul, March 5. The orchestra and voices from La Scala and the bells of St. Peter's in Rome will be heard on the Italian broadcast, March 12.

The Royal Hungarian Opera House Orchestra is scheduled to join the Hungarian programme of March 19. The Polish speaker in addition to President Moscicki, is Baron Stefan de Ropp, Commissioner General to the Fair. The Warsaw Symphony Orchestra will provide the musical setting.

Prince Chichibu is the eldest brother of Emperor Hirohito and heir presumptive to the Japanese throne. Prince Kenoye is also scheduled to speak on this programme, April 2. The Stockholm Symphony Orchestra will be heard with King Gustav V of Sweden, April 9. Typical Brazilian music and prominent speakers will join President Vargas from Rio de Janeiro, April 16. Sunday, April 23, is St. George's Day, and a noted orchestra will be heard with Sir Louis Beale from London.

This series will be concluded exactly one week before the official opening of the Fair.

Correspondence

REACTIONS TO "THE OLD, OLD STORY"

Toronto, Dec. 26, 1938.

Editor, *The B. C. Teacher*:

Your leading editorial in the December *B. C. Teacher*, "The Old, Old Story", struck me as written in white heat to reveal your deep appreciation of those who believe and try to follow the teaching of the Christian story and your scorn of those sophisticated moderns who in their own conceits are wiser than the scriptures. While, if not recognized as satire, the editorial may be open to misinterpretation, for those who know your long years of unselfish devotion to high causes the meaning is perfectly obvious.

With season's greetings.

Yours sincerely,

E. A. HARDY.

Editor, *The B. C. Teacher*:

I feel I am voicing the opinion of a large and increasing number of teachers in this province when I say that the leading editorial of your December issue—"The Old, Old Story"—should never have been written and should never have found its way into the columns of *The B. C. Teacher*. From the literary standpoint the actual quotations from St. Luke's Gospel are, of course, utterly faultless; all the rest of the editorial is cheap and vulgar. It is an offense to those of your readers who have not lost their reverence and respect for the Bible, as the one and only book that contains the revelation to man of the nature and actuality of God. There is, Sir, lurking behind this editorial a flippancy and a lamentable ignorance which can only serve to make the judicious grieve. Weak editorials of this type should not be allowed space in *The B. C. Teacher* which is supposed to be the official organ of our profession.

Believe me, Sir,

Yours sincerely,

L. C. STUDDERT KENNEDY.

Department of English,
Victoria High School.

In our Christmas mail was a personal letter from a very well known Vancouver teacher from which we quote the following:

"While a few of us—teachers all—

were having a general conversation the other day, your editorial, "The Old, Old Story", in the December issue of *The B. C. Teacher* came in for discussion. Believe it or not, there were some who missed your point altogether. They apparently could not see that you were pummeling a man of straw in order to emphasize the fact that the story of the first Christmas as told by Luke is literature of the highest order; that it is literature not nearly so well known and appreciated by the 'Juniors' of today as of yesterday; and that it is a message for all mankind. In future do not make your intelligence tests too hard!

"P.S.: Publish this if you like.

"G. W. C."

Invermere High School,

Invermere, B. C.,

December 28, 1938.

Editor, *The B. C. Teacher*:

Thanks for the December issue. It was packed with good things.

In particular, thanks for your sincere tribute (written in your best Shavian manner) to the tender story told by St. Luke and to its abiding value. It is to be hoped that it did what it was intended to do—"stab us wide awake". Lip service to the greatest truths the world has heard, hurried through as quickly as possible, has left us in the muddle we are in today. You might have suggested in a footnote that we read Margaret Slattery's 1938 contribution, "Thy Kingdom Come—But Not Now".

Again, thanks.

W. B. MELVIN, Principal.

621 South Drive, Fort Garry,
Winnipeg, Dec. 29, 1938.Editor, *The B. C. Teacher*:

In reference to your editorial in the December issue, "The Old, Old Story", I agree that Luke's account is "something greater than merely great literature". . . . It is a source of great satisfaction to me to learn that hundreds of school boards in Canada and the United States are responding to the offer of "The Gideons" to place Bibles in school-rooms and school libraries. . . .

Some widely circulated books come and go, their goings often the most welcome part of their existence. Not so with the New Testament records of

Christ's nativity. Although not originally written as a literary production, the vitality of the message and the lofty passion with which it is told, are (as another has said) themselves enough to transmute its commonplace language and forms (Greek *koine*) into true literature of power. . . .

Archaeology is challenging people afresh to a study of the Bible. Such a challenge to scholarship should not be unheeded by educational institutions. In public schools today the Bible in the library and a Bible on every teacher's desk should be standard equipment. . . .

HAROLD C. ETTER.

(From this letter, received as we were going to press, it has been necessary to make omissions owing to pressure for space, but room has been made for Mr. Etter's essential message, supporting that embodied in our recent editorial.—EDITOR).

Crosby Manse,
Vancouver, B. C.,
January, 1939.

Editor, *The B. C. Teacher*:

My attention was called to an editorial in the December number of *The B. C. Teacher* on the subject, "The Old, Old Story". This article was a challenge to our age which is so neglectful of the truth by which men live and the truth that makes men free.

Such passages as the Editor quoted are the Bible's own witness to its beauty and truth. For this we can be very thankful. It is well to bear in mind what a modern scholar has said in this regard: "The Bible is not at the mercy of its defenders: it shines in its own quenchless light: what the hand of God has kindled the breath of man can never put out. It is for us to scatter its light under the whole heaven".

A generation that says "Hand me the funnies", and swells the volume of sales of the picture papers needs to enter again into its greatest heritage of literature, the Authorized Version of the Bible and through such literature find its way to life.

The "Old, Old Story" was an interesting study in contrasts and a challenge to rediscover The Word, and as such was appreciated by

Yours sincerely,
GEORGE TURPIN,
Minister.

BURNABY SALARIES

Vancouver, B. C.,
December 27, 1938.

Editor, *The B. C. Teacher*:

In reference to an article in a late issue of *The B. C. Teacher* magazine, which referred to last year's salary settlement for the Burnaby teachers as satisfactory to the teachers of that locality, the committee now working on salary restorations in Burnaby feel that this gave a very wrong impression of the situation. The small restorations received have not only left the Burnaby teachers dissatisfied but also have created further difficulties. Last term they felt that the salary settlement at that time was the best possible arrangement under the circumstances, but were far from satisfied. The new salary committee is now trying to alleviate some of this dissatisfaction.

Yours truly,
MARY BURDITT.

PROFESSOR CLARK REINFORCES OUR WARNINGS

Vancouver, Canada,
December 30, 1938.

Editor, *The B. C. Teacher*:

Thank you for sending me the copy of *The B. C. Teacher*, containing your editorial "Whither Foreign Languages?" I read it with much interest and sympathy. Your annotation, "This has produced no response", struck a familiar note. Someone has said that Canada is the most perfect intellectual non-conductor in the world; ideas go dead when they touch it. Years, decades ago, I tried to carry on a campaign about modern language teaching in Ontario, and was met with "thunders of silence". Yet statistics show that there are more telephone conversations per head of the population in Canada than anywhere else; so Canadians must have tongues in their heads. But perhaps they don't use them to express ideas.

I agree with you that modern languages as a high school and perhaps as a university study face ultimate extinction unless the present confusion as to objectives is cleared up. At one moment the "direct method" is cried up and we are told the main thing is to make pupils capable of speaking French; the next moment, a "reading knowledge" is the sole objective. Meantime—if I am to judge from students I get even in the Third Year at the University, who can't distinguish the use of the partitive from

the general article, who have never heard of recognizing the gender of certain nouns from their endings and who don't know the main parts of common irregular verbs—the one thing that is *never* an objective is a good, solid grounding in the principles of the French language, such as I certainly got at school myself 40 years ago.

That, it seems to me must always remain the only sound *first* objective. But when the basic facts of the language are mastered, then pupils ought to be made to feel that the study of language is not an end in itself, but only a means to the end of opening up to us the whole culture of a foreign people—its literature, its arts, its institutions, its history, its geography. If they were made to realize that, I think the study of languages might take on a new significance for them.

Sincerely yours,

A. F. B. CLARK.

P.S.: You may, if you like, publish this letter in *The B. C. Teacher*.

—A. F. B. C.

NO FORTY-MINUTE COOKING LESSONS, PLEASE!

4412 Marguerite Avenue,
Vancouver, B. C.,
10th December, 1938.

Editor, *The B. C. Teacher*:

In the November issue of *The B. C. Teacher* was an article entitled "The Cooking Lesson in the 40-Minute Period". I cannot let this pass without making a statement against this plan that is becoming common in the Vancouver schools. Personally, I feel that the 40-minute period is the most vicious plan yet tried on the Home Economics Department. It is, of course, a device invented to simplify time-table construction—sacrificing teaching, the teacher and the pupils to organization.

I do not deny that Miss Bolton may be making a success of the work under these conditions, but I would ask—at what price to herself? And at what price to the girls? Are the girls not going to meet such an amount of rush and hurry when they leave school that it would seem desirable to travel at a somewhat more moderate rate while growing and presumably "being fitted to take their places as worthy home members?"

I have tried to be systematic and efficient along the lines suggested by Miss Bolton but have been brought up

short by such considerations as a small class following a large one, a study group following a practical class, foods that require an hour or more to cook, the problem of serving foods at noon-hour, the problem of stretching the normal equipment to allow for the storage of partially prepared foods overnight, and most of all by my feeling of how far from the normal situation it all is and how futile. (Not to mention the limitations of normal physical strength).

No, I dare not write all I feel on this subject or I would be forcibly ejected from the school system, besides requiring a special edition of the Magazine to hold my protest.

I believe in Home Economics as a High School subject. I believe that we have a great deal of valuable instruction to give the girls. Under existing conditions we must slur over, or omit, so much of the basic training as to weaken the subject. I, for one, am "covering the course" but would be ashamed to call my efforts "teaching".

CHARLOTTE S. BLACK.

Topeka, Kansas,
December 19, 1938.

Editor, *The B. C. Teacher*:

The frequent and favourable mention made of *School Activities* in your "Our Magazine Table" department prompts me to turn to that department first each time I receive *The B. C. Teacher*. However, I soon find myself reading various parts of your journal. It has style and vigour that are refreshing to one whose task is largely manuscript reading and scanning educational journals.

Congratulations on the good work.

Cordially yours,

C. R. VAN NICE,
Managing Editor of *School Activities*.

December 22, 1938.

Editor, *The B. C. Teacher*:

The accompanying letters from the Textbook Branch deal with matters of such general interest to readers of *The B. C. Teacher* that I am submitting them for possible reproduction in your columns.

W. R. McDougall.

(1)

November 24, 1938.

Dear Sir:

In reply to yours of November 22nd in regard to the various services rendered by the Text-Book Branch, I am not quite sure what your query is

intended to cover. However, briefly, the main objective of the Text-Book Branch is to obtain from the publishers the various books recommended and prescribed by the Department of Education, and be able to supply them to dealers, School Boards and others, at fair and reasonable prices.

On the "prescribed texts" (compulsory) we set a Government list price at which the various books must be resold by dealers throughout the Province irrespective of where their business may be. In order to enforce a regulation of this nature, we pay transportation costs on all material ordered from us. In reality we are the wholesale school book-sellers for British Columbia.

We also carry in stock a considerable number of titles called for under the Library provisions of the new curricula. We accept orders for any authorized book other than "prescribed texts" from any School Board authority. These orders are completed on a 15 per cent discount basis. This has particular reference to Library orders.

Some smaller schools and school districts place their orders for library books through a local dealer. In a great many cases the local dealer simply orders on this office, and it is fair to assume he does not pass along the 15 per cent discount to the School Board in question. As explained above, the School Board could order direct from us and obtain the discount themselves—however, that is purely a matter for local decision. As our sales for last year exceeded \$310,000.00 you will realize we are handling quite a large Provincial business.

This office is not directly responsible for the cost of most "prescribed" text-books, as the cost is usually arranged by the Department of Education at the time the title is prescribed. We have been instrumental, however, in effecting several reductions in price and saving considerable sums of money in connection with transportation costs, etc.

This office is also charged with the responsibility of furnishing to the various schools the books which are on the Free List. Proper records are kept in connection with this distribution. Wall Maps, Supplementary Readers and Flags are also supplied Free under certain conditions.

If the above information does not cover any particular points you have in mind, perhaps you will write to me again in more detail, for after all we recognize that our main duty is as far as possible:

Service to the schools and dealers of the Province.

Yours very truly,

P. G. BARR,

Officer in Charge.

(2)

Victoria, Nov. 30, 1938.

Dear Sir:

In reply to yours of November 28th and in regard to duty, etc., on educational material entering Canada, I trust the following information will be of value to you.

Prescribed Text-books listed as such in the Curricula may be imported duty free if they are not printed or bound in Canada. They are subject to excise tax of 3 per cent if they are imported for resale.

Library books may be imported under the same conditions on the presentation of the necessary certificate to the Customs authorities; the certificate being to the effect that the books are imported for library purposes and for some particular library.

Reference books which under the Act are not necessarily Library books, are subject to a duty of 32½ per cent plus the usual 3 per cent, if for resale.

Blank forms, i.e., Tests, Work-Books, etc., are subject to a duty of 35 per cent plus 3 per cent if for resale.

This information I think covers the particular points in which you will be interested.

Yours very truly,

P. G. BARR,

Officer in Charge.

CONCENTRATE ON INDISPUTABLE BASIC FACTS

"Vines", Saanichton, V. I.,
18th November, 1938.

Editor, *The B. C. Teacher*:

Your recent broadcast, in which you spoke upon "Peace and the Teacher", seemed excellent, both as regards delivery and the choice of subject matter.

In an age which is witnessing the influence of propaganda—particularly on the young—the position of the teacher has become one not only of greater trust and responsibility, but also of power. To such an extent is this influence on the young recognized that it has actually formed part of International Agreements. *Vide* Hitler's peace offer to France, 31st March, 1936.

News propaganda is now so contradictory—so vicious or so partisan, that it is becoming increasingly difficult for a

teacher to answer questions satisfactorily either to himself or his pupils. When he attempts it, he is likely to look and feel colourless. If you agree with this, even in part, the following remarks may help to clarify and ease the teacher's present situation.

His difficulty is, I believe, one of having to dissociate questions of Economics from those of Politics, due possibly to a feeling that in discussing what may obviously be a policy of general interest he is liable to be drawn into a position peculiar to a political "party". In fairness to his pupils, and with some sense of the economic threat involved in losing his job, he resorts to generalizations. The present generation is surfeited with such. Its particular characteristic is a fondness for mechanics. It requires close definitions if it is to be expected to understand that which is not only desirable but absolutely necessary to its welfare. It wants to know whether the cogs can be made to fit the present system, without deranging it.

Lacking a rational means of discussing his policy, the pupil often wanders into an emotional atmosphere which unsettles him and colours his outlook. Thus the valuable time while under tuition is often lost, and the pupil passes into active life with no very clear concept of the real worth of Democracy for which his ancestors fought, and which they have bequeathed to him.

You mentioned such problems as Unemployment, and stressed the necessity of studying and weighing facts.

Presumably you did not wish to leave the matter there as you emphasized your belief in Democracy, which we might define as the administration of a community's affairs to yield the results which its people want.

It is probably a failure to understand what the self-evident facts tell us that accounts for the state of bewilderment in evidence today.

For instance: Young people are taught and encouraged to demand "wage" work; yet a closer examination of the self-evident facts will reveal a position startlingly paradoxical:

- (1) Either an unemployed person is without work because we are already producing sufficient without his services being required, in which case he is poor because there is an abundance of goods and services available;
- (2) Or, he is in want because the available wealth is not sufficient to

provide for the satisfaction of his needs—in which case it is difficult to explain away why his services are not being utilized to produce more.

In other words, we no longer have a problem of how or what to produce, but rather, of how to make use of what we already have produced. In the universal demand for work we see the influence of propaganda not based on the simple observable facts. This and other propaganda of a similar nature are still being taught and have relation only to an Age of Scarcity. Today we need an entirely new technique to explain an Age of Abundance. Our problem does not entail, as it once did, more planning to divide things that are scarce—but a policy of sharing or distributing, of making use of abundance.

In familiarizing the people with how this may be accomplished, I maintain the teacher has a definite role. He can collate observable facts (not "news facts") relative to events which will make the pupils focus their attention not "on the uttermost ends of the earth", but on aspects of their immediate surroundings and contacts that are self-evident.

On such a basis it is perfectly simple to formulate a common policy, and then logically to explain how in a Democracy that policy can be made to prevail in order to give to the people collectively the results they vote for individually. A problem needing the attention of democratic people today is the changing relationship of the individual to the group or nation.

The Poet Laureate recently said significant of this relationship: "If we are to have a great war every 20 years, then individuals will get tired of great nations. They will refuse to co-operate with them".

If we realize that individuals live in association in order to obtain a definite result thereby, we need not concern ourselves with methods of government, but confine ourselves to teaching the individual to frame the general policy which he wishes enforced. We must, however, have the policy, or declaration, from the people as individuals. Lincoln's saying which you quoted is nothing more than insistence on Dictatorship—but of the people. Without clear dictation, a representative of the people is at a loss how to proceed.

Neither the people nor their representatives need be experts in knowing how a policy is to be carried out. If they

Highlights of the World News

THE British Columbia Legislature passed 70 bills in the session which ended on December 9. Most outstanding among these were those setting up a public utilities commission, making possible the establishment of credit unions, providing compulsory medical examination before marriage, taxing undivided profits, extending the age of free tuition in public schools, and providing for compulsory collective bargaining on demand of the employees of any industry by a majority vote.

On November 30 Cardinal Villeneuve denounced Communism as "a gigantic conspiracy . . . to destroy Christian civilization," said "the measures carried out by Mussolini have not substantially come into direct contradiction with Christian teaching", and declared the C. C. F. in Canada to be closely akin to Communism. M. J. Coldwell, national chairman of the C. C. F., pointed out later that the attack was very similar to one made by the Archbishop of Mon-

treau on the Liberal Party in 1878, and that the C. C. F. is very similar to the Labour Party of New Zealand, led by a Catholic with four co-religionists in his cabinet, and to the British Labour Party which Cardinal Bourne explicitly stated did not come within the category condemned by the Pope.

Canada's wheat crop, with an average price of 57 cents as compared with \$1.02 last year, was valued by government statisticians at \$199,000,000 on December 9. At Winnipeg Premier Bracken declared unless Canada can win wider markets by trade agreements it must either continue such subsidies as the present 80-cent price guarantees or enter a crop-limitation agreement with Australia, Argentina and the United States.

ON November 16 the British Government won the Walsall by-election with a slightly reduced majority; next day Labour won the Doncaster seat with 31,735 votes to 20,027; and on the 18th

attempt to define the methods, the responsibility for the result rests with them; and not only that, but whereas people may agree about the result necessary, there will be interminable argument as to the best method of bringing about that result, with consequent division and delay. The Government, on the other hand, as the Executive of the people, can command the experts to devise the plan which will produce the results desired by the people. The experts should not be allowed to *dictate policy*, they are the servants of the People's Policy; as indeed the Government is also. Any discussion along these lines enables the teacher to steer clear of any particular method which is tied up with the party system; e.g., Free Trade, Tariffs, State Ownership, etc., and devote attention to the individual's responsibility in defining a policy based on self-evident facts.

In this way it is possible to analyze the general problems—effects of an economic cause—such as War, Unemployment, Crime, etc., with a constructive end in view.

The teacher must not fall into the folly of describing a battle rather than trying to unearth the cause of the war which led to the battle.

You were careful to say that in defence of the right of the people's will

to prevail, the individual must be prepared if necessary to sacrifice his life. Ancillary to this I would add that Democracy can only exist so long as the individuals comprising it realize their responsibility for defining their wishes, and understand their sovereign right to have these executed to their entire satisfaction. It is nothing more than a demand for the right to be able to make full use of our products, both in goods and services, and to be able to enjoy these in freedom—freedom to choose, or reject, one thing at a time.

For this right we must be prepared to fight; but it is not yet generally apparent with whom, or with what, we need fight; hence the bewilderment of the people as to what is preventing them from obtaining the cultural and spiritual benefits which they feel should result from abundance and greater leisure.

When the people realize that there is no physical obstacle to the attainment of these benefits they will use their democratic rights, and insist that their will or policy be made to prevail.

Why cannot you teach that, and build up a generation in British Columbia which will show the world what Democracy can mean?

A. H. JUKES.

Vernon Bartlett, Independent opponent of the Government's foreign policy, was elected by 19,540 to 17,208 in Bridgewater where the Government's plurality in 1935 was 10,569.

After a visit to Paris, Prime Minister Chamberlain on November 28 told the House of Commons no decision had been reached regarding belligerent rights for Gen. Franco nor was Britain committed to give France military aid under any given circumstances. A week earlier he had intimated New Guinea, Kenya, and Tanganyika were being explored as possible homes for German-Jewish refugees, the last named causing a storm in the German press. A Foreign Press Association meeting at which Chamberlain, among other things rebuked the German press for its abuse of Lord Baldwin and his Refugee Fund, was boycotted by the German press and embassy representatives.

* * * * *

ICELAND, the only completely unarmed nation in the world, celebrated 20 years of independence with peace and plenty on December 1.

During the first week in December the Spanish Insurgents, predicting an early victory, began a renewed campaign of air raids, chiefly on about a hundred smaller defenceless towns, coupled with an attempted blockade by seizure of neutral shipping approaching Government Spain, whose inhabitants are suffering severe privations. General Franco on December 16 restored to former King Alfonso "all rights which correspond to him as a citizen of Spain".

A general strike in protest against Premier Daladier's labour and taxation decrees on November 30 was largely frustrated by requisitioning transport workers for military service and by military seizure of mines and plants. With pro-Fascist elements won over by the signing on December 6 of a non-aggression pact with Germany and a general wave of patriotism produced by Italian threats, he was able to secure approval of his policies in the Chamber on December 10 by a vote of 315 to 241.

A brief crisis was created during the first week of December by Italian clamor in the Chamber, in the press, and on the street for "Tunisia, Corsica, Nice". After ten days of clamor and threats on both sides and pledges of loyalty in Tunis and Corsica, as well as to Italy in Libya, newspapers in both countries suddenly reversed their tone and advocated

an end of popular demonstrations. Meanwhile Foreign Minister Bonnet declared France would not yield an inch of territory to threats of either Germany or Italy, the British Government warned Italy against any change in the status quo in the Mediterranean, and Colonial Secretary MacDonald said Britain would yield no colonial territory to Germany.

A government order of November 18 forbade publication of imported children's comics excepting Disney productions, commended for their art and morality, and substituting such as would "exalt Italian heroism, especially military". Another decree of November 21 forbade the employment of women in excess of 10 per cent of all employees excepting in certain occupations peculiarly suited to women, such as nursing and elementary teaching.

Italy on December 14 announced a budgetary increase of 44 per cent in armaments for 1939, bringing total defence expenditures to 10,000,000 lire or over one-third the total budget. Germany opened the month by increasing her standing army from 14 to 18 divisions or about 1,000,000 men. Sir John Simon at the same time warned he would ask for additional armaments funds besides \$1,860,000,000 loan already authorized.

After eleven intensive days there were signs on November 21 the Nazi anti-Jewish drive was abating, at least for Jewish exporters. At the same time Foreign Minister Sandler of Sweden showed that a number of Swedish firms having business with Germany had been compelled to "Aryanize" their staffs, complaints were made of pressure by German diplomats and advertisers upon Danish, Dutch, Belgian and Swiss newspapers, and a number of French papers were noticed to have adopted a definitely anti-Semitic attitude.

A demand was presented to the Polish Sejm (Assembly) on December 9 for territorial autonomy for 8,000,000 Ukrainians. Polish authorities suspected the move had German backing.

In the final settlement with Germany on November 24 Czechoslovakia lost 106 more villages. Dr. Emil Hacha, conservative leader, was elected third President with dictatorial powers on November 27.

Premier Imredy of Hungary resigned November 23 because of the political opposition to his failure to secure Ruthenia from Czechoslovakia, but was reappointed four days later. Rights of 600,000 "fully awakened" Germans in Hungary to their own teachers, news-

papers, associations, and political party were demanded on December 14.

Corneliu Codreanu and 13 fellow Rumanian Fascists were killed in an alleged jail-break on November 30. Visits of King Carol to Britain and Germany had showed he could count on neither aid from the former nor immunity from aggression from the latter. Consequently, in the first fortnight of December the "Government of National Rebirth" strengthened its authoritarian position by suppressing trade unions and minor religious groups and decreeing loss of citizenship to all who criticize the new regime.

The Memel Nazi Party under "Führer" Neumann won an overwhelming victory at the polls in that district on December 12 and immediately ordered all Lithuanian police out of the area. Britain ventured to express a "hope" Germany would not annex Memel.

Two successive dispatches from the same correspondent on November 21 and 22 declared the recent purges in the Soviet Union were injuring industry by removing the best technicians and improving industry by removing trade union bosses to be replaced by real rank-and-file workers.

THE war in China entered a new phase at the middle of November. The Chinese set themselves to make Western China self-supporting and to carry on "irregular" warfare against the Japanese in the conquered areas, one Japanese authority estimating there were about 500 such troops for each mile of both banks of the Yangtse between Shanghai and Nanking in the third week of the month while in the second week of December a large body moved in a semicircle on Canton. Japan at the same time set herself to consolidate control of the territory already seized. As foreigners found their position increasing difficult, their governments made

increased demands that the Japanese recognize their legal rights. On December 9 Foreign Minister Arita declared the "open door" principal in China had vanished, only to be met with a storm of protest from China, the United States and Great Britain. On December 15 America placed \$25,000,000 credit with the Chinese government, chiefly for the purchase of trucks and motor fuels to develop the transport service.

* * * * *
DOLLAR diplomacy, seemed to re-emerge on December 14 when the American Government loaned \$10,000,000 to International Telephone and Telegraph to help expand its operations in South America. It is part of America's policy to offset the growing influence of European dictatorships there.

An interesting national investigation of monopoly practices in the United States in early December revealed that automobile patents (so Ford and General Motors declare) are free to any who wish to use them, but that patents covering practically all forms of bottles were controlled by the Hartford Empire Company through which practically all glass manufacture in the country is controlled.

The jointly negotiated Anglo-American and Canadian-American Trade Treaties were signed at Washington November 18. They gave America concessions on goods exported to the United Kingdom in 1936 to the value of \$280,000,000 and to Canada to the value of \$241,000,000 in 1937. Britain received concessions in the American market on trade valued at \$141,000,000 in 1937 and Canada on trade worth \$121,000,000. Canada will have to share the British wheat and lumber markets with America but gains advantages in the American market covering about 83 per cent of Canadian export to that country. Both agreements attempted trade improvement by "give and take". —J. E. G.

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