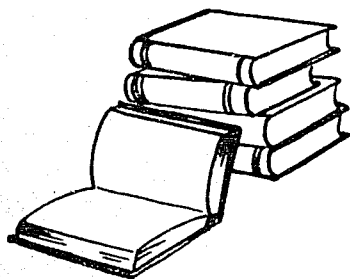


THE

B · C · TEACHER



OFFICIAL ORGAN OF THE B · C · TEACHERS' FEDERATION

VOLUME XVIII, No. 6.

FEBRUARY, 1939.

VANCOUVER, B. C.

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HIGHLIGHTS OF WORLD NEWS.

"Kamloops Special"

VANCOUVER, B. C.

Books in Elementary Science

which have recently been added to our lists

FOR THE ELEMENTARY GRADES:

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

"We See" (Ore-Primer) paper cover	30 cents
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"Sunshine and Rain" (Primer)	60 cents
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HAPPY HOURS IN GARDEN, FIELD AND WOODLAND by L. A. De Wolfe. A fascinating book with over 200 photographic illustrations offering the seasonal approach to natural science and linking this with such subjects as elementary geography, art appreciation and health. Price, 90 cents.

FOR THE JUNIOR HIGH SCHOOL GRADES:

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

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THE B. C. TEACHER

Official Organ of the B. C. Teachers' Federation

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VOLUME XVIII, No. 6. FEBRUARY, 1939 VANCOUVER, B. C.

THANKS AND CONGRATULATIONS, KAMLOOPS!

LATE in December Mr. J. K. F. English, principal of the Junior-Senior High School at Kamloops, broached to the Editor of *The B. C. Teacher* the feasibility of allowing Kamloops to sponsor a given issue of this journal. Discussion among the teachers in and about that enterprising city led him to believe that his colleagues would undertake a "Kamloops Number" as a special project, supplying most of the special articles called for in an ordinary issue of *The B. C. Teacher*. This proposal was greeted with three rousing British cheers.

Our Kamloops friends have risen to the occasion manfully; womanfully, too. Nine of the special articles included in this February number are from the pens of teachers in Kamloops or that immediate vicinity. *The B. C. Teacher* thanks and congratulates these contributors and all who have played a part in making their project a success.

The precedent established by the initiative of the Kamloops teachers suggests important possibilities for the future. If for each of several months of the magazine year our readers in some given locality were to make this magazine their own, as the Kamloops teachers have done, the Federation would undoubtedly reap great benefits.

What will be the next centre to volunteer?

HOLD FEBRUARY 24 FREE TO HEAR LASKI

VANCOUVER Secondary School Teachers' Association deserves the gratitude of everybody for the courage and initiative embodied in renting the largest public hall in British Columbia and undertaking to fill



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L & P2-38

it at 25c per ticket of admission, to give the people of Greater Vancouver an opportunity to hear Harold J. Laski.

The Auditorium; February 24th; 25c. Did you get all that?

Twelve hundred teachers should constitute the nucleus of a great audience.

We owe this opportunity to the fact that Professor Laski is on loan to Washington University just now and to the other equally important fact that the president of the Secondary School Teachers' Association made a personal visit to the neighbouring American university city and succeeded in convincing Dr. Laski that he should forthwith visit this part of the British Commonwealth as the guest of the high school teachers of British Columbia. Consequently, Professor Laski revised his plans accordingly, declared in our favour a moratorium on the refusal of additional engagements, and is coming to talk to us.

And others.

Thousands of them, if the readers of this editorial do their job as honorary publicity agents.

Some of those conning this paragraph remember McGill in 1914, and a brilliant youngster of 21, from Manchester via Oxford, who that year was beginning his career as a university instructor. Little Laski. With the long hair.

In 1916 Harvard copped him, but four years later he became a part of London School of Economics, and there, with official titles somewhat changed, he has remained. Perhaps "remained" is not the right word. Here, there and yonder his services have continually been in demand; and here, there and yonder he has gone to serve. At all events London has provided him with a place to start out from and to which to return after gaining new laurels.

Every fifteen or twenty minutes he has published a book, little or big, and between times he has talked to the thinking world through the columns of *The New Republic*, *Harvard Law Review*, *The Nation*, *Manchester Guardian* and other such journals. He has not yet made his debut as a contributor to *The B. C. Teacher*; but he is still a young man.

The titles of some of his publications may be named as providing a clue to the thought and outlook of a man who refuses to divorce academic scholarship from the duty of sharing in the battles of the work-a-day world. Before he was out of his twenties Laski had published *The Problem of Sovereignty*, *Authority in the Modern State*, *Foundations of Sovereignty*, *Political Thought from Locke to Bentham*, *A Grammar of Politics*, *Communism*, and other works, besides editing *Letters of Burke*, *Defence of Liberty against Tyrants* and the *Autobiography of John Stuart Mill*. In 1930 his themes were *Liberty in the Modern State* and *The Dangers of Obedience*. Space forbids even the listing of his more recent books. They bespeak him a man tingling with energy, devoid of fear, and interested profoundly in whatever concerns humanity in the present long-drawn-out crisis in its history.

Professor Laski was a member of the Executive Committee of the Fabian Society from 1922 until 1936 and for a dozen years he has been actively associated with the Industrial Court.

Still in his middle forties, his fellow citizens in Great Britain, whether sharing his views or not, recognize him as one of the outstanding leaders

of thought in the United Kingdom; and in the United States and other lands his judgment is sought with respect and confidence.

Every corner of the Lower Mainland should be amply represented when Professor Laski brings us his message on the problem that today faces the friends of democracy.

Maybe you will disagree with him. Indeed, it is possible that he may disagree with you. But one thing that makes even the bungling democracy of today a thing the preservation and development of which is worth whatever it may cost is the fact that it provides for the free interchange of honest thought. Under its aegis a man may speak the thing he will.

The Auditorium, 1805 West Georgia Street.

Friday, February 24th, at 8 p.m.

Do not miss this opportunity to hear a very remarkable publicist.

ACCREDITING OF HIGH SCHOOLS

FOR a long term of years *The B.C. Teacher*, as organ of professional opinion in this province, has steadfastly supported the accrediting of such high schools as can demonstrate the attainment of required standards. A principal reason for such support has been a conviction that with accrediting would come increased efficiency in the high schools of this province.

The Accrediting Board is making excellent progress in its difficult task and to that body *The B.C. Teacher* desires to express the grateful appreciation of the high school teachers of British Columbia. The forms of reports drafted for the use of principals and inspectors or superintendents are admirable.

The booklet for the report of principals of high schools applying for accrediting is a document of 27 pages. Principals are to be called upon to certify to an interesting array of facts brought into evidence by searching questions that cover practically every aspect of school teaching and administration. Space does not permit *The B.C. Teacher* to reproduce these questions *in extenso*, but samples are given below for the information of those members of the Federation who have not yet had an opportunity to examine the schedules.

Under "TIME ALLOTMENT AND HOME WORK" are the following questions: "Are the time allotments prescribed in the Programme of Studies being strictly observed? What percentage of the pupils are being allowed one period per day for study? How do the rest spend their time?" (A footnote deals with permission that may be given to exceptionally able students to take extra courses in study periods but forbids the use of such study periods to increase the authorized time allotment of any given subject). "Is Health regularly taught throughout the school year, without interruption, for one period per week to all pupils and classes from Grade IX to Grade XII, both inclusive? Is preparation for outside or interschool competitive events allowed to interfere with the regular programme of instruction and schedule of classes, or to withdraw pupils from such classes, especially Health and Physical Education classes, or the scheduled study or library periods?"

If the Inspectors and Accrediting Board have the visceral qualifications

necessary to insist upon satisfactory answers to such questions as these, the hands of principals will be strengthened for the remedy of abuses the existence of which is notorious.

As regards "TESTING AND PROMOTION OF PUPILS", "GUIDANCE", "SOCIAL ORGANIZATIONS", "PROVISION MADE FOR INDIVIDUAL NEEDS AND DIFFERENCES", principals are asked equally searching questions. Here are some of them: "List with their sponsors the clubs which are in operation in your school. Are minutes kept of all meetings of the clubs? Have you a special Activities Period? What courses are being taken this year by correspondence? Is provision made for remedial training of students who have special disabilities in reading and other subjects? What special provision is made for pupils with exceptional abilities? What provision is made to give useful instruction or training to the non-academic type of pupil for whom courses appropriate for future University students are unsuitable? Are definite arrangements made to train pupils in methods of effective study?

"How many of the rooms used for Social Studies are fitted up as Social Studies laboratories instead of being furnished like ordinary classrooms? How many rooms have outlets for radio reception? For lantern and picture projection? Is there a gymnasium? Is care taken to see that a pupil does not engage in an excessive number of athletic activities?

"How many volumes are there in your library? List the magazines for pupils' use regularly provided. List the teachers' professional magazines regularly provided. Are the pupils given training in library skills? Has the school librarian had library training? If so, where? Are all classes in all grades scheduled to go to the library for one regular period each week?"

Principals will also be called upon to report in similarly enlightening detail regarding buildings, special equipment, Physical Education, and the training and qualifications of the members of their staffs.

The forms provided for the report of the inspector or the superintendent of schools constitute a booklet of 32 pages framed with equal care by the Accrediting Board. It means that school inspection in British Columbia is advancing to a thoroughness which has been impracticable under the system with which we are all familiar.

The Accrediting Board is careful to guard against any inference that a school will not be accredited unless favourable answers are given in respect to all questions asked. These are intended to suggest an ideal towards which schools should work. In many cases the desirable improvements will have to be planned over a number of years. It is to be noted also that adequate buildings and equipment alone will not assure accrediting: the administrative policies and abilities of the principal and the professional quality of the staff are factors which will determine the decision of the Board. Principals are reminded that premature accrediting could easily be a barrier to further improvement.

The B. C. Teacher is confident that in dealing with the criteria for the accrediting of high schools the Board may be relied upon to exercise generous discretion. However, as already intimated in this editorial, the effectiveness of an accrediting system as a means for the improvement of the schools of the province will depend less upon the exercise of that compassion which ancient writers associated with sub-diaphragmic organs than upon a judicial firmness that is supposed to have its seat in the same quarters.

OBITER DICTA

EASTER comes so early in April this year that the March issue of *The B. C. Teacher* will have to serve most of the purposes of a pre-Convention number. All locals and committees having resolutions of importance for consideration at the Easter meeting should submit them as promptly as possible for publication in March. Remember that no copy is available if not in the Editor's hands by March 2 and that most of the magazine will be in type before that date.

* * *
MR. J. L. Watson, of the Department of Education, has forwarded to Federation Headquarters an interesting letter in which a teacher employed in her first school enquires: "Am I automatically on the mailing list of *The B. C. Teacher*? If not, where do I subscribe?" The young lady has been given the required information and one would be safe in betting that she will prove an enthusiastic member of her professional association. District Councils that keep a friendly eye open for such newcomers will find them generally eager to be enrolled with their more experienced associates. * * *

IN the department devoted to News, Personal and Miscellaneous, will be found an item reporting the presentation of transcripts of the broadcasts of the Columbia Broadcasting System relative to the recent crisis in European and world affairs. It is to be hoped that a copy of this material will somehow be made available to Canadian students of the international situation. *The B. C. Teacher* wonders whether our friend the Hon. Dr. Weir might not usefully employ his influence to this end.

Teachers of Grade IX Geometry

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

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

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Our Magazine Table

By ROTH G. GORDON

SCHOOL Activities (1515 Lane St., Topeka, Kansas; \$2.00) for December outlines the history of extra-curricular activities showing that fundamentally "there is nothing new under the sun". James Morrison gives "The Case for a Large Publication Staff" and Miss Reid demonstrates that it is possible for an assembly audience to share an activity. Harry Gibson offers the affirmative rebuttal plans on the subject of whether United States should form an alliance with Britain. This topic is continued in the January issue which also discusses further uses for home rooms besides those of checking attendance and disciplinary control. A rabid amateur movie-maker myself, I was somewhat disappointed to find "Movie-making Moves In—To Stay" appearing to be just a thinly disguised lengthy advertisement for a certain make of equipment. "Pointing Hearts and Clicking Turnstiles", directed against the commercialism back of basketball rules which speed up the game but are hard on the players, was more to my liking.

WELL, well, so you thought we were going to start right away this time, as usual, to urge you to take advantage of our offer to save your subscription money by using the agency conducted by *The B.C. Teacher* through Mr. J. R. Leask, 3555 West Fourteenth Avenue, Vancouver—but we fooled you, didn't we, by not even mentioning it at all? There is no law, however, against your studying the list of publications supplied from time to time by Mr. Leask and selecting the magazine or magazines best suited to your requirements. The line forms on the right for all British Columbian teachers seeking post-Christmas bargains in favourite educational reading matter.

YOU will remember that Ronald Grantham, in a December letter, told you *The Canadian Forum* (28 Wellington St. W., Toronto; \$2.00) is "a magazine of independent opinion in public affairs and the arts, containing much material useful to teachers, especially in Social Studies, Economics, Literature and Art. Book reviews are also good".

Thanks for the letter, Ronald. We wish more teachers would write to us about magazines they like (or even dislike) and mention the reasons for their opinions. And now to continue with discussion of the November *Forum*. The writer of "After Munich" in the last number finds little to admire in the policies of Chamberlain. Speaking personally, I liked "The Submarine", that Walt Whitmanish poem by E. J. Pratt in the December issue, and think "Free Speech in Saskatchewan" has a message in it for every teacher who believes in academic freedom—and don't we all?

COVER to cover excellence is a just appraisal when describing *The English Journal* (University of Chicago Press, 5750 Ellis Avenue, Chicago, Ill.; \$3.35). I enjoyed immensely Kohler's article on "Thornton Wilder". I laughed at the disgust of a professor of law with the spelling ability (or rather, inability) of high school graduates, in "English As She Is Wrote", and was pleased by the evident sincerity of Miss Ruud and Miss Manicoff in facing and quietly solving the teaching problems described in their articles. If you are a teacher of English and haven't yet subscribed to this, the outstanding magazine of your field, you owe yourself an apology.

COMMUNICATION—An Entertaining, an article in the January *Canadian Teacher* (Educational Publish-

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ing Co., 36 Shuter St., Toronto 2, Ont.; \$2.00) offers an excellent summary bearing upon this topic, should any teacher of Social Studies be looking for such an outline. Besides the many hectograph pages which we have stressed many times before there are sections of *The Canadian Teacher* devoted to Art, Construction and Design, Art Appreciation and the teachers' Book Page. The correspondence section often contains useful suggestions. The Question and Answer part of this magazine is always at your service. Solutions of tricky problems are given when required. Then comes the department devoted to "Helps and Suggestions for Teachers", rounding out one of the most popular and helpful magazines that Canadian teachers of Elementary grades can possibly keep on their desks for handy reference.

* * * * *

WORDS alone do scant justice to the December handicrafts number of *School Arts* (The Davis Press Incorporated, Worcester, Mass.; \$3.25). I admired very much the examples of artistic and attractive road signs used in certain sections of Switzerland. Why don't we adopt a similar idea? Such signals assuredly would be a vast improvement on our present yellow monstrosities but the thought arises that many accidents might be caused by entranced motorists admiring too long a particularly clever sign. At least it must be admitted our signs keep one's mind on the road most of the time as a pleasant relief from their shrieking ugliness.

In another section the marvellous silhouettes produced by George Hiitt, incapacitated through arthritis, drew my attention and were in themselves an inspiration.

In a word, from front to back, *School Arts* is replete with beautiful illustrations and practical suggestions for the artistically minded in the home or in the school. To all teachers who give instruction in art we highly recommend this magazine.

* * * * *

PERHAPS the most evident trend in education today is the rapidly changing methodology of teaching. An associated trend is the more psychological approach to the child's personality and development. A third trend is the more scientific approach to the study of the vocational needs of our youth, and a fourth trend is towards the vitalizing of leisure. Thus philosophizes an editorial

in *The Manitoba School Journal* (Department of Education, 436 St. Mary's Road, Winnipeg; \$1.00). A further study of the magazine reveals that one of the most valuable sections for comparative purposes is "Manitoba and Her Resources". Other important sections are "Health Education" and "Needs of Developing Personalities". All three sections appear to be of the continued-in-our-next type and much useful information will be gained by following the series.

* * * * *

WRITERS in the field of research stress the usefulness of synthesis, evaluation and interpretation; and emphasize the need for educational fact-finders. These writers, however, fail to give to a method incorporating these procedures its merited place among research methods. Calling only strictly objective and measurable elements "research" and omitting abstract elements either admits the weakness or narrowness of research or belies its fundamental integrity. Thus reason Clugson and Davis in the *Journal of Educational Research* (Public School Publishing Co., Bloomington, Ill.; \$3.50), a magazine devoted to somewhat more recondite matters than is the average educational publication. Editorials, reviews, research abstracts and bibliographies are concise and accurate. Most of the articles conclude with helpful summaries. This is one magazine that I find always worth reading but that I have never yet been able to read quickly. Perhaps you can do it. If so you're a better man than I am, Gunga Din!

* * * * *

REMEMBER the discussion last Easter at the Victoria convention concerning the question of whether or not we as teachers should affiliate with trades and labour? Every time I pick up copies of *The New York Teacher* (114 East 16th St., New York, N.Y.; \$1.00) the question returns to my mind because this publication directly represents the Teachers' Union of New York City. Page 15 of their November issue contains a diagram showing their organization and states that "The Teachers' Union is a demonstration of practical working democracy. All policies of our organization are decided by the membership after full discussion. We feel that there is a place in the Teachers' Union for every teacher who believes that teachers should seek the support of

FEBRUARY, 1939

organized labour and other civic bodies for the defense and expansion of education". A section of *The New York Teacher* known as "Pedagogy Agog" is written somewhat in the style of our own wise and good natured Paidagogos. "Schools for Tolerance" pleads against anti-Semitic propaganda in American schools.

* * *
ONE feature particularly attracted my attention in *The Educational Review* (Barnes & Co. Ltd., St. John, N.B.; \$1.25). It was a series of articles by Fred Galbraith on "Examinations". In his December article Mr. Galbraith explains many purposes of examinations besides the seemingly all-important one of a grading for promotion. Examinations, he says, should measure pupil ability, serve for pupil diagnosis, measure teaching efficiency, offer provision for opportunities of learning, motivate pupil study and determine standards. He goes on to list the advantages and disadvantages of Traditional and New Type Examinations. In the January issue his article is on "Constructing Objective Tests" and seems quite thorough in its treatment of this important topic.

Another interesting feature of the last number of this magazine was the inclusion of the words and music of "Hail Canada!" a national song in brisk march tempo by Rev. J. Henry King. To me the idea seems good and I would like to see some educational publication feature each month a musical selection for school use, just as certain magazines are now featuring hectograph sections and other magazines small copies of famous pictures for art appreciation lessons.

* * *
AS you, by this time, know, *The Instructor* (F. A. Owen Publishing Co., Dansville, N.Y.; \$3.25) is a magazine often lauded by this department, and not without good reason. Teachers of primary and intermediate grades should be able to find excellent use for most of the material although occasionally some of it is admittedly more adaptable to American situations than to Canadian requirements. The large pages (it is by far the largest publication on our Table) make it possible for many large and interesting cut-outs to be made by teachers and pupils. Throughout *The Instructor* the maxim "learn by doing" is plentifully demonstrated. So intriguing are some of the drawings that I almost find myself



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turning the pages over fairly rapidly in self-defense lest I "reapse to the infantile level", get a pair of scissors surreptitiously and start cutting out paper dollies, pumpkins, reindeer or valentines when nobody is looking. You know that Peter Pan complex! Excellent programme material for practically all occasions is provided in abundance and the words and music of appropriate songs are sometimes given in full. Plenty of seat-work exercises are also made available and very well-told stories of great interest to children are especially numerous.

* * * * *

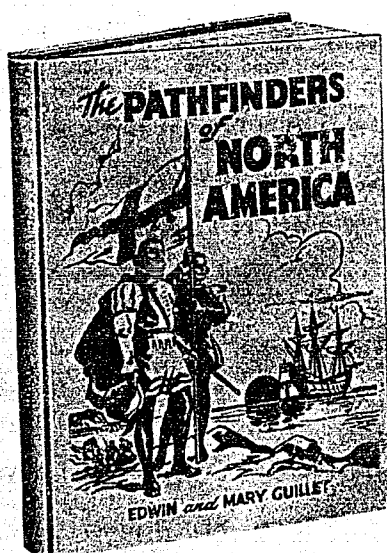
ONE of the very best Canadian educational journals making a regular appearance on "Our Magazine Table" undoubtedly is *The School* (Ontario College of Education, 371 Bloor St. W., Toronto; \$1.50). It is printed in two

forms, namely, the Elementary Edition, for primary and intermediate grades, as its name implies, and the Secondary Edition, for teachers of high school classes. General information of interest to all is common to both editions. In the December issue I appreciated in particular a contribution entitled "Radio in the Classroom". Although it was written by a Toronto teacher, it concerned itself mostly with praising the British Columbia broadcasts conducted under the leadership of Mr. Lord and Mr. J. R. Radford.

Any teacher who saw the life-like marionettes recently featured at Vancouver may be interested in planning "A Puppet Show". *The School* for January tells you how to do it. Always of interest to me personally are the "Notes and News" particularly the section devoted to British Columbia.

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- Printed in large clear type, there is, in addition to the 73 illustrations, a coloured frontispiece of Heming's famous painting, Sir Alexander Mackenzie Crossing the Rockies. The book is handsomely bound in silver and blue cloth binding. Order your copies today.

The Macmillan Company of Canada Limited

B. C. T. F. and Kindred Associations

FACTS FOR NON-MEMBERS TO BE TOLD

By J. A. SUTHERLAND

1. The 3000 organized members of the British Columbia Teachers' Federation made possible the present arbitration clause in the School Act.

2. The security of tenure now enjoyed by all teachers in British Columbia is the result of representations made by the British Columbia Teachers' Federation. Non-members should compare their position in this regard with that of teachers in other parts. Ontario has only recently succeeded in securing a Board of Reference.

Such conditions as the above are granted only to dependable bodies such as the British Columbia Teachers' Federation, which can be relied on to see that they are not abused.

3. Excerpts from a letter from Mr. Denis C. Smith, chairman of Northern British Columbia Teachers' Federation:

(1) Rural teachers are in part to blame for the position in which they find themselves.

(2) The District Council should first show a definite increase in membership before it has the right to ask for aid or to spend further Federation moneys.

4. The average rural salary in a majority of the provinces is less than half of the urban salary. Only in two provinces—British Columbia and Prince Edward Island—is it considerably more than half.

REMINDERS

1. District Council Chairmen are reminded of the resolution adopted at the December executive meeting whereby it was agreed that District Councils should assume responsibility for membership within their area. Reports from each will be invited for inclusion in the report of the Membership Committee at the Annual Meeting.

2. Resolutions for the Annual Meeting should be in the hands of the Resolutions Committee as early as possible.

3. The British Columbia Teachers' Federation Benevolent Fund is prepared to accept contributions. Associations are asked to explain the purpose of the fund and to take whatever steps they can to raise money for it. Mr. L. W. Heaslip is chairman of the committee.

4. Any resolutions pertaining to a change in the Constitution must be in the hands of the Constitution and By-laws Committee two weeks before the Convention.

5. Presidents of local associations are urged to invite executive members of the British Columbia Teachers' Federation to report on the work transacted at executive meetings.

6. Local associations are urged to communicate at once with District Council Chairmen about problems relating to the building of the association. The chairman is anxious to help.

7. The number of delegates an association can send to the Annual Meeting is based on paid-up membership—one delegate for every ten members.

8. Pooling of expenses for the Convention is open to Federation members only.

9. After December 31 expenses for travelling, etc., can be paid only if Federation membership is paid.

10. There is nothing to be ashamed of in the association president asking teachers whether their Federation fees are paid, unless, of course, the president has not paid his own.

NEWSY NOTES

V. S. S. T. A.—This organization has already an all-time high in paid-up membership—nearly 450.

At its last general meeting the organization supported, by a large majority, the action of the Executive in sending delegates to the Embargo Council, the Refugee Committee, and to the committee preparing the civic reception for the King and Queen.

The meeting also supported the policy of continuing to co-operate with the Federation of Civic Employees in their efforts to secure restoration of salaries.

B. C. T. F. Sick Benefit Fund.—The chairman, Mr. A. T. Alsbury, informs us that the Vancouver Elementary Teachers' Association and the Vancouver Principals' Teachers' Association have consented to contribute to the B. C. T. F. fund rather than to establish one of their own, so that the B. C. T. F. efforts to create a fund may be facilitated. Our thanks go to these two groups.

Constitution and By-laws.—The committee is working on the draft of a new

Constitution whereby the B. C. T. F. would be changed from a federation of local associations into one association in which teachers would have direct membership. The proponents of the change claim that the new type of organization would strengthen the central executive of the B. C. T. F. Watch for the committee's report in the March issue.

One of the committee members, Mr. W. McMichael, has made a map of British Columbia in which the whole province has been broken up into geographical districts. District Councils will receive a copy of the map with the proposed list of schools within the respective areas so that they may offer their suggestions if they feel revision is necessary.

Our thanks are extended to Mr. McMichael for an excellent piece of work.

Educational Finance.—An encouraging number of organizations have reported their views on this question. On February 11 the committee is to hear representations from various groups including Victoria which will send a representative to the meeting in the B. C. T. F. offices. On February 18 the committee will meet again with representatives of the P. T. A. and of the Trustees.

Matsqui-Sumas-Abbotsford.—Teachers in this district are pressing salary negotiations with a view to changing the unenviable position they have been in for the past three years.

Maple Ridge.—After much negotiation the offer of a \$1500 increase made by the School Board was increased to \$2400. The teachers by majority vote decided to accept the offer. At the meeting to discuss the issue various criticisms were offered. The Federation recognizes that constructive criticism is essential for healthy growth, and welcomes it. But Federation members should insist at all times that criticism is legitimate only if it comes from those who help to formulate policy by attending meetings and paying fees. Too often teachers feel that they are disciplining the Federation or the local association when they refuse to join. In reality they are only postponing the day when unity of the teachers will succeed in achieving the teaching conditions which all desire.

S. S. T. A. L. M.—In view of the fact that the members of this association join the Federation through the various local associations of the Lower Mainland, B. C. T. F. records do not give a true picture of the membership. Actually the association has over 300 members.

The organization has succeeded in persuading Professor Harold J. Laski of the University of London to speak at the Vancouver Auditorium on February 24th. The meeting will be a public one.

Kelowna and District.—At the January meeting of this association, the President, Mr. Marriage, reported on the December executive meeting of the B. C. T. F. Mr. E. Gleave gave an excellent talk on taxation for school purposes. Finally, Miss Phyllis Sanderson spoke about her experiences on a trip which took her to the People's College at Ollerup, Denmark. The Federation is always pleased to see the officers of local associations dealing with the problems suggested by the B. C. T. F. We could wish that more associations responded as well to Federation requests as does the K. D. T. A.

Peace River.—District Councils might be able to profit by the example of the Peace River District Teachers' Association in publishing a monthly bulletin which is sent to all members. If District Councils are interested in seeing samples of the work done, the Membership Committee will undertake to secure copies for them.

Northern B. C. T. F.—The following is the agenda of the District Council meeting of the N. B. C. T. F. Its contents show that the chairman, Mr. Denis C. Smith, has a real grasp of the manner in which Federation growth must be tackled. Copies of this agenda were sent to each member of the Council before the meeting so that thought might be given to it beforehand. Congratulations are owing to Mr. Smith for the capable way in which he is undertaking his job.

1. Representatives' reports on activities of local associations.
2. District Representative's report of B. C. T. F. Executive meeting held December 22, 1938.
3. Discussion re increasing rural membership in B. C. T. F.
4. Formulation of distinct policy for future guidance of District Council.
5. Formulation of plan to assure complete reply to government circular re curriculum.
6. Adoption of some adequate system for distributing tests, units, among rural teachers.
7. Consideration of committee reports presented to B. C. T. F. Executive with special attention to King Report of school finance.
8. Other business.

Unattached Teachers.—Mr. C. R. Tate, the representative of the unattached teachers on the B. C. T. F. Executive, has buckled down to his task in a most praiseworthy manner. A report to the unattached members in a manner reflecting an understanding of the needs of these members is the result. We expect that Mr. Tate will show us in what way we can increase our services to the unattached teachers. These teachers are urged to communicate with Mr. Tate.

Ladner.—The Ladner teachers have found it necessary to have their request for salaries placed before an arbitration board. The School Board offered an increase of some \$675 to be distributed among nearly 30 teachers.

Kamloops District.—The Kamloops District Association was reported in the Membership Committee circular as having a paid-up membership of one. It actually has a paid-up membership of 15 at the present date.

Medical Benefits.—The Vancouver Teachers' Council hopes to effect a scheme of medical benefits open to Federation members only, costing approximately \$18 and \$25 per year.

Salaries.—Salary committees may be interested in the following information from the Canadian Teachers' Federation:

Post-depression salary as per cent of pre-depression salary—

	Rural	Urban
Prince Edward Island....	91.3%	99.5%
Nova Scotia	96.4%	99.1%
New Brunswick	79.5%	96.8%
Quebec (Protestant)	73.6%	89.3%
Ontario	72.3%	92.8%
Manitoba	63.2%	82.7%
Saskatchewan	43.2%	69.4%
Alberta	71.8%	91.0%
British Columbia	83.6%	88.4%

B. C. S. S. T. A. NEWS FROM COUNCIL MEETING, DECEMBER 21, 1938

SUBJECT Sections.—Mr. E. R. Chamberlain was appointed as chairman of the Social Studies Section to succeed Mr. A. McKie, who resigned recently.

Chairmen of Subject Sections reviewed work accomplished and outlined programmes for the year. Once again were discussed the problems of obtaining suggestions and assistance from "outside" teachers and of securing lists of subject teachers interested in receiving the findings of the various committees.

Fate of Resolutions.—The "fate" of resolutions from the 1938 Convention was reported by the Secondary repre-

sentative, Mr. A. McKie. The council forwarded to the B. C. T. F. recommendations to increase the powers and scope of the Central Resolutions Committee.

Local Secondary Associations.—The Victoria and the Fraser Valley Secondary Groups have formed Subject Sections to co-operate with the corresponding sections of the B. C. S. S. T. A. and the S. S. T. A. L. M. The President, Mr. Logie, expressed pleasure at the increasing interest of "outside" teachers in Secondary organizations and felt that all such groups would do well to follow the lead given.

New Committees.—A committee on Certification was appointed.

The heavy agenda did not permit of sufficient time for full discussions on the very important subjects of Accrediting, Extra-Curricular Activities, Increasing Clerical Work of Teachers, and Educational Finance, at present of great concern to teachers. It was decided to have articles dealing with these matters prepared for *The B. C. Teacher*.

Luncheon.—An enjoyable feature was the luncheon which was, for the first time, open to all secondary teachers. Dr. A. F. B. Clarke, the guest speaker, most interestingly outlined the present European situation, particularly the Munich Accord.

THE SURREY TEACHERS' ASSOCIATION

THE Surrey teachers are trying to keep their association active by having it serve the teachers in a variety of ways. The executive endeavour to arrange for one meeting per month. In November Mr. Calvert was the guest speaker, and gave a most interesting talk upon the educational philosophy underlying the unit idea of the new curriculum. In December Mr. Lee spoke upon track meets. Many of the Surrey teachers are vitally interested in sports, and anxious to improve upon the present situation, in co-operation with the rest of the Fraser Valley. For the more frivolous minded a dance was arranged. The dance was a great social success, and although the profits were minus, the deficit was so very small that most of the teachers were more than satisfied with the results.

For those who are interested in drama there is the Surrey Teachers' Dramatic Association. This year the association presented two plays in the Fraser Valley Drama Festival. Although they did not

win the cup they expect to try again next year. It is not necessary to be a teacher in order to become a member of the Surrey Teachers' Dramatic Association. At the present time about 50 per cent of the members are teachers. Some of the teachers are interested in library work, and do their best to stimulate local interest on behalf of the Fraser Valley Library. Some of the posters displayed during the Fraser Valley Library Week were made by the Elementary school children. At the last meeting of the association \$5 was voted towards the Surrey Christmas Cheer Fund. The money was drawn from the association exchequer. Last but not least is the Salary Committee. All experienced Surrey teachers expect to benefit from their efforts during the coming year. The association wishes all other locals a prosperous New Year.

CONVENTION TRANSPORTATION

ABOUT this time of year one man begins to wonder just what sort of snags will have to be straightened out at the Convention, particularly those which have to do with rail and boat fares. **FARE AND A QUARTER**—This rate is open to almost all those who come to the Convention by rail or boat. All that is necessary is for them to obtain a form, provided by the Passenger Association. These forms may be obtained from the Federation Office. Merely drop a letter as soon as possible and a form will be sent to you. Make enquiries from your local agent for particulars. The more forms, the fewer nightmares for the Transportation Committee.

NEW SCHOOL AT CHEMAINUS

THE Chemainus Elementary School is now housed in its modern building with Mr. George Ferguson as supervisor. The high school pupils are being taken by bus to Ladysmith High School, eight miles away.

Mr. P. E. Wilkinson, formerly principal of Chemainus Superior School, has left the teaching profession for the insurance business. The best of luck, Wilkie!

At the October meeting of the Ladysmith, Chemainus and District Teachers' Association, Mr. Ronald Grantham was elected president; Mr. W. Jones, vice-president, and Mr. George Ferguson, secretary.

WORLD FEDERATION OF EDUCATION

GOVERNOR Blanton Winship of Puerto Rico has extended an invitation to a reception and garden party at the Governor's Mansion to members of the Rotterdam cruise which will visit the island on August 23, 1939, returning from the Eighth Biennial Congress of the World Federation of Education Associations at Rio de Janeiro, August 6-11. Announcing official acceptance on behalf of the cruise, Dr. Paul Monroe, president of the W. F. E. A., expresses appreciation of the opportunity afforded to meet the educators of Puerto Rico under most unusual auspices. Governor Winship's invitation is typical of the hospitality which residents of the island, an American possession for 40 years, extend to visitors. This spirit of cordiality toward visitors is one of Puerto Rico's most distinguishing features.

Interest in the Rotterdam cruise, according to Dr. Monroe, is very active, with registrations and inquiries from all parts of the United States. The ship, specially chartered by Thos. Cook & Son, official transportation agents in connection with the conference, will sail from New York, July 5th, from New Orleans, July 10th, on its 53-day itinerary, visiting five West Indies and seven South American ports, with numerous shore excursions.

ENGLISH SECTION—S. S. T. A. L. M.

G. B. WHITE, *Chairman*

NOW that the new courses of study for English III, IV, V and VI have been published, you have no doubt experienced some problems in your work. You have wondered how others are dealing with the same problems.

A difficulty that concerned teachers of English has already been handed to the English Section by the Problems Committee of the V. S. S. T. A. For that reason a committee, under the chairmanship of Mr. R. R. Kersey of Kitsilano High Schools, has recently been appointed.

This committee is willing to give all possible help in solving problems of a general nature. Constructive criticism of the new curriculum is not only invited; it has been urgently solicited. If you have problems that you think worthy of attention by this committee, please send in as explicit a statement of them as is possible.

Address your communications to Mr. R. R. Kersey, Kitsilano High Schools, Vancouver, B. C.

Trades and Labour Affiliation

CONVERSATION PIECE*

THE scene is the cozy living-room of MR. JIM BROWN, a teacher in one of the towns in the interior of British Columbia. Sitting in front of the fire with him are JOHN ROBINSON, a teacher in the same town, and MARY JONES, a teacher visiting the Browns for the week-end.

ROBINSON: Well, Jim, you know our association is meeting next Friday. We have a number of important things on the agenda. I guess you'll be there? You know I'm president this year and I want your moral support.

BROWN: Yes, John, I intend to come. As a matter of fact, there is one matter that may come up that I am especially interested in hearing discussed.

ROB.: What's that?

BROWN: The matter of affiliation with Labour. It has been on the carpet for some years. You remember the report brought in by a committee appointed at the 1937 convention?

ROB.: Oh yes. The committee was split on it, I remember. A majority favoured affiliation, three for and two against. I must confess I haven't made up my mind one way or the other.

MISS JONES: Well, I have. I'm against it. I can't see what we should gain by it.

ROB.: Now, Jim, there's your chance. What should we gain by it?

BROWN: Well, I look at it this way. The Trades and Labour Congress is a body representing, by and large, the organized forces of those who do the day-to-day work in the country. Now, they are keenly interested that the education their children get shall be the best possible; in fact, they mostly want them to have more advantages—not less—than they themselves have had. The very first plank of the Trades and Labour platform advocates free education and compulsory school attendance.

MISS J.: Surely everyone wants his children to have a good education. That is not peculiar to members of unions.

BROWN: No doubt. But some classes of people can afford to pick and choose schools for their children, whereas those less well off cannot. Therefore they have a special interest in measures that will enlarge their children's educational horizon.

ROB.: But how would affiliation affect our standing as professionals?

BROWN: Well, honestly now, how much professional standing have we at present? We have not, as have doctors and lawyers, any power whatever to say who shall be admitted to our ranks and who not. We do not live by fees, but by salary appointed by governmental and municipal bodies. In that respect we resemble civil servants more than professionals.

MISS J.: Yes, but all the same I feel there is a dignity attaching to our work, professional or not, which we should jeopardize by joining the ranks of artisans.

BROWN: But surely our dignity, to use your word, depends on two main

* Contributed by the Committee on Labour Affiliation.

factors. First, the quality of our work, which in its turn depends in large measure on equipment and good working conditions. Second, on our economic security as teachers. Now I maintain that both these factors are served by affiliation with Labour through the wider influence and greater social weight we should derive from it.

ROB.: You may be right, Jim. But what about the disputes that are continually going on between Labour and Capital? Shouldn't we be drawn into those, and might we not find ourselves asked to support some strike, about which our members might be divided in opinion?

BROWN: The policy of the Trades and Labour Congress is explicitly stated. They favour arbitration wherever possible as a means of settling disputes. The strike is always a last resort. Is not this precisely the attitude of our teachers' organizations? Moreover, even if some of their unions were on strike, affiliated bodies could not be asked to strike, nor would they even be assessed to help with funds, except by their own volition.

MISS J.: Well, anyhow, by affiliating with Labour we should be taking sides, and I am against that. We have no right to side with one section of the community as against another.

BROWN: It isn't a question of siding against one section of the community. It is simply, as I see it, a question of joining forces with those who are our natural allies, that is, those who derive their living, not from stocks and bonds or as highly paid executives of large corporations, but primarily from the work of their hands and brains. Personally, I must say I am proud to belong to the latter class.

ROB.: That goes for me, too. But this Trades and Labour Congress has close connections with the A. F. of L., hasn't it? Should we not then be involved in measures and policies that we have no interest in or might even be opposed to?

BROWN: I think that fear is groundless. You see, while we send delegates to the Canadian Congress, they send only one fraternal delegate to the A. F. of L. congress in the United States, and in return the latter sends them one. These two delegates have watching briefs only, and neither has power to commit his parent body to any policy of the other. It is a loose and friendly relationship rather than a close tie-up.

MISS J.: Well, I don't know; I hear the English teachers considered the matter and turned it down. They must have had good reasons.

ROB.: Possibly, but I really don't see why we should be governed by their decisions. I should think we should judge this question on its own merits.

BROWN: It is true that relatively few teachers' associations have yet taken this step. However, all new trails have to be blazed by some enterprising people first of all; isn't that true? The Chicago teachers have joined the A. F. of T. which has been affiliated with the A. F. of L. for nearly twenty years. Seventeen of the largest cities of the United States have locals of over 200 members of the A. F. of T.

MISS J.: Is the Trades and Labour Congress very influential?

BROWN: Its membership in Canada is about 170,000, a figure not to be sneezed at. Moreover, if after affiliation we should decide for any reason that our best interests had not been served, nothing could stop us from disaffiliating at any time, by vote of our membership.

ROB.: Yes, of course. And, on the other hand, what advantages would accrue to the Trades and Labour Congress if we joined? After all, we must expect to give as well as receive.

BROWN: Well, we hear a lot, don't we, about the function of teachers as leaders of society? Surely we could show a little of that quality in this case. We could contribute a different viewpoint to their discussions. If academic education has real value, as I believe it has, here is a chance to test it in the actual arena of life.

ROB.: Yes, I'm with you there. I do think we as teachers keep ourselves far too remote from the dust and heat of the battle. I don't say we should be in the arena the whole time, but at least we ought to understand what is going on there, and I'm sorry to say many of us don't. But can't we keep abreast just by reading up reliable magazines and that sort of thing?

BROWN: Possibly, in some cases. But I'm sure that doesn't work in the great majority of cases. Just stop and think now—How many teachers that you know take periodicals that are likely to give any adequate discussion of labour matters? Very few, I'd say. But think of those, much more numerous, who do turn out to meetings, social or otherwise, and listen with considerable interest to reports of delegates to conferences and

so on. I've often been struck by the interest the great run of teachers show in what would seem at first sight to be a dull subject. In fact, I think that teachers are more, not less, open to new ideas than the average citizen.

Miss J.: Well, I always thought I had a pretty open mind on most questions, but really this affiliation question is a bit too much of a new idea to me. However, I confess you've given me something to think about, though I am not convinced yet.

Rob.: I think it would be a good idea to hold some meetings at which this could be discussed. We don't want to act in a hurry.

Brown: Certainly not. Those of us who wish to see this affiliation are far from wishing to force the issue in any way. We want the majority to see as we do, looking at the thing steadily and as a whole.

Miss J.: I like the idea of a meeting on the subject. I'll suggest that to our association.

Brown: Just one last word, if I haven't talked too much already. I don't want to be too solemn, but in a world like this it does behoove us to think, not only as teachers, but as citizens in the largest sense of the word. And, mark this, it is precisely those countries where the trades union movement has been persecuted and almost destroyed that are now threatening the peace of the whole world with their aggression and their bullying. The repressive Padlock Law in Quebec is aimed directly at the trades unions. And yet in democratic countries the voice of the trades unions is always raised before almost any other in defence of peace and decency.

Miss J.: Goodness knows peace and decency need all the help they can get nowadays. If I were sure we'd be helping them along, I'd join almost anything!

Rob.: Same here, only I'd make an amendment—I'd join anything.

VALLEY NEWS

A WELL-attended meeting of the N. W. F. V. T. was held at the Port

Moody Recreation Hall on January 25. After the customary business, Mr. Brand, the president, introduced Mr. Mouat of the Coquitlam Junior High School, who gave a very enlightening and instructive talk on the pros and cons of "The Federation—Shall It Affiliate (or Not) With the Trades and Labour Council". As this question has been in the limelight for several years the discussion was most helpful. A brief outline was then given by Mr. Brand of the new proposals for school finance and he was nominated as the Association representative to further discuss these matters.

Mr. Johnson, the membership chairman, then spoke feelingly and at length on the deplorable record of the association in paid-up memberships this year. It was discovered that there was definitely no change in the appreciation for the Federation but that the condition was due to the laxity and carelessness of the members in paying their fees. The timely hint in *The B. C. Teacher* and the activity of Mr. Johnson will likely result in a great improvement within the next month.

At the bridge which followed it was remarked that Mr. Allen was absent and someone explained that he had injured his knee. This must be a great handicap to Mr. Allen, especially as he has all ladies on his staff. Refreshments were served by the Port Moody teachers and everyone expressed his approval of the new type of meeting.

RUSTLES OF SPRING AND THE CONVENTION

NOT the least important activity of the annual B. C. T. F. Convention is that of eating. As usual, the 1939 gathering will be featured by after-dinner, luncheon or breakfast speakers, who will rise to remark "It is with great pleasure, etc. . . ." Those of us who listen to these speeches will have paid the following tariffs for the privilege of eating and listening:

Breakfast75
Luncheon75
Dinner	\$1.25

Save your pennies; you'll need many.

Anne Stewart's Vancouver-Orient Tour

WE SAIL ON **EMPERESS OF CANADA**—JULY 8 TO AUGUST 23, 1939.
We see Honolulu, Japan, China, and the Philippines. Interesting . . . safe and a wonderful holiday.

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Or J. J. FORSTER, C. P. R. DEPOT, VANCOUVER

The Mimeographed School Annual

By ALLIN W. JACKSON, Kamloops Junior-Senior High School

MANY schools are overlooking a valuable educational opportunity in the form of a well-prepared mimeographed annual. This type of annual has come in the past from smaller schools which cannot afford the printed form. One argument for the printed form is that it is more pleasing to the eye and generally more durable. Both of these factors may be taken care of in the mimeographed annual if a little care is exercised.

First, it is absolutely necessary to have some lettering guides, so that lettering will be uniform and easy to read. These are expensive, costing from \$3.50 to \$4.75, but only two or three need be purchased to start with. The most valuable appear to be Edison-Dick Nos. 696, 694, and 685. They might be financed by monthly school paper sales or purchased by the students' council. Second, good stencils should be used, and they should be cut by someone who knows how. Usually it will be found best to have this done by a professional stenographer, in order to improve the appearance. However, the dummies can be made by the commercial department, or, if there is no such department, three or four students who have typewriters might take on the job.

In making a dummy form to be used by the typists, it is worth while to rule a stencil with all dimensions coinciding with those of the intended page. Run off about twice as many of these as there are pages in the annual, and as soon as the material is ready have it typed as follows: place at the end of each line a number of x's so as to fill out each line. The stenographer, in cutting the stencil, can leave these spaces in the middle of the line and thus make the right hand margin even. An example would be:

(Dummy):

This year we have decidedxxxxx
on a new type of school annual

(Stencil):

This year we have decided
on a new type of school annual

This is one trick that will help improve appearance materially.

Next in importance come illustrations. These should be many and varied, to take advantage of the ease with which they are reproduced by the mimeograph. Headings, illuminated letters, small and large cartoons: all are easily done by any student who, with a little practice, can put them directly on the stencil. There is no reason why the art department should not undertake the responsibility of doing a few linoleum cuts, one for the cover and two or three more to mark divisions in the main body of the book. These can be mounted later by students in the manual training room, but the printing should probably be done by a professional printer.

Pictures are a vital necessity, and in most cases these must be printed from an engraving. However, the students should take the pictures and mount them themselves, and also do their own art work on the mounts. It is well to start the taking of pictures quite early in the term.

We have found that advertising pictures help appearance and add interest. These are made by having students pose in front of or inside local business houses. Three or four boys admiring a suit, or a good-looking girl modelling a gown are two suggestions. About eight pictures to a page, sold at two dollars each, pay for themselves.

One of the most satisfying aspects of this type of annual is that it can be sold for about 50c and still show a profit. Moreover, this can be done without selling a prodigious amount of advertising. Our 60-page annual contains about 24 advertisements sold at \$1.00 each, and 16 pictures sold at \$2.00 each. But this is not the main advantage. We believe that this type of annual allows for more student participation, with resulting increase in reader interest.

School Dramatics

By GERTRUDE REID, *Kamloops Junior-Senior High School*

THE department of dramatics has been active in the Kamloops High School for a number of years. Last year a minor change in organization took place as the result of a decision to present in 1939 a programme of three one-act plays. At that time the dramatic club of over forty members carried on all activities after school hours. The interests of the individual members of the club varied. One member was interested in make-up, another in acting, another in stage-craft. The activities were so varied, and each member was so busy with his own interest that staff sponsors had to solicit help from the general body of students on the night of the plays to look after collection of tickets and seating of the audience.

Five teachers were actively engaged in work with this group. Three teachers directed a play each, interviewed costume committees and stage-craft committees; another teacher gave instruction in make-up; a science instructor worked with a group of boys on lighting effects; and a manual training teacher worked with a group of students on stage-craft. The last group constructed flats, steps and gates for use in the plays. All these committees were actively employed on the night of the productions.

The three plays presented in March were "Five Birds in a Cage"; the second act of "The Importance of Being Ernest"; and "The Red Velvet Goat". One of these plays was to represent the school at the Drama Festival. So a committee of three, representatives of the Kamloops Little Theatre, acted as judges. This committee criticized the acting, the lighting, diction, stage-craft, etc. The pupils were most attentive to the criticism offered. Their attitude was splendid. The result was a greater effort on their part to produce a better play.

Of the three plays, "The Red Velvet Goat" was chosen to be presented at the Drama Festival. Although the play did not win a cup, there was no feeling of disappointment evident among the members of the cast, and no intimation of unfair treatment. On the return home, one of the cast wrote an article on the trip for the School Annual. He placed the emphasis upon the enjoyment of the trip and the benefit derived from it.

In the fall of 1938 there was a further change in the organization of the drama programme. The opportunity of studying drama was opened to

students of Grade XIB. This group was allotted two periods a week for the subject, with several of the staff dividing the responsibilities of instruction and direction. The question of what course of action to follow in the XIB class led to a search for outlines of such courses. The British Columbia Programme of Studies outlined the course in a broad way. However, because the Alberta Programme of Studies offered a more detailed plan, and coincided with the interests of the students, we have followed it to a certain extent. It states that practise in theatre arts should include (1) making scrap books, (2) making carefully organized actor's or director's scripts, (3) making floor plans for a play, and (4) active participation in a play, either as actor or in some capacity back-stage—lighting, costume, stage-designing, prompting.

The Grade XIB class have had a series of lessons on make-up. They have made a director's and actor's script, and have worked out the business for a one-act play entitled "Campbell of Kilmore". They worked through the parts. They discussed costumes suitable for the play and consulted several excellent available books on costume. They kept watch in whatever magazines came their way for costumes that might be suitable for the play.

During the present term the class will be busy beginning construction on miniature stages of three types: the Greek, the Shakesperian, and the modern. These are to be constructed to scale and made of three-ply wood. We shall construct the modern stage this year, making the scenery, and the sets, installing proper lighting facilities, using foots, strips, and spots. The curtains, we hope, will work. If time permits, we shall costume and set the stage for one scene of "A Doll's House". This model stage can be used later in any of the English classes, and each class can set and costume the play under study at the time.

The last project of the year will be the making of a set for the stage of the school auditorium for use in June when the various departments hold a mass display of art, sewing, commercial work, etc. The set will form a background for the display of aprons, dresses and suits made by the girls of the Home Economics Department. A stylized set has been suggested. Considerable attention will be paid to lighting and scenic effects.

The dramatic club which does not have the benefit of the classes described above has been functioning out of school hours. The senior members of the group presented "The Red Velvet Goat" for the British Columbia Trustees' Convention which met this year in Kamloops. They also entered "The House of the

Twisty Windows" in the drama festival. They worked hard and were most appreciative of the time given and the energy expended by the teacher in charge. They listened attentively to criticism and did not begrudge the time spent on rehearsals. As one lad said, "It's all right with us if we get home for breakfast".

The work was seriously done, and the rare time a student was late for rehearsals he found himself confronted with scowls from the class. Later, some member of the cast could be heard lecturing him on the matter of wasting other people's time. The result of all this effort was an artistic and effective piece of work, emotionally restrained.

When the play was presented at the Drama Festival, the director watched from the audience while the cast carried on. This time the players brought back two cups; but had they returned with no tangible reward, they would have felt that they had done well a difficult piece of work. Their attitude was of the best.

So much for the work done in organized dramatic groups. But school drama reaches out into other departments such as industrial arts and English. Students of the industrial arts assist by making new flats, steps and similar equipment. In some instances, students in English have written plays, in other instances have rewritten prose articles in dialogue form and presented them at Friday afternoon literary meetings.

Two examples of the co-relation of drama and English must suffice. In 1938 the junior matriculation class spent weekly one of their English periods in the Auditorium. Here they walked through the play "Macbeth". Stage business, movements, gesture, voice inflections, meanings of various actions, and difficult bits of diction were discussed. Many times scenes were reacted to obtain the correct interpretation. There

were lively discussion and occasional clashes of opinion. There was tremendous interest in the play. This year the junior matriculants hope to work up the idea of a court scene, to try *Macbeth*. The suggestion came from *The English Journal*. We shall work it out our own way. All evidence must be based on knowledge of the text. A possible visit to a real court does not dim the students' anticipation of this experiment.

The Friday afternoon "Lits" are handled through the class representative on the Students' Council. The students are free to do anything they like for these assemblies. They may consult the class teacher or not, as they please. Each class is responsible for one programme during the year. Last year a junior matriculation student rewrote the prose version of "Mr. Pickwick on Ice" in dialogue form. She directed her cast (which included most of the class), and produced a highly amusing entertainment.

This year a Grade X boy stated: "I want to write a play for our 'Lit'." He wanted to explain his plot to the class, and did so. None of the students realized what a command of English he had! He chose his cast that day. After he had written the play, one of the commercial students typed the parts for him. The expansion of his chest was visible when the script of his own play was handed to him. He directed the play himself and acted one of the leading roles in it.

Perhaps there is no better way of concluding this sketchy outline of the present and future dramatic activities in the Kamloops High School than by quoting from the Alberta Programme of Studies:

"The chronological outline of a course in dramatics should be very loose, in order to give the teacher freedom in shaping the course to the particular needs or inclination".

Organizing a Vertical File

By J. DESMOND HOWARD, Librarian,
Kamloops Junior-Senior High School

IN proportion to the expenditure involved, probably no section of the school library yields greater returns than the vertical file. Its use ends forever the futility of religiously clipping newspapers and magazines—and promptly losing or mislaying the material so obtained.

In order to organize a vertical file, one requires very little equipment. Wooden boxes, the inside dimensions of which are 30 inches by 15¼ inches by 8½ inches, and cardboard folders, 9 inches by 12 inches, are satisfactory. The latter may be purchased from most stationers for about three cents each.

You will need to decide upon suitable headings for these folders. Here are some suggestions: Animals, Arctic Exploration, Art, Aviation, Biography, Biology, Birds, Book Reviews (these will be useful when you are preparing your annual requisition), Chemistry, Civics, Composition, Costumes, Debates, Exams (sorry—Tests), Fish, Geography, Geology, Health, Hobbies, History, Industries, Insects, League of Nations, Literature, Maps, Miscellaneous (use with discretion!), Modern Languages, Physics, Pictures, Plants, Poetry, Radio, Reptiles, Science, Short Stories, Transportation, Trees, Vocations.

Clearly label the folders, and place them one behind the other, upright (hence the word "vertical", class) and in alphabetical order, in the wooden container.

Your pupils will be glad to co-operate in bringing along clippings for the vertical file. It is advisable to clip or sew together the several pages

of longer articles. The corner stationer would probably consider selling you a stapler, to facilitate your handling of this part of the process. Small clippings should be mounted.

In less time than it takes to get rid of the monthly cheque, your vertical file will be suffering from growing pains. We have overcome the "difficulty" by subdividing many of the sections. Thus, we have Biography (A to E), Biography (F to L), and so on; Costumes (France, 17th Century, Costumes (France, 18th Century). Subdivisions for the Geography and History sections will suggest themselves.

You may find it advantageous to use a card index to the vertical file. It is easier to thumb through index cards, than through numerous clippings, in order to see whether the file contains material on any particular topic. Index cards (approximately 3 inches by 5 inches) and a suitable container are all that are required for this addition. As material is added to the file, enter (alphabetically) a suitable card in the card catalogue. For example: Blum, Léon. Vertical File (Biography) Article: The Key Man of Europe. Obviously, to enter the article under the heading of "Key Man of Europe" would be futile.

It has been our experience that several of the pupils will be so enthusiastic about this new tool that they will wish to start vertical files of their own.

The Rural School of Tomorrow

By J. ALAN SMITH, *Birch Island Elementary School*

WHEN asked to contribute an article to our magazine on "Rural School Problems", the writer chose "The Rural School of Tomorrow" for two reasons. First, much has been said, during the past several years, by teachers much better qualified than himself, on the subject of the rural school and the revised curriculum. Secondly, little has been written along the lines of the subject he has chosen.

We live in an age of specialization. Educationists have realized this fact for some time and are undoubtedly making great strides in specialized education. Naturally, for economic reasons, specialization was attempted first in the larger city plants, and in the subjects most requiring advanced teacher training, namely, art and music.

The writer does not think he exaggerates when he says 80 per cent of teachers in both rural and graded schools have not sufficiently advanced training to obtain the best results from their pupils in any branch of either music or art. The graded schools overcome this situation by appointment of music and art specialists. The rural school teacher struggles along as best he can and the resultant product is, in the majority of cases, very mediocre. The writer's "School of Tomorrow" will have itinerant music and art instructors who will work from strategic centres, bringing the now sadly neglected country child the rich experience he so sorely needs.

One of the greatest weaknesses in our educational programme, in the writer's opinion, is the shocking waste of brains. This is even more true

in rural schools than in city plants. The city child has at least the opportunity of high school education. With the highest praise for the high school correspondence department, secondary education is extremely difficult, and in many cases, impossible of attainment for country children. The "Rural School of Tomorrow" will have available for deserving cases, scholarships assuring high school education, and for both rural and city students, university training.

Now for the teachers in the "Rural School of Tomorrow". Teachers in city systems, and instructors and students in our Normal schools are in close touch with one another and are developing new and different ideas for the presentation of our curriculum. On the other hand, rural teachers are practically isolated for ten months of the year, from professional contacts. Our Department of Education with the co-operation of the city teachers and Normal school authorities can render a very real service to rural teachers by collecting and sending to them, in the form of monthly bulletins, up-to-date material on all subjects.

Of course, the chief difficulty in doing much more for rural schools is that of finance. As the writer sees it, there are two solutions to the question of finance. First, the larger unit of administration has already proven a successful venture from both the economic and educational points of view. The "Rural School of Tomorrow" will have to advance along these lines if education is to progress coincidentally with a reduction in the tax burden on land. Secondly, there is today on the statute books a regulation making it possible to tax all wage earners who do not otherwise contribute to the direct cost of education. Many thousand dollars of revenue are today being lost to school districts through the present haphazard and impracticable means of collection of this tax, which obviously should be collected by the Commissioner of Income Tax.

The rural school of today is, on the whole, a happy situation in which to work. "The Rural School of Tomorrow" could be a so much better place that teachers would be eager to leave the city and teach in a rural community, away from the rush and hurry and smoke and tension that annually produce many cases of nervous prostration.

Junior and Senior Historical Clubs

By MISS R. HARRISON and MR. J. J. MORSE,
Kamloops Junior-Senior High School

HISTORY clubs have existed in the Kamloops Junior-Senior High School for some eight years. During this time interest among the students has increased to such an extent that after two years of operation a second club was necessary and now a third is contemplated. Membership in these clubs must be limited, and for the past several years there have been almost twice as many applications for membership as there have been vacancies.

Of greatest interest to the members of the Junior Historical Club are informal talks by people who have special knowledge of other countries.

These talks are followed by questions; later, a discussion period, during which time topics may be introduced by the members. When these topics are brought forward, one almost feels the idea stealing over the members of "Let's take off our coats, roll up our sleeves and get busy".

These discussions become heated. They not only give the student the opportunity to present his views but also give him an added incentive to research. The student, by this means, also comes more readily to the realization of the value of authority for his contentions. Everybody enters into these discussions—even those who are ordinarily shy will forget themselves and become quite eloquent in their efforts. The leader of the group, in such cases, acts as a referee, deciding which statements are valid, asking for authority on others and keeping order.

It may be the homey atmosphere, for the meetings are held in private homes, or it may be the lack of classroom restraint, but the teacher who attempts a historical club will learn more about his students and their peculiarities than he can learn in school. He will learn, too, that he can expect more co-operation in the ordinary classroom activities.

The most ambitious project undertaken by this club was the writing and compilation, under the direction of Mr. F. Henry Johnston, of a history of Kamloops. This history was written in connection with the city's 125th celebrations. The students themselves did the research writing necessary and illustrated the book by means of lino-cuts. The work was then handed to various authorities to edit. The book has found its way into the civic museum and civic archives.

The senior historical club emphasizes discussions of present day problems. Interest is generally so keen that the chairman has to stop general discussion and allow each member in turn to speak. Whenever possible, the club has a speaker from a foreign country. This year we invited Sucha Singh, an ex-student who has just returned from India.

Another departure, this year, was a visit to a meeting of the City Council. The Mayor and Council were pleased to have us, and we found the hour so well spent that we intend to make an annual visit. Several boys have declared their intention to attend often. This programme has had two developments: an invitation from the School Board to attend its meeting, and an enthusiastically accepted proposal that the junior and senior matriculation classes attend a council meeting.

In the past, the club has taken part in school concerts. The most successful evening was a presentation of a League of Nations meeting. For this we used original speeches obtained from Dr. Mack Eastman at Geneva. As many speeches as possible were given in foreign languages. Dramatization of events in the history of British Columbia have been written by members and presented.

The senior club is associated with the High School Inter-relationship Association, from which it receives a monthly news sheet, headline books and other material—free. Miss Hemingway-Jones, Carnegie Endowment for International Peace, 407—117th Street, New York City, is the address.

The activities of these clubs have been of such calibre as to come to the notice of the civic authorities. The most recent compliment extended to the clubs is an invitation from the Thompson Valley District Museum and Historical Association to have the clubs represented on the board of control for the local museum.

A Try-out Experience in Vocational Guidance

By WILLIAM H. GURNEY, *Kamloops Junior-Senior High School*

THE facilities of most schools at the present time are inadequate to provide vocational try-outs for students. Much time is spent in surveying interests, abilities and aptitudes, and little attempt is made to see how the student reacts to the particular job itself. What the solution is I am not prepared to say. Perhaps it lies in a closer co-operation between the school and the business and industrial life of the community. At any rate, I pass along to others for what it is worth a little project in co-operative training in salesmanship carried out last term by our guidance department.

Several of our students had shown an interest in the retail sales field. At a vocational conference this group was addressed by retail merchants of the city, who discussed with the students some of the characteristics necessary for success in retail selling. These talks, while admirable in a way, gave the individual little inkling of his own probable success "behind the counter".

Following an address by the writer to the local Rotary Club on "Vocational Guidance", an offer of assistance came from the manager of the city's largest departmental store. His plan, in brief, was to select students who would take charge of his store for a day, working along with the regular employees in managing, selling, and office work.

Ten students from the retail sales group were carefully chosen by the school authorities to fill the following positions—store manager, assistant-manager, accountant, and seven acting department heads. On the Friday afternoon preceding the day of the experiment, these students were introduced to the store manager, who gave them preliminary instructions regarding the work of the store. Then they were turned over to regular store employees who gave detailed instructions regarding the location of stocks and the method of handling cash and credit sales.

The project proved extremely gratifying to both store and school authorities. The interest and energy displayed by the student salesmen on the Saturday more than made up for any deficiencies in the finer points of customer approach.

We realize, of course, that one day in a store cannot give sufficient training to make successful salesmen, but it does give the students some insight into the workings of a store and the behaviour of customers.

The advantages accruing to the school from the above experiment could be summarized as follows:

- (1) A definite try-out vocational experience was afforded a group of students.
- (2) An interest in vocational guidance was aroused throughout the school and community.
- (3) The project aided in placement. The manager was so well pleased with the work of several of these students that he later gave employment to three of the group.

The Curriculum in the One-room School

By NORMAN D. LLOYD, *Tranquille, B. C.*

OUR present curriculum has gradually revealed to us its many virtues and a few of its faults. Undeniably, it is a comprehensive and practical guide to teaching. Its aims are high, its principles sound. But, like previous curricula, it is definitely constructed to suit the graded school system.

The ungraded rural school presents a vastly different type of situation, although the basic needs of the two types of schools are naturally similar. Rural teachers are more inexperienced—more than 69 per cent of them in one-room schools have a total experience of six years or less—while more than 80 per cent have been in their present positions less than five years. The reason for this is obvious—teaching in a one-room school has a very limited future.

The curriculum must be evaluated in terms of each particular rural situation, and simplified so that a workable programme results therefrom. With over 900 teachers evaluating and selecting material, a loss of uniformity among schools is inevitable. Is uniformity so important in rural education? Well, look at it from the rural viewpoint. The teacher hopes to see most of his pupils obtain a secondary school education, with a background of knowledge equal in all respects to that offered by the elementary city school. But present conditions place the rural school midway between the 6-3-3 scheme of organization and the 8-4 plan, guided by a 6-3-3 curriculum!

Rural pupils frequently enter Grade IX in a city school to find themselves competing with Grade IX students who have had the benefit of two years experience under the enriched and specialized programme of the junior high school, which includes:

1. Music, taught in varying degrees in rural schools, often with no equipment whatsoever, and an unnatural combination of classes.
2. Home Economics and Industrial Arts, which are two very different fields from the Practical Arts programme of the rural school.
3. Typewriting, of which the rural pupil knows nothing.
4. Foreign Languages, also entirely absent in the country school programme. (This field presents the greatest difficulty to rural pupils upon entering high school).

These are merely the outstanding differences between the urban and rural situation. Obviously, the rural pupil is at a decided disadvantage beside his city classmates. He must adapt himself to a newer, more complex curriculum, make up the time lost in the aforementioned subjects, and keep pace with the class. Rather an unfair race, isn't it?

How can we enable rural and urban education to coincide more closely? A separate and definite curriculum, planned and prepared for rural schools with the aid of rural teachers, is one answer. Such a curriculum would seek to narrow the gap between rural and city education, without producing a lock-step procedure, any more than does the present curriculum applied to the city school. A proper readjustment of subjects would not involve an extra load upon teachers or pupils, nor should it lack the advantages of

an enriched curriculum. If foreign languages are to be taught in the junior high school, every rural school should be permitted to offer at least one language to the corresponding grades. Perhaps the practical arts programmes might be mutually adjusted to effect a more desirable balance, and so on with the other subjects.

This is not asking too much, but as long as the present conditions continue, rural education will virtually be at a standstill, for it does not facilitate further progress to one-room school pupils beyond the confines of their own school.

The latest curriculum has done much toward the improvement of rural school conditions in the province; and a rural curriculum such as I have suggested might accomplish that much more toward bringing rural and secondary education closer together.

The Rural School Attempts School Government

By M. J. BINKLEY, *Westvold School, Kamloops*

THE new Programme of Studies places particular emphasis on the importance of student participation in school government. Many of our fully graded schools have had some form of pupil government in force for a number of years. Partially graded and ungraded schools have been slower in adopting the plan.

The need for this type of citizenship training would seem to be even greater in the rural school than in the fully graded city school. Children in the larger centres have numerous opportunities to gain at least some training in self-government, through various clubs and youth movements. The rural child seldom has an opportunity of joining such an organization. Partly because of this fact the rural teacher must "break trail" when initiating any form of pupil self-government.

Two aspects of methods that have been employed in rural schools are discernible. It is possible that the wrong type of vehicle has too often been used in organizing pupil-government and that new departures are sometimes introduced either too quickly or without sufficient regard to the creation of a real life situation.

It seems obvious that we cannot teach democratic relationships by means of short units as we would science or spelling. A longer and more comprehensive unit must be employed. Literary societies and similar organizations are necessary as a means of stimulating interest and self-expression and for teaching the rudiments of parliamentary procedure; but as a means of instilling democratic principles they hardly seem suitable.

The writer is not presenting this brief sketch of a project in rural school self-government with the claim that it is in any way original or comprehensive. It does, however, seem to be functioning fairly successfully.

In this project, buying school crests and sports equipment, arranging for inter-school games, planning and building a stage and looking after certain routine school work were some of the activities for which the students were made to feel responsible.

(Continued on page 295)

The Field of C

By J. W. B. SHORE, Principal,

IN discussing the curriculum one hears such remarks as: "The General Science course is too difficult", "Time is too short", "The course covers too much ground"; or perhaps such questions as: "What are the fundamentals?" "How far should the teacher go in Chemistry?" For my own guidance I have plotted a General Science Chart, which I submit for your consideration.

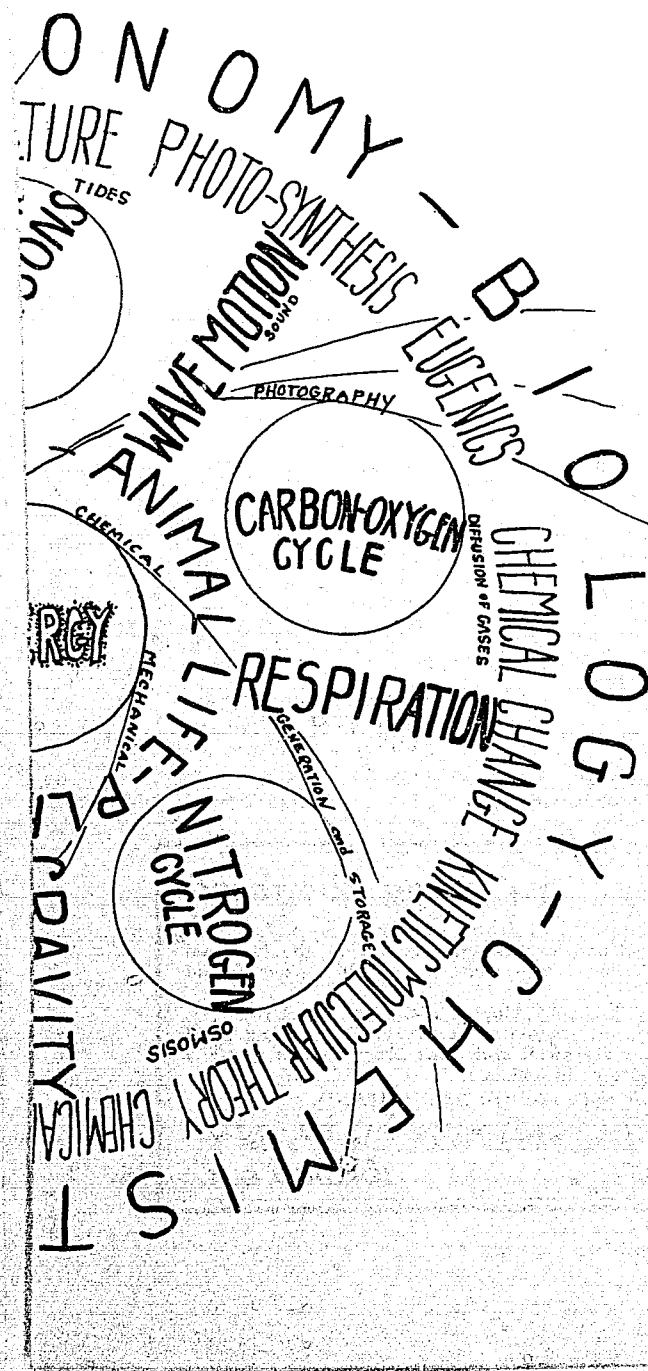
In teaching, the natural tendency is to stress the angles with which one is best acquainted through interest or special training. One who has been a student in biology favours topics of a biological nature. The teacher also tends to avoid topics of which his knowledge is sketchy. Such an approach to the teaching of General Science is, of course, unbalanced; as unbalanced as would be the teaching of addition to the exclusion of other fundamentals of arithmetic. Unfortunately, the fundamentals of General Science are not as clearly definable as those of Mathematics and the approaches cannot be as definitely set down. It is necessary, therefore, to survey the whole field of science to see the General Science courses in perspective.

One must divest the field of distracting interests. Also one must forget for the moment the lofty objectives which are set out in the prefaces of textbooks and curricula. I hasten to add that these objectives are perfectly sound and must receive a proper consideration



General Science

Woodland School, Vancouver



if the science courses are to be well taught. One may suppose with such a divestment the fundamentals should be exposed. They are to some extent. Therefore I wish to emphasize that the chart is only exploratory with regard to its items and their placement and to their occurrence in the grades as suggested later. Nor is it to be supposed that the chart is complete or final.

To orientate the chart: This chart represents the whole field of science for Grades I to XII. Roughly, the elementary science course (Grades I to VI) is encompassed by the circle "plant life - animal life - the weather". The second largest circle represents the General Science courses for Grades X and XI. The area between these two circles represents the Junior High School grades—General Science I, II, and III. The largest circle represents the formal sciences which may be elected in the matriculation years. It must not be supposed that the boundaries are rigid. Enriching the course for the bright pupil of Grade VI may carry him well into the area of the chart representing the Junior High School. On the other hand, the sub-normal child may still lag profitably in the elementary area long after his chronological age has kindly borne him into the Junior High School.

Space does not permit an expansion of the elementary circle. Another chart on a

larger scale would be necessary to show the particular items. However, this chart gives direction to the elementary course. Such units as "the interdependence of plants and animals" clearly are factors of the nitrogen cycle and the carbon dioxide-oxygen cycle. A thorough understanding of these cycles is, in turn, fundamental to the understanding of photo synthesis and chemical change. The latter in turn lead to the formal study of chemistry and biology. The study of streams and mountains becomes more piquant when one looks ahead to the rock-soil cycle, physical change, and formal geology. In the main the elementary courses should be directed towards the items in the Junior High School area of the chart and the subsequent courses in Grades X and XI to the expansion and wider application of them. The Junior High School represents a period of exploration of these topics. As indicated by the structure of the chart, the science knowledge of the Junior High School pupil will be somewhat loose and disconnected but quite wide.

Because of the interest factor the teacher must exercise restraint. It is quite easy to teach new principles in science before the pupil is ready to assimilate them properly. At the end of Science III the pupil should have a comprehensive knowledge of the items set down but not necessarily an exact knowledge. He should know of the expansion of gases because of increased temperature. He should know of the general principles of gas pressure. He should not be expected to reduce a volume of gas of a certain temperature and pressure to its volume at another temperature and pressure, or to perform

either one of these operations. His knowledge of the cycle of the seasons should include: (a) the cause; (b) the affect on climate; (c) variations because of geographical factors; (d) the affect on winds of the world; (e) the affect on continental storms; (f) the affect on ocean currents; (g) the influence on the other cycles; (h) the effect on himself, his food, his home, his clothing, his work, and wherever else the cycle of the seasons touches his environment so that he may be able to discuss intelligently the problems of agriculture, navigation, fabrication of cloth, etc., as they occur in subsequent courses or in later life. So with each item on the chart. At this stage and in Grade X it is easy for the teacher to drift into the teaching of formal science. Many of his pupils will have developed a scientific attitude that makes them particularly receptive, and the temptation to swing into the teaching of formal chemistry, physics, or biology is great. I am of the opinion that the teacher will do a greater kindness to his pupils by resisting such temptation. It will be better for him to satisfy the urge of his pupils by encouraging them to search still further into their environment for interesting applications of the principles already learned. Wide and varied experiences and an intellectual interest in his environment make of the pupil a good science student and also make the subsequent courses a pleasure to him.

I regret that the limits of this article prohibit a more detailed analysis of the chart but I trust the foregoing may give a lead to some in solving a vexing problem.

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IN the official contest for the W. L. James Cup, held in Chicago on December 10, and sponsored by the Chicago Chapter of the National Shorthand Reporters' Association, Gregg writers won first, second, and third places.

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(Continued from page 291)

The first unit of the project grew from a simple monitor system in which the routine chores were in charge of monitors appointed by the teacher. It was suggested that these monitors be elected by the pupils and informal elections were held weekly for a period of time in order to give the pupils some idea of the purpose of business procedure. Although the pupils enjoyed these little elections, they showed ignorance of even the simplest forms of procedure. At the end of a few weeks the students were invited to form an organization to take over specified phases of school life. With the exception of necessary explanations and corrections, the teacher made no further suggestions unless to the elected officers, who then brought forth the ideas as if it had been original.

The work of forming and consolidating the organization required numerous meetings. Progress was slow at first as it was found necessary to interrupt the business in hand with explanations. These interruptions were made by the teacher's addressing the chairman exactly as other members were expected to do. At first, many errors, except the more obvious ones, were allowed to pass unnoticed. During the period of formation and life-span of this first simple organization, errors were progressively corrected and soon the simpler skills were mastered by the pupils. Some attempt was made to concentrate on one or two skills at a time. Obviously, care was taken not to interrupt, too often, the business in hand.

This first organization was continued for about six months, being dissolved at the end of the school year. During this period the pupils held brief meetings twice monthly. It might be noted that only a reasonable amount of time, somewhat more than one hour per month, was devoted to the project. It did not interfere with, but rather facilitated, the regular school routine. Its chief value was the fact that it served as an introduction to a more difficult type of school government. It also served the following purposes:

1. It functioned as a simple tool for giving experience in the simplest forms of parliamentary procedure.
2. By means of this organization two or three pupils either developed or revealed traits of leadership.
3. It produced two pupils who had gained sufficient mastery over business routine to conduct a meeting.
4. It made some beginning toward the objective of giving training in the election of officers, handling of moneys, public speaking, assuming individual responsibility for group projects, and of co-operating in a social group.

5. It helped the pupils in Grades III and IV to gain a proper conception of the purpose of business meetings, and gave them some idea of the principles involved in business procedure.

The second unit of the project began when the school term opened in September. Several pupils inquired concerning another organization. When the matter was placed before the pupils as a group, they voted for some form of self-government. The teacher had previously drawn up a plan for the new organization, but waited until the newly elected executive asked for suggestions. The plan, in bare outline only, was then placed before this executive, and adopted by the students as a body. Working along the same general lines as before, a complete organization was gradually built up around the skeleton plan. Suggestions were made to the executive only when necessary, or when it looked as if a "dead end" might be reached. In this way only a small amount of work was kept before the pupils at a time.

As the organization took form more time was required in each meeting to deal with routine affairs. By making suggestions only in meetings of the executive, the teacher was able to remain more or less in the background.

When the second organization was complete, its general plan was as follows:

1. A legislative body, named the School Assembly, endowed with certain specific powers and duties.
2. An executive body, named the Pupil Council, consisting of a President, Vice-President, Secretary-Treasurer, the Committee Convenors and one of the two teachers. (This would need to be reduced in a very small school).



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3. A slate of special committees, each in charge of some school activity, e.g., athletics. The committees were responsible to the Assembly.

The next step was the framing of the constitution. At this stage of the project, the actual drafting of the constitution was beyond the abilities of rural school pupils, and was done by the teacher. When the constitution had been explained to the Assembly and discussed by it, it was formally adopted.

The second organization has now been in operation for five months. During that time, valuable skills have been learned and new attitudes instilled. Upon checking the objectives outlined in the Programme of Studies it is felt that the project is carrying out to a fair degree all the general and specific aims required of it.

By next September these pupils should be ready for a new form of organization. They could perhaps govern their school activities by means of a "School Municipality". This would serve the same purpose as the present plan and give them actual experience in some phases of municipal government.

In the above method of approach progress is not rapid, but it is steady and thorough. It provides a natural setting for pupil participation in school government, and once begun it allows the teachers to remain in the background as much as possible. Such a project requires less than two per cent of the available school time. It also solves the difficulty of finding problems for group solution while teaching the principles and forms of democratic government.

IF I wished a boy to know something about the arts and sciences, I would not pursue the common course, which is merely to send him into the neighbourhood of some professor, where anything is professed and practised but the art of life;—to survey the world through a telescope or a microscope, and never with his natural eye; to study chemistry, and not learn how his bread is made, or mechanics, and not learn how it is earned; to discover new satellites to Neptune, and not detect the moles in his eyes, or to what vagabond he is a satellite himself; or to be devoured by the monsters that swarm around him, while contemplating the monsters in a drop of vinegar.—HENRY THOREAU.

Is Anthony Eden the Man of Destiny in British Politics?

By F. H. SOWARD

*A radio talk delivered over the national network of the C. B. C.
on Tuesday, January 10, 1939, at 7:45 p.m.*

JUST one month ago the spacious rooms of the Hotel Waldorf-Astoria in New York were crowded with an audience which gave a remarkable ovation to the guest of honour. The speaker was the Right Honourable Anthony Eden, his subject "Democracy in a Modern World". His address was carried by over 300 radio stations on this continent and reaffirmed the determination of Great Britain as she faced the "strident challenge" of dictatorship "to make sure where we stand, and what it is we stand for and having made sure to stand firm". Despite the roars of laughter which greeted Mr. Eden's assurance that this visit was not even "one-sixteenth part official" the audience treated the young Englishman with a friendliness and enthusiasm which no foreign statesman has had since the days of the Allied War Missions. When he left for home after a crowded week of "learning and looking" as he described it, Mr. Eden said with obvious sincerity "my visit has been many times worth while".

The prestige which the British statesman enjoys in the United States finds its counterpart in Britain. In a recent poll of public opinion conducted by the English equivalent of Dr. Gallup's Institute, the voters were asked whether they were satisfied with Mr. Chamberlain, and, if not, whom they would prefer as leader of the government. Forty-nine per cent said they were satisfied but forty per cent preferred Mr. Eden. Such a verdict, coming so soon after the ovation which Mr. Chamberlain received on his return from Munich cannot pass unnoticed in the central office of the Conservative party, which must soon get the machinery oiled and in smooth running order for the election that will almost certainly take place this year. It may explain why Lord Halifax said before Mr. Eden left for New York that "while he is not a Cabinet Minister at the present time he is going there with the fullest assent and approbation of His Majesty's Government . . ." Not even the most dyed-in-the-wool Conservative can detect in the record of the by-elections since Munich a whole-hearted endorsement of the Chamberlain government, or can deny the value of Mr. Eden as an electoral asset. So I think we are justified in believing that his political tactics in 1939 will make him the key piece in the British political puzzle.

The story of how Mr. Eden came to occupy such a vital position helps to explain why the study of politics has such a perennial fascination for so many. The Eden family belong to the country gentry, deep rooted in the soil of England, who have furnished soldiers, sailors and statesmen throughout the centuries. Since the fourteenth century there have been Edens in Durham. The present head of the family is the eighth in succession to the baronetcy created in 1672. One of the family was the last

English governor of Maryland and his tomb was visited by his descendant during his American tour. Despite its essential Englishness the Eden family has that strain of eccentricity sometimes found in the ranks of the gentry. Thus, Mr. Eden's father was not only a cavalry officer and an excellent amateur boxer but also a painter of water-colours and an aesthete with whom Whistler once had a violent controversy. It is probably from him that Mr. Eden inherits his interest in art, testified to by his collection of Cézanne paintings and his position as a trustee of the National Art Gallery.

Anthony Eden was born in June, 1897, the third of four sons. He was a schoolboy at Eton when the World War broke out, a war which was to bring sorrow and stern experience to his family in common with so many others. The eldest son was killed in the early months of the war, the second, travelling in Germany in August, 1914, was interned for the duration, the fourth joined the navy at 14 and died two years later at the Battle of Jutland. At eighteen Anthony joined the King's Royal Rifles and served with them in France for over two years where he won the Military Cross and had the distinction of being successively the youngest adjutant and youngest brigademajor in the British army.

As one of the survivors of what has been called the lost generation, Eden, at 22, left the vocation of arms to study at Oxford. At that time Neville Chamberlain, then 49, had just entered the House of Commons, and Stanley Baldwin was a junior member of the Coalition government. The three years in Oxford were unobtrusive ones in which Eden devoted himself to the study of Oriental languages, graduating with the coveted first-class but avoided the Union, then as now looked upon as the nursery of statesmen. Yet the years of quiet study had not made him deaf to the traditional call to public service and immediately after leaving Oxford the young man contested a Durham seat with the ringing declaration "I am a Conservative, always have been a Conservative and expect to die a Conservative". He was unsuccessful but a year later the electors of Warwick and Leamington approved of him and have done so ever since. 1923 was also the year of Mr. Eden's marriage to the daughter of a wealthy banker, Gervase Beckett. The latter's financial connection with the *Yorkshire*

Post gave him an entree to journalism where he at first confined his efforts to articles on art and literature. This connection also made possible his attendance at the Imperial Press Conference of 1925 when Mr. Eden crossed Canada en route to Melbourne.

The first climb up the political ladder was achieved in 1926 when Mr. Eden was fortunate enough to become the Parliamentary private secretary to Sir Austen Chamberlain, then Foreign Secretary. He was still an unknown figure in politics and was later recalled by the *Daily Telegraph's* political correspondent as "a somewhat frail fellow, with a marked stoop, and the tired eyes of a student, rather than the arresting gaze of a leader". For three years he fetched and carried, unobtrusive and industrious, serving his apprenticeship. When his party went into Opposition in 1929 he gained the chance for recognition in the cut-and-thrust of debate denied a minor supporter of the government. The reward came in 1931 with promotion to the post of Parliamentary Under Secretary to the Foreign Office, where he was to be Number 2 man to Sir John Simon. The latter's dismal record as Foreign Secretary made Mr. Eden's own efforts shine all the more brightly, whether struggling to find the basis for a disarmament agreement, mediating between Hungary and Jugo-Slavia after the murder of King Alexander, or paving the way for the plebiscite in the Saar Valley. A French diplomat praised "this terrible young man who wants peace" and General Temperley has recorded in the "Whispering Gallery of Europe" that "his handling of difficult situations gave him a great reputation for sincerity and diplomatic skill. Foreigners liked him and responded to the enthusiasm for the League and world peace that inspired him". Consequently, promotion to the Cabinet first as Lord Privy Seal and then as Minister for League of Nations Affairs came in 1934 and 1935 while European diplomats speculated as to his prospects of becoming foreign minister. In March, 1935, Mr. Eden was sent to visit Berlin, Moscow, Warsaw and Prague as the British government strove to mend its diplomatic fences, with Germany openly rearming and Italy muttering about her African grievances. Douglas Reed of *The Times* accompanied him on the journey and tells us in "Insanity Fair": "I saw a man who worked like a bee and who carefully spared his strength to be fit for the job".

As it was, the anxiety and the strain of an unusually severe air trip affected Eden's heart and caused a forced rest of six weeks. In the interval occurred Stresa where Sir John Simon discussed a common European front with Laval and Mussolini but carefully neglected to raise the awkward question of Abyssinia. That job was left for his colleague who was sent to Rome in July to suggest an exchange of territory between Britain, Italy and Abyssinia. The offer was scornfully rejected by Mussolini, determined to take and not to receive, and between the two men an antagonism developed which has left its mark upon history. It was the British diplomat's first failure, and one of his friends has recently hinted that some members of the British Cabinet were not really disappointed and had even connived at the publication in a London newspaper of the secret offer while he was hurrying to Rome.

The spectacle of Mr. Eden as the St. George of Geneva during the struggle for sanctions in the Abyssinian war was worth thousands of votes in the election of November, 1935, when the Baldwin administration avowed its devotion to League principles. Almost immediately afterwards came the shock to public opinion afforded by the notorious Hoare-Laval agreement. Sir Samuel Hoare had to retire as a concession to popular favour, Mr. Baldwin draped himself in a white sheet of repentance and Mr. Eden stepped forward as Foreign Secretary, the youngest in almost a century.

From December, 1935, until February, 1938, Mr. Eden held that thankless position as guns roared in Africa, Asia and Europe. The system of sanctions failed in Abyssinia and Mr. Chamberlain called in June, 1936, for an end to this "mid-summer madness", the forewarning of his policy of realism. When he became Prime Minister he retained the young diplomat but it became increasingly clear that he intended to supervise closely the efforts of his colleague and even to interfere upon occasion. Mr. Eden did score one triumph in the Nyon agreement over pirate submarines when the dictators bowed to a bold action presented and well timed, but only one. In August, 1937, came the exchange of personal letters between Mussolini and Chamberlain, in November the visit of Lord Halifax to Berlin, the beginning of the era of personal contacts upon which Mr. Chamberlain has placed so much stress.

In January, 1938, Italian newspapers were instructed to comment upon the forthcoming resignation of the British Foreign Secretary and hints were sent out to London that in Mr. Eden's phrase it was "now or never" if Anglo-Italian friendship was to be restored. The Foreign Secretary thought it should be neither now or never but that evidences of good faith should first be evident in Rome. Mr. Chamberlain thought otherwise and, to the delight of Rome, Berlin and Tokio, Mr. Eden resigned from the cabinet.

Since leaving office Mr. Eden has shown a skill in political manoeuvring that brands him as the seasoned politician as well as the young idealist. He has been careful not to break with his party, nor expose himself too much to its criticism, as Mr. Churchill has done. There are rumours that Lord Baldwin continues to act as his political mentor and it is of interest that during his American tour Mr. Eden was accompanied by the former's Parliamentary private secretary. Writing in *Foreign Affairs*, a well-informed observer states categorically "Lord Baldwin has rewritten his former political testament which named Sir Samuel Hoare as next Conservative leader after Neville Chamberlain. The name of Hoare has been erased and that of Anthony Eden has been substituted". Such rumors, plus the fact that Mr. Chamberlain is in his 70th year, may explain the caution with which Mr. Eden has received overtures from the centre and the left for aid in forming a new government of national concentration to meet the present emergency. Yet he has not surrendered the right of criticism of policy and has not hesitated to declare his concern after Munich with the condition of England and the need for "unity, strength and sense of justice".

There are some who predict that Mr. Eden will shortly rejoin the Cabinet but not as Foreign Secretary. Such an event would indicate that the rift between the Prime Minister and his colleague has been healed, a development for which there are no proofs at present, and would certainly be regarded as a challenge to Rome and Berlin, who continue to regard Mr. Eden as a menace to their policies or, as Herr Hitler would prefer to call him, "a war-monger". But there are still no indications that Mr. Chamberlain is prepared to modify so drastically his appeasement policy. Only a month ago he was praising his

Ramblings of Paidagogos

MUSINGS OF A "MORON"

PSYCHIATRISTS have labelled me moronic;
I'm securely and inexorably dumb;
I'm a never-failing butt for the sardonic,
And a challenge to the brightly humorsome.
Yet—though paradoxically—
I just laugh at every sally:
'Tis my "betters" who have reason to be glum.

Biologists assert with lamentation
That I constitute a menace to the race,
And earnestly demand my immolation
Or my transfer to a more secluded place.
But I murmur, thus paraded:
"Though my chromosomes are jaded,
"I can still afford to chuckle, by your grace!"

Authorities in precincts pedagogic
Locate me at the mental apogee;
They say I am impervious to logic,
And award me an uncompromising E.
But I smile my deprecation
Of their hasty valuation,
And respond with an Asquithian, "Wait and See".

For, mark you, there are wings that I can soar on,
Provided by the knowing and the smart,
Advantages accruing to the moron—
That owe their whole validity to art.
I'm so short on cerebration
That I'm every man's temptation—
My head is no protection to my heart.

Consider first the legions I can muster,
The plethora of wits denoted dim;
The moron cannot help but gather lustre—
Majority's another name for him.
There's a paucity, good gracious!
Of the learned and sagacious—
A fact that fills my chalice to the brim.

own efforts at Munich and in the Anglo-Italian agreement.

As Mr. Eden surveys the political scene his eye may perhaps glance a second time at the newest Cabinet minister, Sir John Anderson, who attained his post after only a year in Parliament but with a life-time of experience in the British Civil Service. Half a century ago Lord Randolph Churchill quarrelled

with Lord Salisbury and left the Cabinet. In his own phrase he "forgot Goschen", the man who replaced him. Mr. Eden will not make the same mistake. He will bide his time, knowing that Britain, like every other country, craves personal leadership and magnetism. Neither a Sir Galahad nor a Don Quixote, he awaits his destiny with the words of his family coat-of-arms before him, "Si Si Prudentia"—"Be Prudent".

And now for the advantages I treasure:
('Tis understood, of course, I have a vote)
Society is fitted to my measure,
The tailor's dummy I—and hang the coat!
So whatever styles are sported,
My stupidity is courted,
While cleverness will scarcely fetch a groat.

Those realists who write for publication,
The perspicacious cohorts of the press,
Adjust themselves with nice discrimination
To the shallow comprehension I possess;
They dilute their wit and passion
In the best Brisbanic fashion
For a mental age of ten, or maybe less.

Regard the verdant field of advertising
(Where profit must prevail, as all agree),
Each slogan, sophistry and dogmatizing
Is obviously aimed at none but me;
For on every page and hoarding
Are cajoleries affording
A pabulum for my credulity.

The substance of the illustrated papers
Is manifestly gleaned in my behalf;
For me the moneyed classes cut their capers,
For me is pictured the two-headed calf.
The photographers and writers
Must pleasure me, poor blighters!
Ignore me, and they write their epitaph.

The radio is geared to my cognition,
My hebetude is mirrored on the screen—
For no appeal to brains or erudition
Results in any outcome save chagrin;
And who would buy the papers
Were it not for just such vapors
As Little Orphan Annie's trite routine?

In brief, the moron rules, his whim is iron;
Receive it as you will, he sets the pace;
And every propagandist opens fire on
The credence that beatifies his face.
You may mock his derelictions,
Mutter charms or maledictions—
No matter how you deal, he holds the ace.

An idle thought to end this idle musing
(A knotty point, unriddle it who can):
What is it makes "moronity" confusing
And its interpretation partizan?
By what pleasant supposition
Do we reach this definition:
"The moron always is—some other man?"

Percussion Bands

By BURTON L. KURTH, *Supervisor of Music, Vancouver*

IT is over twenty years since the rhythm or percussion band received the endorsement of prominent educationists and sprang into popularity in the elementary schools of the United States and England. Enthusiasm ran high during those first years, and all sorts of extravagant prophecies were made regarding the revolution in school music teaching that would result. There were detractors, of course, who described the whole thing as a waste of time.

Enough time has now elapsed for the "percussion band" to demonstrate its value as an aid in music education. An attempt at evaluation will be found in the following paragraphs.

It is accepted that the best approach for children to a perception and grasp of rhythm is through physical response. Hence the use of action and game songs, where muscular co-ordination is required. Co-ordinated rhythmic movement is required also in the use of the percussion band instruments. But there is this *additional* sensory effect engraving itself indelibly on the child mind—an *auditory experience*. Ear training is thus linked up with muscular control, a sharpening of the mind by means of the *interest* and *pleasure* aroused in holding an "orchestral" instrument! What, for instruction, can compare with a *toy*, rightly used?

But the rhythm band does not teach only rhythm. A sense of tone-colour also is developed in the child. The tone of the metal instruments contrasted with those made of wood, the difference between the timbre of the jingle clog or tambourine and the triangle or cymbal, the effectiveness of a single drum tap played at the right moment—this type of ear-training leads in time to an interest in the symphony orchestra and orchestral music.

Even in the elementary stages of percussion band activity the child is acquiring unconsciously a sense of musical form. "Phrase-playing" (that is, the rendering of short consecutive sections of a piece of music by instruments of varied tone-colour) inevitably leads the ear to discover the structural design, or the pattern, of a composition. Once the idea has been grasped that music has a pattern, the foundation has been laid for the analytical grasp of music which, in later years, will enable the student to find easily his way among complex symphonic forms.

All this to what end? That we may implant the love of music in our children; that they may leave our schools as lovers of one of the noblest of our arts. Essential to this is a grasp of rhythm, a sensitiveness to tone-colour and a realization of structural design—the foundation of which may be acquired through the rhythm or percussion band.

THE works of the great poets have never yet been read by mankind, for only great poets can read them.—HENRY THOREAU.

Education is to inspire the love of truth as the supremest good and to clarify the vision of the intellect to discern it.—HORACE MANN.

Why Canadian History?

By W. N. SAGE, *University of British Columbia*

(A Radio Talk over C.B.C.)

WHY Canadian History? Well, why? It is too often an unpopular subject on the school curriculum and not any too popular in universities either. What is the reason for it? The average student will say: "It is too dull, too much about a lot of uninteresting old explorers, soldiers and politicians who have been dead for a long time, and far, far too many battles, clauses of treaties and acts of Parliament—Quebec and Constitutional Acts and such—practically nothing at all about the interesting things, how people lived a hundred years ago, what great grandmother wore and great grandfather ate". Yes, that is it. Canadian History is too often taught in a vacuum. It has no relation with the life of Canadians today. It is as remote as Greece and Rome.

Let me give you a case in point. Twenty-five years ago now the Canadian Pacific Railway was building a big hotel adjoining the station in Calgary. There was considerable interest shown in the naming of the hotel, but when news came through that it was to be called the "Hotel Palliser", few people in Calgary had ever heard of the man. When they did find out that Captain Palliser was a British army officer who headed an exploring expedition in what is now Southern Alberta in the late 1850's and the early 1860's, that didn't improve the situation very much. That was in the pre-railway days, long before even the Mounted Police came in. George Lane and Pat Burns hadn't yet arrived. It might have been several centuries ago and in another part of the world, so far as the life of Calgary in 1913 was concerned. But the Canadian Pacific Railway rescued Palliser from oblivion and the recent droughts made his so-called Triangle famous.

An eminent professor of English Literature once wrote "Never use a quotation until you have made it part of yourself". This statement might be revised to apply to History. "No History is really History which does not touch the reader". The Battle of Waterloo lives again in the description of Victor Hugo, just as the Athenian invasion of Sicily nearly 2400 years ago stands out vividly and dramatically in the pages of

Thucydides. Great men and dramatic incidents in Canadian History should stand out equally clearly in the memories of Canadians. If they do not, it is not because they are not dramatic figures but because their stories are not sufficiently part of our national heritage. Some of them already are immortalized in Canada's story but others are not well enough known.

"Part of our national heritage"—yes, that's it. We as Canadians are building up a nation on the North American continent out of diverse peoples. This is an historical fact of first magnitude. Our original European settlers were French and English—including in the latter term, without permission, Scottish, Irish, Welsh, Manxmen and Channel Islanders,—but today we have many other European strains, and on our west coast an Oriental infiltration as well. But to everyone who has come to Canada and settled, our vast country has made a difference. It is perhaps a subtle difference. The first generation is still largely European, preserving the old traditions and old ties, but the second generation is more North American.

The two outstanding features in the history of our country: one, our North American position, and, two, the British connection. That brilliant Frenchman, Professor Siegfried, has argued that without our North American position and the propinquity of the United States we should still be a British colony and without the British connection we should long ago have become part of the United States. No doubt many will disagree, but it gives us something to think about.

The makers of the International Boundary line were statesmen and diplomats—not geographers. As a result we have a country which has grown and is growing from the boundary line north. No important Canadian city except Edmonton and Saskatoon is more than 200 miles from the American line and most of them are well within 100 miles. Each portion of Canada from east to west is in closer touch with the neighbouring portion of the United States than it is with more remote parts of Canada. Boston is still the cultural home of the Maritimes. Montreal is in

close touch with New York, Toronto with Buffalo. Windsor is bound up with Detroit. Winnipeg is greatly influenced by Chicago and the Twin Cities. The coast cities of British Columbia are in much closer touch with Seattle, Tacoma and Portland than they are with Calgary and Edmonton. Now these are historical facts, but they are not usually mentioned in the history books.

Geographically, there are five Canadas: the Maritimes, the St. Lawrence Valley and the lower lakes, the Canadian Shield or Laurentian Barrier, the Prairies with their northward extension, and finally the Pacific Slope. There is a sixth division of Arctic Canada, but that portion, although full of history, is only beginning to have any real effect on our national life. Culturally, too, there are five Canadas: the Maritimes, Quebec, Ontario, the Prairies, and British Columbia.

Now each of these five regions of Canada has a separate history and most of us Canadians are shocking, ignorant of the history of several of those sections. What is now the Dominion of Canada didn't begin in one place but in six. We all know a fair amount about the early French settlements in Acadia and New France and remember with pride the coming of the United Empire Loyalists. This accounts for three of the six beginnings of modern Canada, but what about the other three? How many have heard that it is possible to trace the story of the British on Hudson Bay since 1612 when Captain Button wintered there? We all know Henry Hudson, but not Button. There is a real story there but it needs wider publicity. The first settlement west of the Great Lakes was founded by Lord Selkirk in Red River just two centuries after Hudson and Button. On the Pacific coast two British Columbias came into existence in the middle of the 19th century, Vancouver Island in 1849 and British Columbia in 1858, the one a fur trade colony, owned and operated by the Hudson's Bay Company, and the other a Crown colony created by the great gold rush to the Fraser River. If we are to be one united nation and not a group of sections pulling apart, then Canadians in every part of the Dominion should know and love the history of the whole of our country from sea to sea.

The evolution of Canada from sea to sea would be unintelligible if one did

not understand the influence of the British connection. French-Canada has been separated from Old France for over a century and a half. The old regime in New France is a matter of history and to our French-speaking brethren Canada is "la Patrie". But Canada is today a member of the British Commonwealth of Nations. Visitors to Canada from Australia and New Zealand at the time of the Coronation were struck by the street signs bearing the inscription, "God bless our King and Queen". George VI took his Coronation oath as King of Canada.

Just as the Dominion of Canada was the first federation within the British Empire so Canadian statesmen pointed the way to the next stage, nationhood within the Empire. This was not formally achieved until the Great War, but Sir John A. Macdonald had favoured the title, the Kingdom of Canada, and Sir Wilfrid Laurier had initiated Imperial Preference and rejected Imperial Federation. Sir Robert Borden in 1917 at the Imperial War Conference moved the famous Resolution IX from which the modern history of the British Commonwealth of Nations may be said to date. Canada's international status was made clear when Canadian delegates signed the Treaty of Versailles in 1919 and accepted the Covenant of the League of Nations.

If we wish to understand our country we must know its past. It isn't enough to know the story of one section of Canada. We are Canadians. Our country stretches from Atlantic to Pacific. The story of its growth and progress is fascinating. We are engaged in nation building. No nation in world history has had quite the same story as Canada's. It belongs to us. If we do not know it we have ourselves to blame. It is time to sweep away sectional prejudices and local jealousies and to realize that Canadian history is our greatest national heritage.

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The Essence of Wisdom

FIRST INSTALMENT

By F. D.

I AM only a substitute, so they never see me. However, I get a good deal of entertainment and instruction out of their conversations in the Common Room, and feel impelled to share my blessings with other readers of *The B. C. Teacher*.

Says the Philosagogue to the Pedopher: "The essence of human wisdom is concentrated in the rule of the House of Lords, that when votes are equally divided the question is decided in the negative".

Says the Pedopher to the Philosagogue, looking up from a pile of half-marked examination papers: "I wonder how one would apply that principle to this particular job?"

Says the Philosagogue to the Pedopher: "Easily. I have done it for many years. If I am in doubt as to whether to pass a candidate, I pluck him. If I am in doubt as to whether to pluck a candidate, I pass him".

Says the Pedopher to the Philosagogue: "Isn't there a certain element of subjectivity in that procedure?"

Says the Philosagogue to the Pedopher: "Perhaps; but the wrongs cancel the rights, so that the results are strictly scientific".

"I see a great light!" said the Pedopher, as he dropped the rest of his set of examination papers into the wastepaper basket.

THE DEPRESSION IS OVER

IF not, how do you account for this: "Nearly \$100,000,000 was spent in the liquor stores of Canada during the past year, of which Ontario accounted for about one-half. Also in one year Canadians smoked billions of cigarettes, worth \$68,000,000. Also 123,000,000 cigars (worth, say, another \$9,000,000), and bet \$21,000,000 at the races".

According to the Dominion Bureau of Statistics, the Provincial School Systems spent as follows:

1931	\$116,893,000
1932	115,886,000
1933	109,065,000
1934	102,087,000
1935	100,652,000

I AM convinced, both by faith and experience, that to maintain one's self on this earth is not a hardship but a pastime; if we will live simply and wisely; as the pursuits of the simpler nations are still the sports of the more artificial.—HENRY THOREAU.

The total expenditure on universities, colleges, and schools of all kinds in 1934 was about \$129,000,000. This money came from different sources in approximately the following proportions:

Dominion Government	1.8%
Provincial Governments	20.8%
Counties (3 provinces)	2.1%
School Administrative Units,	61.8%
Pupils' fees	8.0%
Endowments	1.7%
Other sources	3.8%

100.0

The amounts represented by the last three constituent percentages went mainly to universities, colleges and private schools.

The Common School is the greatest discovery ever made by man.—HORACE MANN.

When boys are prematurely turned into little men, they remain little men.—HORACE MANN.

News, Personal and Miscellaneous

CORRESPONDENCE EDUCATION

THE Editor of *The B. C. Teacher* will be keenly disappointed if the reading of this article does not cost you a dollar.

That is the price placed upon the Report of the First International Conference on Correspondence Education which was held in Victoria last August. This convention left two facts standing out clearly in the minds of all who attended its sessions. The first fact was that, as a means for the equalization of educational opportunities and the relief of over-burdened teachers, correspondence courses have already achieved an almost unbelievable success. The second fact equally manifest is that in the utilization of correspondence courses we have as yet only touched the fringe of their useful possibilities.

If you are a principal, you cannot afford not to become well informed regarding the possibilities of teaching by mail. If you are an ordinary or garden teacher interested in young people who require courses which you yourself cannot supply, the matter concerns you. If you are merely a harmless private citizen, you will be robbing yourself of much interesting reading and the basis for very much more of interesting reflection if you do not seize your pen and forthwith despatch an order to the Department of Education for a copy of the conference report.

It is a book of some 236 pages, produced by the direct plate or multilith method, of which it is an attractive example.

Last month Mr. Gibson told the readers of this magazine some salient facts regarding the use of intramural high school correspondence courses. One may learn additional facts on this topic by referring to the report of the August conference. The interested reader will also find much with regard to work in the correspondence field here in British Columbia that ought to be familiar to everybody, especially to teachers, but that nevertheless is not familiar. The report may also bestir you, as it has *The B. C. Teacher*, to apply for still further information.

We learn that in 1938 approximately 1200 pupils were enrolled in the elementary school and almost 2300 in the high school department. All correspondence

instructors employed by the department are qualified teachers and, for the most part, they are specialists. There are nine on the elementary school staff and 40 on the high school staff, most of whom read one subject only. No fees are charged in the Elementary Correspondence school, and an annual registration fee of \$2.00 only in the case of pupils below 18 years of age who want high school work. Regardless of age, pupils who are in hospitals and sanatoria, or in provincial institutions, pay no fees, and similar provisions apply in the case of families on relief and dependents of returned soldiers. Others pay \$2.00 per course if 18, 19 or 20 years of age, and \$5.00 per course if 21 years of age or over. Technical courses are more expensive, the tuition fee being \$8.00 per course, regardless of age, unless the student is carrying a minimum of five regular high school courses. Fees for senior matriculation courses are a trifle higher, running from \$5.00 to \$10.00 according to the length of the course.

These and the technical courses are almost self-sustaining, but not so the regular high school courses and, of course, the work of the Elementary Correspondence School. Last year the public accounts showed an expenditure of approximately \$16,000 for elementary correspondence instruction and nearly \$34,000 for the high school and vocational work. This is a very modest outlay indeed for the number of pupils enrolled. It is obvious that the per capita cost for students in the correspondence schools is considerably below that of pupils attending our regular elementary and high schools.

PROFESSIONAL REFERENCE BOOKS MADE AVAILABLE

By R. JENKS, *Cloverdale,*
Secretary, E. S. S. D.

FOR some time past the Public Library Commission has been well aware of the difficulty experienced by teachers in securing professional reference books. Although a certain number of technical educational works were available in the Open Shelf, it was evident that only a special collection of books would enable the Commission to meet this need effectively.

A special appropriation for the purchase of such a collection was included

in the estimates of the Commission for 1938-39, and the Department of Education kindly furnished the Commission with a list of the books which, in its opinion, would be of most use to teachers in British Columbia. All the books on this list which are in print have been purchased, and these titles form the nucleus of the Teachers' Professional Library which is now included in the Open Shelf.

As the book collection is not yet complete, this preliminary catalogue has been prepared in order that service to teachers may commence with the least possible delay. It will be followed later by a complete printed catalogue of a more permanent nature.

Books will be sent from the Open Shelf to any teacher in British Columbia, *except* to those residing in the cities of Vancouver and Victoria. Loan conditions are the same as for other books secured from the Open Shelf—that is to say, six books may be borrowed for a period of six weeks. The only charge for the service is the return postage to Victoria.

Teachers are advised to ask for more books than they wish to borrow, listing the titles in order of preference, as it is probable that one or more of those required will be out and therefore not immediately available.

The service is to commence February 1st, and all communications should be addressed to Open Shelf Division, Public Library Commission, Victoria, B.C.

This will mean a great deal to the rural teacher, and the Elementary Teachers' Council sincerely hopes that advantage will be taken of these excellent facilities.

NEW UNITS PREPARED BY COMMITTEE ON FACTUAL INFORMATION

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E. S. T. D., 590 Hamilton St., Vancouver

35. Grade IV, Geography Test; 5c.
36. Indian Tribes of Interior British Columbia, with drawings; 10c.
37. Grade 2, Unit III, Social Studies—The Farm, with seatwork supplement, 10c.
38. Preparation for Christmas Concert; 5c.
39. Grade 1, Christmas Project; 5c.
40. Spelling in the Grades—Supplementary List; 10c.
41. Grade 5, Unit V, Migratory Birds—Science Unit; 5c.

42. Coast Salish Tribe of Indians of Pacific Northwest; 5c.

43. Grade 2b, Project Work; 5c.

44. Grades 1-4, Seatwork and Text—Eskimo Unit; 10c.

45. Grade 5, Unit II, Migratory Animals; 3c.

46. Grade 5, Mammals, etc.; 3c.

47. Grades 7-9, Unit I, English Composition; 5c.

48. Grade 7, Unit III, Social Studies—Great Britain Today; 5c.

49. Grade 8, Unit III, Social Studies—Struggle between Parliament and Crown in England; 5c.

50a. Grades 7 and 8, Social Studies—Matching Test A; 5c.

50b. Grades 7 and 8, Social Studies—Matching Test B; 5c.

51. Grade 7, Physical Geography Text; 5c.

52. Grade 7, Literature—A Christmas Carol—Test; 5c.

53. Grade 8, Literature—Lady of the Lake—Matching Test; 5c.

54. Grade 5, Unit V, Seatwork for Science.

EXCHANGE TEACHERS' CLUB EXECUTIVE, 1938-1939

PRESIDENT: Miss Ethel Brown,
1585 West Fourteenth Avenue, Vancouver.

Past President: Miss Marion Langridge, 3292 Laurel Street, Vancouver; Fairmont 809.

Vice-President: Mr. Alex. Smith, 1816 West Tenth Avenue, Vancouver; Bayview 1999-Y.

Secretary: Miss Margaret Bruce, 2982 West Forty-fourth Avenue, Vancouver; Kerrisdale 3389-L.

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Social Committee: Miss Vera Howell, 224 Third Avenue, New Westminster; New Westminster 1353-X; Miss Frances Nesbitt, 1023 Harwood Street, Vancouver; Seymour 5570-L.

Membership: Miss Bea Putnam, 2655 West Third Avenue, Vancouver; Bayview 2763-L.

TRANSCRIPT OF CRISIS

ATEN-volume transcript of C.B.S. broadcasts covering the three-week European crisis of last September was presented today to a list of distinguished educators and statesmen by William S. Paley, President of the Columbia Broadcasting System.

Heading the list of statesmen receiving the 500,000-word record of events in which they played a prominent part are President Franklin D. Roosevelt, Prime Minister Neville Chamberlain, and Premier Edouard Daladier. Volumes also were sent to heads of leading libraries, universities and educational foundations here and abroad, including the Library of Congress, the British Museum, the Rockefeller Foundation, the National Archives in Washington, D.C., the Foreign Policy Association, the League of Nations Library, the Carnegie Endowment for International Peace, the Radio Library of the University of Michigan, and others.

An unusual number of letters stressing the historic value of Columbia's hour-to-hour coverage of the European crisis gave impetus to publication of the present set of volumes. The transcripts cover 471 programmes from 16 world news centres and include the utterances of 57 leading world personalities. The ten volumes represent some 73 hours of continuous broadcasting.

Among the government officials connected with foreign relations or with broadcasting who received the volumes are Vice-President John Nance Garner, Secretary of State Cordell Hull, Senator Key Pittman and Representative Sam D. McReynolds, chairmen respectively of the Senate and House committees on foreign relations; Frank R. McNinch, chairman of the Federal Communications Commission, and John W. Studebaker, United States Commissioner of Education.

INTERNATIONAL FRIENDSHIP LEAGUE

THE International Friendship League has been organized for the purpose of promoting better understanding among the youth of the world through personal correspondence. It is non-political and non-sectarian.

The league is officially recognized as the headquarters for international student correspondence and is endorsed by the Ministries of Education in 86 countries and territories and the Departments of Education in each of the 48 states of the United States.

Because our present age, more than any other in the world's history, is intensely concerned with the problem of international relations, parents and teachers recommend this system of creating world-mindedness. In addition to learning first-hand information from

all corners of the earth, students take a renewed interest in the civic life of their own country in an effort to describe it in an interesting manner to their new friends.

More than 5,000,000 letters have been exchanged by boys and girls between ten and 28 years of age. In almost all cases, the correspondence is carried on in English.

There is a small charge for a list of foreign names and addresses, and those sending a self-addressed, stamped envelope to the League headquarters, 41 Mt. Vernon Street, Boston, Mass., will receive complete information.

COMMUNITY DRAMA

ACCORDING to a report on the Development of Interest in Community Drama in British Columbia which was prepared by L. Bullock-Webster, Organizer of the School and Community Drama for the Department of Education of British Columbia, and presented by him to the Annual Meeting of the Canadian Association for Adult Education, British Columbia is taking a very active lead in matters of drama in Canada.

British Columbia is divided into 10 Drama Districts, each holding an annual drama festival. These districts are supported by approximately 160 Little Theatres, Guilds, Clubs, Societies, and Drama Groups. In addition, there are 57 schools that now have their own drama clubs.

In the last three or four months, over 550 plays from the Community Drama Office and over 225 plays from the open shelf of the Provincial Library have been borrowed by rural groups.

This Community Drama Department was the first to present a Drama School of the Air. In the summer of 1937 an experimental Drama School was operated at Duncan, Vancouver Island, with such success that the following year a larger school was undertaken at Qualicum Beach.

The benefits of associating with this enterprising branch of the educational system of British Columbia have been extended to such remote places as Queen Charlotte City, Barkerville, Port Essington and Fort St. John.

For further information teachers are referred to the Organizer, in care of the Department of Education, Victoria.

MOUNT ARROWSMITH

ON Friday, January 18th, Captain V. C. S. Page led 12 of the Mount Arrowsmith Association away in fancy from troubles of the world to the Lost Continent of Atlantis, of which the Caribbean Sea is the last vestige.

We were shown clear diagrams and quaint drawings and were let handle porphyry and precious relics of Abraham's age, and we puzzled over pictures of the Easter Island monoliths.

After a hearty vote of thanks was accorded Captain Page, our host and hostess, Mr. Robertson of Qualicum Beach High School and Mrs. Robertson, entertained us to refreshments.

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

ORIENT TOUR

MISS Anne Stewart, who has annually taken a trip to the Orient, is this coming summer leading another tour. The party will leave Vancouver on the Empress of Canada on July 8th and be back in Vancouver on August 23rd. China, Japan, Philippines and Hawaii are the countries to be visited. There will be visits to Honolulu, Yokohama, Tokyo, Kyoto, Nara, Osaka, Kobe, Shanghai, Hong Kong, Macao and Manila.

Teachers who are interested may obtain all information from Miss Anne Stewart, 909 East 28th Avenue, Vancouver, or from Mr. J. J. Forster, Steamship General Passenger Agent, C. P. R. Station, Vancouver, B. C.

CO-OPERATIVES

FROM January 26th to January 28th, both inclusive, the Department of University Extension gave a short course on co-operatives.

Beginning with 28 poverty-stricken weavers of Rochdale, a mill-town of the English Midlands, the co-operative movement has spread extensively. The British Co-operative Movement now has a membership of over seven million with a capital investment of nearly seven hundred million dollars and an annual business turnover of one billion dollars.

In Canada the St. Francis Xavier University in Nova Scotia has been the leader in educating for this movement. In Nova Scotia there are over 100 credit unions representing 25,000 members that, in 1937, did a loan business of three-quarters of a million dollars in Eastern Nova Scotia.

The benefits of such organization should be extended to British Columbia. Our university, therefore, secured Rev. J. D. Nelson MacDonald of the St. Francis Xavier University to give the major part of this course. The course was primarily for the fishermen of British Columbia, who were having their convention during those days.

SIR ERNEST MACMILLAN CLUB
NOTES

THE first club to be organized in British Columbia in 1939 was the one at John Robson Junior High School, New Westminster. The club was opened by Mr. Allan Watson, a former pupil, who has just recently returned from Los Angeles to be the baritone soloist with the Vancouver Symphony Orchestra.

An all-boys club was opened under Miss Rose Gould at Kingsway West School, Burnaby.

Faith Phillips, President of the King Edward Club, is the first president of the Vancouver Junior Symphony Society, and Alex Cavadas, pianist of the Templeton Club, is the first treasurer.

On December 15th the Templeton Club members and other pupils of the school were honoured by a concert arranged by Mr. D. A. Yeomans and the CBR staff members. On the programme were Mr. Jack Avison, Mr. Jan de Rimanoczy and Mr. Ernest Colton, honorary members of the club. Mr. H. A. Dilworth, Regional Director of the C.B.C., and Mr. Peter Ayelin, manager of CBR, were present.

THE PADLOCK ACT

A GREAT deal more activity in regard to the Padlock Act in Quebec is taking place than we, here in the West, realize. The Canadian Civil Liberties Union makes some startling charges which, if true, are an indication that part of Canada at least is under a dictator. Teachers who wish to secure the literature should get in touch with the Local Branch of The Canadian Civil Liberties Union or write to the Montreal branch at 1405 Peel Street, Montreal.

FREE RADIO LICENSES

SCHOOL radio licenses are issued free for receiving sets in British Columbia public schools. If your school has a radio and you wish to apply for a free license, send the name and address of the school to the British Columbia Radio School, Provincial Normal School, Vancouver, B. C.

EDUCATIONAL BROADCASTS

THE attention of British Columbia teachers is called to the following programmes of distinct educational value, given on the C.B.C. system:

Canadian Life:

Government of Canada, Mondays,
7:30 p.m.
Ventures in Citizenship, Wednesdays,
6:00 p.m.

Science:

Let's Look at a Star, Mondays, 1:45
p.m.
Life's Like That, Fridays, 1:45 p.m.
Builders of Home, Wednesdays, 9:30
a.m.

Art:

What Is Art? Tuesdays, 8:15 p.m.

Programmes for Children:

Magic Voyage, Mondays to Fridays,
4:30 p.m.
And It Came To Pass, Sundays, 10:30
a.m.

Music:

Walter Damrosch Music Appreciation
Hour, Fridays, 11:00 a.m.
Metropolitan Opera, Saturdays, 11:00
a.m.

Hobbies:

Hobby Horses, Thursdays, 4:45 p.m.

Among the more helpful educational
programmes given over CKWX are the
following:

Sundays, 6:45 p.m., The Word Man.
Sundays, 8:45 p.m., Canadian Caval-
cade.
Wednesdays, 7:00 p.m., Great Britain
Today.

PIONEER PROGRAMME

COMMENCING Saturday, January 28th, at 2:00 p.m., and running till Saturday, July 29th, the Columbia Broadcasting System introduced the first of 25 weekly programmes dealing with the story of the pioneers' westward trek, their amazement at the incredible resources nature had placed at their command, and the thoughtless, but nevertheless thorough, job they did in laying much of this treasure to waste. The sudden realization that they had almost exhausted our forests, mines, water supplies and other resources will be pictured in this series of dramatizations. The story of the long fight to have the theory of conservation accepted before it actually could be put into use will also be part of the series. Secretary of the Interior for the United States introduced this series called, "What Price America".

MISS DAVIDSON BECOMES
MRS. PORTER

MISS Alice Davidson, a graduate of the University of British Columbia in the class of Arts '33 and more recently teacher on the staff of the Langley High School, was married to Mr. Laverne Porter. Mr. and Mrs. Porter are living in Murrayville.

Our best wishes to this couple for a long and happy life.

CHANGES IN RURAL
PERSONNELS

THE following teachers are mostly beginners in our rural schools. *The B.C. Teacher* hopes that they will be happy in this great work of making the world of the next generation better and more informed than that of this one.

Miss Fosbery is a new teacher now at Squilax; Mr. A. H. Manifold, new, at Ness Lake, replacing Mr. Frederick Flick who has gone to Tabor Creek; Miss Ruth Pringle, new, at Camp Creek; Miss Elvina Lemon, new, at Crescent Lake; Miss Evelyn Fawcett, new, at Woodpecker School; Mr. Gordon Taylor at Barrier from 1936 to 1938, now at Gravel Ferry School, near Quesnel; Miss Margaret McLean has gone from Seal Cove School, Prince Rupert, to Remo, replacing Miss Gladys Mackintosh who has gone to Prince Rupert Junior High School; and Mr. Paul Sprinkling, who was at Meldrum Creek School in 1923-1924, is now at Queen Charlotte City.

More recent changes include: Miss Ann Sutherland, new, at Midway, replacing Miss Olga Thiessen who has gone to Kimberley; Miss Kathleen O'Meara at Powell River, replacing Miss Margaret McIver who is absent on sick leave; Mr. Jack Clover, new, from Prairie, at Savona, replacing Mr. Harold Odium who has gone to Vernon; Miss Barbara Lee, new, at Bralorne High School, replacing Miss Esther Davidson who has resigned; Mr. Frederick Tracey from Nelson Avenue School, Burnaby, to Bon Accord (Peace River) School; and Miss Isabel Ling, new, at Pine View (Peace River) replacing Miss Asta Zuckerberg who has gone to Castlegar.

Miss Rosemary Edmonds of Langley High School is now on the New Westminster staff.

THE British Columbia Radio School is presenting programmes every school day for eight weeks, commencing January 16th. Programmes will be released over CBR, CKWK, CFJC, CKOV and CJAT. One week later the same programmes will be presented by transcriptions from CFPR, and two weeks still later from CFGP. These stations give coverage over the entire school system. The programmes will be one-half hour, from 9:30 to 10:00 each school day morning. Mondays the subject will be Social Studies (Grades 4, 5 and 6); Tuesdays, Junior Music (Grades 1, 2, 3 and 4); Wednesdays, Elementary Science (Grades 7, 8 and 9); Thursdays, Senior Music (Grades 5, 6, 7 and 8); and Fridays, Music and Poetry (Grades 9, 10, 11 and 12).

BEREAVED

MISS Alice Reid of the staff of the Kitsilano Junior High School has the deepest sympathy of the teachers who were grieved to learn of the death of her brother in a highway accident on January 11th.

VANCOUVER TEACHERS RETIRE

DR. A. W. Vining, teacher of mathematics at the King Edward High School since 1917, has retired. Dr. Vining came to Vancouver from Brandon College, where he started to teach in 1899. His teaching experience at Brandon College was interrupted by his doctorate courses at the Sorbonne, Paris, where, for two years, he studied under famous instructors. Dr. Vining, who has taken courses since his graduate days at Harvard and Chicago, was educated at McMaster University.

Another teacher to retire last month is Miss F. M. S. Howard of the Bayview Elementary School. Miss Howard graduated from the University of Manitoba in 1897, was trained at the Normal School in Winnipeg, then taught for 15 years in Manitoba before coming to our Vancouver school system in 1912.

AMERICAN SCHOOL OF THE AIR

BOLSTERED by nearly a decade of experimentation and experience, the Columbia network's "American School of the Air" starts its tenth consecutive year Monday, January 30, with the most elaborate schedule since its inception in February, 1930. CBS stations, Mondays to Fridays, inclusive, 11:30-12 noon).

This year the "School of the Air" will bring a parade of famous authorities on art, literature, science, exploration, government and diplomacy.

Four days each week the broadcasts are to bring these internationally famed figures to the classroom. The fifth programme, "Frontiers of Democracy", presented each Monday, dramatically will explore the past problems of shifting populations in this continent.

"Music and the Friendly Arts" is the title of the Tuesday feature; "New Horizons" will be presented Wednesdays, "This Living World" on Thursdays, and "Tales from Far and Near" for Fridays.

The "school" continues its policy of designing programmes in such a manner that they can be utilized by any grade classroom from grammar to high school. They are also so arranged that they can be used to augment ordinary curricula and not replace them. Listen to a few and see how you and the class like them.

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What We Are Reading

IF you are looking for two beautiful books that will fascinate boys and girls of any age and will cost you only \$1.32 apiece, you may rest from your labours, for I have found them for you. One is *Skyways* which tells the story of flying from the dawn of mythology to the year just ended. The book is full of intriguing pictures, the style is simple and attractive, and a multitude of facts in entertaining guise await the reader. The book is equally attractive inside and out. Its companion is *The Mail Comes Through*, by the same author, Charles Gilbert Hall. The initials on the letter-box pictured on the front cover will remind you that the author had American readers in mind, but he has produced a book which will be equally fascinating to Canadian boys and girls. It runs to some 128 pages—ten or a dozen less than in the case of *Skyways*. The Macmillan Company of Canada, 70 Bond Street, Toronto, are the publishers with whom Mr. Hall will please share our gratitude for these delightful books.—N. F. B.

THE *Purposes of Education in American Democracy*, by Educational Policies Commission, Washington, D. C.; 154 pp.; price, 50c.

This book is the result of contributions by leading educational authorities in America. The work of the committees and of individuals has been assembled and put into vigorous but beautiful prose by Wm. G. Carr, the Secretary of the Educational Policies Commission. A brief review can give but a glimpse of this timely and stimulating study.

The authors state that a nation's purposes of education depend upon the nature of its society. Italy nor Germany, Russia nor Japan, has aims akin to those of America. In these authoritarian states they crack skulls instead of counting noses. America, unlike its dictatorial contemporaries, places individuals above institutions. While recognizing that there are inequalities in the working out of American democracy, the book under review insists on the great heritage enjoyed by the people of the United States. Much remains to be done, but the framework of freedom is there.

In such a country education is concerned with developing human beings as fully as possible. Although all persons are equal in an ethical and legal sense,

they differ greatly in ability. An equalitarian society is not composed wholly of B's nor of C's; it has some A's and some E's. But, taking them as they come, they are all capable of improvement. The educational system does not fail because some of its students do not reach the desired goal; it fails only if no progress is made.

Along what road should education point the way? Many educationists have drafted differing objectives for education; there is no Mosaic educational decalogue. This book reduces the aims to four. The educated person will develop all sides of his nature, and direct his own life. He will place human welfare at the summit of his scale of values, thinking men of higher importance than money or machinery, encouraging a democratic atmosphere in his own home, and co-operating in a friendly way with his fellow-citizens. An enlightened producer and consumer, he will appreciate the social value of his daily work. Finally, he will recognize the disparities of human circumstances, and, accepting his civic duties, he will do his part to correct unsatisfactory conditions.

To develop such educated persons is a heavy task for the schools. Three important limitations hamper them. First, there are the handicaps of the children. Teachers must work with the good and the bad, with the bright and the dull. Again, teachers must contend with mal-educative forces that operate against their best efforts. Valuable instruction is only too frequently undermined by adverse influences in the home and in the community. Finally, schools are retarded by a lack of really competent teachers and by the strangling effect of politics.

However, no matter how difficult the work may be, only by education can the state be saved. Teachers, therefore, have a holy task in guiding the rising generation and in helping to reshape reality by means of ideas. To do this they must be acutely conscious of social conditions; they must work with a curriculum that is broad, humane, and flexible; and they must consider of prime importance the personality of the child.

This book will stir the radical and the reactionary. It cannot fail to be of incalculable benefit to the whole body of administrators and teachers. For there

is a deeply moving quality in much of its prose.—E. T. OLIVER.

THE Curriculum Readers: *The Earth We Live On*, (Grade IV), 374 pp., 88c; *Making America*, (Grade V), 437 pp., 92c; *Our World and Others*, (Grade VI), 467 pp., 96c. By Clara Belle Baker and Edna Dean Baker. The Bobbs-Merrill Co., New York.

Here are three books deserving the highest praise. They made me wish that I was back in public school starting such a series. The different sections of the readers have introductory factual material that is followed by stories well-chosen for the deep interest that they must have for all public school children. Colored illustrations, arranged by Vera Stone Norman, make these volumes the most beautiful of their kind that this reviewer has ever seen. Children are given a glimpse of many countries, from North to South, from East to West; they are even taken to Mars and the moon. They see peacocks and snakes, elephants and leopards, tigers, bears, and lions. They wander through fields of gorgeous flowers. They learn of the great achievements of many of the world's masters. Carried along on the wings of fiction, they hear and see many things that do instruct and must entrance them. Knowledge comes to them in its most engaging manner.

The following are excerpts from appreciations by three little girls, one in each of the three grades concerned: "I like the book, *The Earth We Live On*, because it has nice little stories and has things that I did not know about. I would like to read more books like it". Re *Making America*: "It is a very good book. Because it has gay and merry pictures in it that would make anyone happy". Re *Our World and Others*: "The questions at the end of each story help you review the story in a shorter time. . . . 'The Wonder Boy', 'Cheaters Cheated', and 'The Treasure of the Deep Green Pool' were my favourites".—E. T. OLIVER ET AL.

ENGLAND In Europe (To 1603); E. L. Daniher; Copp Clark Co., Toronto, Canada; 75c; 275 pages of text.

In this volume the author has deliberately stressed the social and economic aspect of the period and has, therefore, incorporated those political and military events that are of social significance in the gradual evolution of British institutions. The result is a well-balanced

presentation of all salient factors. In the opinion of Mr. Danthier, "A series of oral lessons, however brilliant and entertaining, cannot be expected to be more than evanescent, unless supported by solid study on the part of the pupil; nor can any devices, however ingenious and attractive, be made an efficient substitute for hard work". This, in brief, is the philosophy which has inspired the planning of the book, and represents the culmination of the actual classroom work conducted by the author at the University of Toronto schools. His study technique entails the introduction of the topic and the assignment of work at the first of two periods while the remainder of the time is devoted to the supervised study of the specific problem. He contends that the class discussion following the initial thorough attack should not only warrant the constant stimulation of pupils' interest, but also guarantee a thorough mastery of the content. In the opinion of the reviewer this volume has been excellently planned for the attainment of these aims. To facilitate their achievement a list of explanatory topics and thought-provoking questions is included at the end of each chapter. These will be very useful both for class review and study assignments. Copious footnotes, provision for collateral reading, and 130 well-chosen illustrations and maps should render it an exceedingly useful volume for the Junior High School grades, regardless of the methods employed by the Social Studies teacher.—A. E. SHEARMAN.

SOCIAL Studies for Canadians, by George A. Cornish and Selwyn H. Dewdney; published by Copp Clark Co. Ltd., Toronto; 504 pages; price, \$1.50.

This book offers a fused course in social studies. In the opening chapters the lives of Canadian trappers, fishermen, miners, and lumbermen are portrayed in vivid language. The omission of British Columbian methods of fishing and lumbering in this section is regrettable. Then, following a chapter on civics, is a series of chapters describing life in various climatic regions. The authors state in the preface that the next chapter, outlining the growth of Canada, will ignore constitutional and political questions and give in detail the high spots of the wars. This promise is certainly fulfilled. In the last seven chapters the real attempt at fusion is made. The history and geography of the political divisions of Canada are blended in a

logical style which should appeal both to teachers and students. Newfoundland and the United States are treated in a similar manner.

Adverse criticism of this book may be made on three points. The authors claim that they have used simple and graphic language, yet in many instances an overlong sentence or a questionable choice of words obscures the authors' meaning. Before a second edition of this book is printed it is to be hoped that the inaccuracies, especially noticeable in the chapter on British Columbia, will be corrected. Though the table of contents is comprehensive, an index would be a valuable addition to this volume.

This book deserves commendation for several reasons. Numerous maps, diagrams, and pictures, to which frequent reference is made in the text, intrigue the reader. The maps especially present a wealth of information without overcrowding. Recent data, especially on the geography of Canada, crowd the chapters of this book, yet the descriptive style of the authors make a book that is enjoyable to read.—R. K. FOUND.

SCIENCE *Experiences with Home Equipment*, by C. J. Lynde; J. M. Dent & Sons, Toronto; \$1.25.

This book is an attempt to open to students of the ninth or tenth school year the field of natural science by means of a large number of exercises which they can perform themselves. There are in the book two hundred "Scientific experiences"; the name the author gives to what the school boy has known as experiments.

These are all simple and can be performed with household equipment or inexpensive materials. Each exercise is explained definitely and concisely. In addition, diagrams illustrate fully the steps to be performed.

The experiments are divided into a number of groups, each of which has a central principle. For example, many of the experiments illustrate the force of gravity, others surface tension.

Explanations are in some cases left to the performer. In most cases, an appendix discusses the cause of the various phenomena exhibited.

The book would seem to have a definite appeal to youngsters at the age when they are becoming increasingly anxious to use their hands and to pry into some of nature's mysteries.

Regarded as a set of scientific exer-

cises these experiments have a decided educational value. They differ from the scientific manuals in schools in some ways that indicate a possibility of improvement of the latter. The exercises are very numerous and each is concerned with one idea only. By variations of a theme the author is successful in drilling painlessly on the limited number of principles.

On the other hand, there are features that might cause a lifted eyebrow among teachers who accept the scientific method as the *sine qua non* of scientific study. Very little is left to the imagination. The operator is told just what to do and just what he will see as a result. It is undoubtedly necessary in experiments at this level that observations require considerable direction, but making observations and drawing conclusions are so fundamental a part of the scientific method that to leave none to the performer is to defeat in part the aims of the experiments.

The author doubtless felt that the opportunity of directing the experiments would be lacking in most cases. With this in view and particularly since the book is not a textbook, it is pertinent to say that here is an attractive book for a boy with a scientific leaning. Those who work through these exercises will have acquired a body of scientific knowledge in an enjoyable and inexpensive way.—WM. T. REID.

CANADIAN Geography Workbook; V. L. Denton and A. R. Lord; J. M. Dent & Sons (Canada) Ltd.; 35c each, 28c in lots.

This workbook was designed to assist students in Grades VII, VIII and IX in securing the information for the geographical part of their Social Studies course. As this course now stands for these grades the book can be used for only the first two, as it consists of but three sections—one dealing with General Geography, one with North America, and one with South America. The exercises vary quite widely in type and in difficulty. In fact, some of them could be used profitably, either as they stand or as models, by teachers of Geography in Senior High Schools. They require the use not only of the text by the same authors, *A World Geography for Canadian Schools*, but of such works of reference as year books and almanacs. The book is well supplied with diagrams and with many clear outline maps.—ROLAND GREEN.

ENGLAND and Wales, by B. G. Hardingham, B.Sc.; Thomas Nelson & Sons, Ltd., London; September, 1938; price, 65c.

This little book first impressed me with its air of attractiveness. Lifting back a serviceable cover of captivating design, I found that the text was one with paper of good quality and large print. Twelve full-page plates reproduced from photographs give the reader more than an inkling of the varied scenery and industrial life of England and Wales. Neat, simple diagrams and picture maps, generously distributed throughout the book, aid the imagination and materially assist in the understanding of the text. At the back are 13 pages of questions and simple experiments.

The first third of the book I thought to be the most valuable. It explains a few geographical principles, useful for application in studying the chapters on the geography of England and Wales, clearly and practically. In order to make assimilation easier, there is frequent repetition. Also, sentences are brief; thoughts are made as concrete as possible. But the author, I believe, lays too great a stress on the listing of place names. The monotony, however, is relieved by an occasional paragraph of good description and interesting bits of British history. For some strange reason the fishing industry was given only casual mention.

The strongest impression left with me by the author was his treatment of the effect of climate and natural resources in determining the rise of the groups of manufacturing cities. His book should prove a helpful source for information for the unit on the British Isles in Grade VI Geography—J. H. S.

NEW Ways For Old—(Adventures In Living Series), by Wood-Lerrigo-Lamkin. \$1.00.

The book is consistent in that it develops fully its specific aims and principles, namely: "To teach health as a means of accomplishment and not as an end in itself; to emphasize happy, healthful living, rather than the details of techniques; to promote the growth of the whole child by activities which give him real experiences in healthful living; to create in the mind of the child an attitude of respect for the body and its processes, and to teach about the body as a whole, rather than a collection of

anatomical systems; to provide for healthful experiences without making the child introspectively health-conscious; to integrate health education with other school subjects and activities; to suggest individual and co-operative projects of social value, utilizing home, school and community experiences.

The method of accomplishing the last of these aims is to draw word-pictures of living conditions of early colonial days in the United States at the beginning of each chapter and make comparisons with modern sanitary methods of living. This as well as frequent references to American laws and investigations for the improvement of the above-mentioned methods are not of much value for illustrative purposes.

In the opinion of the reviewer, this text should prove satisfactory as a reference book for the Junior High School as the vocabulary is somewhat complex for Elementary grades.—R. ATKINSON.

A. Y. JACKSON, by A. H. Robson; Canadian Artist Series; The Ryerson Press; \$1.00, cloth, 50c, paper.

Latest copy of the Canadian Artist Series deals with A. Y. Jackson, "prominent member and perhaps the most experienced painter" of the Group of Seven, according to A. H. Robson who, as for the previous books, is the commentator.

The biographical foreword is intriguing, sketching Jackson's career from apprenticeship to a lithographing house at the age of 12, to his trip last autumn "flying to Great Bear Lake in search of new material for his brush". And a colourful career it was, including study abroad, struggle at home, war experience and finally association with that nucleus of Canadian Art known as the Group of Seven.

The reproductions chosen are interesting, including the early "Edge of the Maple Wood" and "Indian Home" which one spots immediately as a British Columbia sketch. Several are reminiscent of our Art Gallery's "Road to St. Fidele" with that characteristic love of luminous snow shadow and accent on design in treatment of the contours of rolling country. The addition of an Arctic sketch would have been appreciated. But it is easy to be greedy when it comes to Mr. A. Y. Jackson.—Miss R. GROSS. (Continued overleaf)

Correspondence

Rock Creek, B. C.

Editor, *The B. C. Teacher*:

Dear Sir,—For some time now I have been watching for someone to call attention in your columns to the present discrimination against certain teachers in the matter of security of tenure. Two articles in your January number have prompted me to take the initiative and do the calling to attention myself. The first of these articles was your editorial, "New Year Resolutions"; the other was "Factors Affecting the Social Philosophy of Teachers".

I can imagine that many British Columbia teachers, on reading the latter article, had a smug feeling that "this doesn't concern us. The Arbitration Board gives our teachers security of

tenure so that they may teach freely in their classrooms and enjoy all the rights of citizens outside". To some of our teachers the existence of the Arbitration Board gives no protection. I refer to those teachers who, on entering the employ of a school board for the first time, are appointed for one year only, the appointment to be made permanent or not at the end of the year, as the school board wills it. Appointments of this kind are given not only to beginning teachers but also to experienced teachers who are going to a new school. Those teachers are, of course, fair game for the petty tyrants that infest many of our school boards or are influential with them.

Why should not all teachers have the protection of the Arbitration Board? If

I *CHOSE Teaching*, by Ronald Gurner, M.A.; J. M. Dent & Sons, Ltd., London; 10s 6d.

In spite of the dire foreboding of the title, which somehow hints at a choice as ticklish as the one involved in the story about the Lady and the Tiger, this book affords pleasant, interesting and instructive reading. Should you wish to renew your acquaintance with English education at the secondary school level, avoiding a chilling encounter with a text, here is your book. For Mr. Gurner, whose writing reinforces the impression of sound judgment and independent thinking you get from the frontispiece photo of the author, draws for his book upon a long and varied experience both as teacher and headmaster in several English secondary schools. Furthermore, you gather as you read that the writer considers he chose the Lady and not the Tiger, albeit the Lady is human and, accordingly, by no means perfect. Her frailties, however, are dealt with in a mellow, tolerant way, with only once or twice the suggestions of heat and indignation; her strengths are described in a manner to make you glad that you, too, chose teaching.

The first part of the work is largely autobiographical. In it, you get a revealing glimpse into the propaganda machine set up by the British Government during the Great War, and which had as one of its cogs the author, invalided out of the fighting forces as the result of wounds. You meet face to face the problems

confronting a junior assistant master in an English boarding school, including the one of reconciling the conjugal state with the monastic life prescribed for junior A-M's. You fight the battles of a head master, newly appointed, striving to do what he conscientiously believes is his task in a community where precedent, local feuds and maddening cabobishness conspire together to thwart his efforts. You come finally to more tranquil waters where hopes and aspirations are brought to a soul-satisfying fruition.

The bulk of the book is a transcript of the author's thoughts on the many problems facing the secondary schools of today. While some of these problems are peculiar to England—notably the dual system—others would seem to be almost world-wide. The latter group includes: the value of examinations, and of the "traditional" subjects, the need for physical, moral and spiritual training, the dangers of bureaucratic control, attitudes and qualifications of teachers. "It is outlook that matters—outlook and grasp, power of comprehension and vitalization of thought, and this is given, in greater part, not by the subject, but by the teacher, the man who stands behind it". Such is Mr. Gurner's way of emphasizing the importance of the individual teacher.

It is not every writer on things pedagogical who can be as informally informative as Mr. Gurner; his book well repays the four or five hours spent in reading it.—A. POOLE

a teacher deserves to be dismissed, the Board will no doubt say so; the teacher will pay her \$15 and go in peace. If the teacher does not deserve to be dismissed, why, in Heaven's name, should she be dismissed? In the larger school districts such as Vancouver it may be safe to admit the competence of the local school authorities to decide in such a case; but how about the rural school boards?

Will you, Sir, kindly re-read the article referred to above, bearing in mind the while what I have said in this letter?

Yours very truly,

JAMES M. MACAULAY.

INTERMEDIATE GRADE TEACHER RAISES PROBLEMS

Kamloops, B. C.

Editor, *The B. C. Teacher*:

Dear Sir,—The new Programme of Studies has been functioning for two years. In some respects it has proved its worth; in others, its weaknesses. Certain desirable revisions include:

1. The preparation of workbooks by seasoned teachers.
2. The listing of a course of minimum essentials for use with a minimum of reference books.

In Social Studies the Grade III teacher has a wide field of instruction, but certain compulsory Grade IV topics should be omitted from the Grade III list. At present, children are likely to be taught such subjects as Eskimos, Holland, China, and Japan year after year, while such interesting countries as Australia, Russia, Mexico are never discussed. The present course devotes six weeks in Grade III and three weeks in Grade IV to the study of the Eskimo. Why should a teacher spend so much time on this topic when all the necessary knowledge could be presented in three weeks?

Why must a unit on the Congo Valley appear on the course for two successive years, while the Malay peninsula is ignored? How many people, including adults, realize the romance of the Lost Cities of Malaya and Mexico, of far-off Rangoon and Singapore, or, who have travelled in imagination through the Khyber Pass?

Although many teachers heartily approve of the present course in Arithmetic, they hope for a new textbook containing pages of drills on the four fundamentals and suitably graded problems. What they really desire is a

workbook—the teachers will supply the theory.

Yours truly,
INTERMEDIATE GRADE TEACHER.

A PROFESSIONAL LIBRARY

Cloverdale, B. C.,

January 30, 1939.

Editor, *The B. C. Teacher*:

I wrote you concerning several matters last week and I intimated that there would be a letter to follow.

Firstly, regarding the catalogue of the Teachers' Professional Library. The Public Library Commission says that it perhaps would not be practicable to publish the entire catalogue in *The B. C. Teacher* since it consists of as many as 17 typed pages. However, as I am receiving a copy of it, Miss Dauphinee, Mr. Whatmough and I will see what might be a reasonable way of publicizing the Library's contents. But would you make some mention of it, besides what I forwarded you in my last letter?

Secondly, I would be pleased to make an announcement to all the Elementary teachers of British Columbia regarding our plans for the rural section of the April Convention. Mr. Whatmough is busily engaged in arranging to have a rural school (and one with very few facilities) on hand to show such a school in actual operation, in order to bring out the fundamental problems confronting rural teachers. After the demonstration there will be a discussion of difficulties which we hope will be of some assistance to teachers in their everyday work. Our whole plan is to give the teachers something of the utmost practical value, and with the successful fulfilment of the object, the Elementary Department will be of service to the teachers in the outlying schools of British Columbia.

Will you please give this month's announcements as much space as you can possibly spare in the February issue?

Thanking you for your kindly interest.

Yours sincerely,

R. JENKS,
Sec.-Treas., E. S. T. D.

THE 1939 CONVENTION

Vancouver, B. C.,

January 4, 1939.

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

All those concerned are requested to give attention to the attached Convention details as soon as feasible.

Teachers will please note to whom information should be forwarded in each

case and refer to list of Chairmen for address.

Yours sincerely,

ALEX. F. ROBINSON,
Chairman, Convention Committee.

A. To be forwarded to CONVENTION CHAIRMAN:

1. What co-operation will you require from the Convention Chairman?

B. To be forwarded to SECRETARY:

1. What items do you want printed in the Convention programme? Such items must be compiled in detail. They may consist of general information to teachers or programme items.

NOTE: Elementary, Principals, Secondary, and Sports Chairmen will forward complete detailed programme.

C. To be forwarded to ACCOMMODATION:

1. What special accommodation, rooms or space, tables, chairs, will you require? A sketch showing same should be included by Registration and Information.
2. What equipment will you require? Pens, pencils, ink, blotters, or what?
3. What special services will you require during the Convention?

D. To be forwarded to THE B.C. TEACHER PUBLICITY:

1. What special items will you want published? Such items must be compiled in detail.

E. To be forwarded to ENTERTAINMENT:

1. What musical items will you require?

F. To be forwarded to POSTERS:

1. What placards and posters will you require? Give details in sketch form with measurements.

G. To be forwarded to PRESS:

1. What special items will you want published (a) in Vancouver newspapers? (b) in outside newspapers? Such items must be compiled in detail. Photographs might be supplied.

H. To be forwarded to TICKETS:

1. What tickets will you want printed? Give details in sketch form.

Terrace, B. C., January 30, 1939.

Editor, *The B. C. Teacher*:

I wish to say that I enjoy *The B. C. Teacher* and look forward to its regular monthly appearance. You are gathering from far and near much information of real worth to teachers. I feel sure that this is costing you much time and labour and wish to express my appreciation of what you are doing for us.

FRED G. COCK.

A CORRECTION

Text-Book Branch, Victoria

February 2nd, 1939.

Editor, *The B. C. Teacher*:

I am writing in regard to information which appears on page 214 of your January issue regarding resolutions re text-books.

I notice that the Resolutions Committee has supplied certain information, and unfortunately their first item of information is quite incorrect. On the page referred to they state that "the Text-Book Branch sends to all schools a list, with prices, of all publications recommended in the Programmes of Study, indicating those carried in stock as well as a list of supplementary readers, free and otherwise".

The Text-Book Branch is unfortunately not yet in a position to supply any such comprehensive list, complete with prices, etc. There is a possibility that such a list will be compiled within the next eight months and in which case it would be distributed to the schools of the province.

The incorrect information referred to above has already resulted in considerable correspondence in this office to teachers requesting a copy of this voluminous price list, and I will be pleased if a prominent correction can be made in your next issue.

I might add that Mr. McDougall wrote to me in November for an outline of the duties of the Text-Book Branch, and this information was supplied to him. The information which was supplied by this office, however, was correct in all detail, and I do not know from whom the Resolutions Committee received their other information, but it is incorrect in the particular referred to and is misleading.

In view of the above I feel quite sure that you will make every endeavour to rectify this incorrect statement.

Yours very truly,

P. G. BARR,
Officer in Charge.

Highlights of the World News

CANADA ended the year 1938 with a foreign trade balance credit of about \$280,000,000. During the year Canadian corporations set a new record for dividend payments with a total of \$313,108,335.

After five months of operation, the National Housing Act had on December 31 provided loans totalling \$27,678,002 for 7132 family housing units.

Canada's new minister to France and her first minister to Belgium and the Netherlands, appointed January 6, are both senior "career men".

The report of the Davis Royal Commission investigating the purchase of 7000 Bren guns from the John Inglis Company of Toronto exonerated officials of the Department of National Defense from allegations of corruption but recommended creation of an independent "defense purchasing board".

AFTER a loss of over \$1,000,000,000 in nine months, the British Treasury on January 6 asked banks to refuse gold loans to speculators in foreign currencies, which caused a sharp rise in sterling in London and New York.

The Government won a 10 per cent majority over the Duchess of Atholl in a straight test of foreign policy in a by-election on December 21. The Prime Minister on January 5 refused to meet an important delegation headed by Viscount Cecil to demand a firm stand on Italian intervention in Spain, refusal of belligerent rights to Franco, and protection to British ships in Spanish waters. After being urged by the French Government not to attempt mediation in French-Italian disputes, Mr. Chamberlain and Léon Halifax held conferences with Mussolini in Rome, the results of which have not yet appeared.

LED, according to Italian sources, by five mechanized Italian divisions and 500 aeroplanes, rebel forces began on December 23 a strong drive into Catalonia, which, despite stout resistance and some Loyalist gains on the Southern front on January 5 and 6, continued steadily advancing upon Barcelona. On January 16 Franco appealed to the Government to lay down its arms in the face of an inevitable insurgent victory.

Though France formally accepted on December 26 Italy's renunciation of the

Laval-Mussolini treaty of 1935 regarding North African territories she strengthened her forces in Somaliland so that Italy quickly changed military menaces into a less provocative boycott of the French Djibouti-Addis Ababa railway. A tour by President Daladier of Tunis and Algiers on January 2 to 6, accompanied by military and naval demonstrations, was termed "provocative" by the Italian press. Discount it how one will, the native demonstrations of welcome at least indicated a preference for French rather than Italian rule.

Italy, land of 44,000,000 people, announced January 9 plans to repatriate all Italians living abroad, estimated at 10,000,000.

A DOLPH Hitler, in a New Year message, said that though Germany's foreign policy is "stipulated" by the anti-Communist pact, he was happy to co-operate with Mussolini, Chamberlain and Daladier for general appeasement. Within a week Germany demanded submarine equality with Britain, ordered its air force ready for any eventuality in the spring, concentrated fresh troops on the Memel border, sent vast new supplies to Franco, broadcast attacks on the "monstrous cruelties" of British troops in Palestine, and, in at least one newspaper, accused Roosevelt of planning a military and ideological protectorate over Canada and Latin America.

While international agencies continued to seek means of aiding central European Jewish and other refugees, German authorities insisted that that country's co-operation depended on receipt of certain trade concessions, a type of bargaining which the executive of the World Jewish Congress repudiated on January 16. The Dominican Republic on that date offered to find homes for 100,000 Jewish refugees.

THE world spent about \$16,083,500,000 on armaments in 1938, or about \$2,439,500,000 more than in 1937, according to League of Nations figures.

Switzerland has issued an interim decree to dissolve any organization, suspend any newspaper, or punish any person seeking the overthrow of the democratic regime.

The Netherlands on December 22 abandoned free trade when parliament authorized by a narrow vote duties up to 20 per cent *ad valorem*.

The three Scandinavian countries and Finland made public at Washington on December 29 a joint work entitled "The Northern Countries in World Trade", showing the vitality for them of maintaining world trade despite pressures of Russia and Germany.

Sweden and Finland on January 8 announced plans to refortify the Aaland Islands.

DISTURBANCES in the Slovak-Hungarian border town of Munkacs on January 6 to 10 met with a warning from Berlin that the boundary settlement of November is fixed and unalterable.

Carel Capek, author of "R.U.R.", "The Insect Play", and other satirical plays, died in Prague on Christmas Day.

Premier Metaxas of Greece added the Ministry of Education and Public Worship to the portfolios of War, Foreign Affairs, Marine, and Air he already holds, in an extension of totalitarian principles announced on January 13.

The Soviet Union on January 8 decreed dismissal for all workers arriving on the job more than 20 minutes late and a general reduction of wages in the machine-making industry. Bananas were sold on the streets of Moscow on January 13 for the first time since 1914—at $7\frac{1}{2}$ rubles (officially, about \$1.50) a pound.

SEVERAL persons in Angora were arrested on January 9 for their part in shipping aeroplanes from Canada to insurgent Spain last fall with the aid of forged papers consigning them to Turkey.

The two most prominent rebel leaders fled from Palestine on January 13 to join the exiled Grand Mufti of Jerusalem in Syria as British forces seemed to gain control of the 32-month-old revolt.

JAPAN on December 20 established another in the series of Chinese-manned, Japanese-controlled governments of China, this time in the almost deserted city of Canton. On December 22 she announced her readiness to suggest a peace which would insure Japanese hegemony on the continent and spare Chinese "national susceptibilities", and to suggest compensation to other powers at the expense of China for loss of concessions, if China will recognize Man-

choukuo, grant Japanese freedom of residence and trade, extend facilities for Japan to develop Chinese resources, and permit Japanese troops to organize "anti-Communist" resistance in various parts and especially in Inner Mongolia. When Foreign Minister Wang proposed negotiations on these terms the Kwo-min-tang promptly replaced him with another Foreign Minister Wang.

A Japanese cabinet crisis led to the resignation of Prince Konoye and the appointment on January 4 of a new premier, 73-year-old Baron Hiranuma, who immediately proceeded to organize a stricter military, economic and political control along Fascist lines.

The United States on December 31, Great Britain on January 15, and France on January 19 warned Japan that though they were willing to confer on readjustments in the Far East they would not tolerate unilateral nullification of such international agreements as the Nine-Power Treaty nor recognize fundamental changes brought about by force. On January 9 it was revealed that "with only one outstanding exception" American aircraft manufacturers had, at the request of Secretary Hull, refrained from selling to Japan since last July 1.

GERMANY has ordered a 60 per cent reduction of coffee consumption till Brazil will agree to import enough German manufactures to pay for more.

The Eighth Pan-American Conference closed on December 27 with the signing of 110 resolutions and declarations covering organization of peace, international law, economic problems, political and civil rights of women, intellectual co-operation, and the future development of the Union. Action on practically all points is left to individual states, with or without further consultation.

DR. Morris Fishbein and the American Medical Association were indicted for violation of the anti-trust laws on December 20.

Thomas J. Mooney received an unconditional pardon from Governor Olsen of California on January 7.

When Secretary Ickes expressed surprise on December 18 that Henry Ford and Charles Lindbergh could accept decorations "at the hand of a brutal dictator", the German demand for an apology received only the reply of the State Department that it represented the feeling of an overwhelming majority of American people who had been shocked by recent events in Germany.—J. E. G.



The Hotel Vancouver



HEADQUARTERS TO THE
British Columbia Teachers' Federation

.. Convention ..

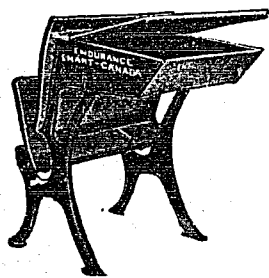
April 10th, 11th, 12th, 13th, 1939

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Single room without bath	- - -	\$1.50
Double room without bath,	\$1.25 per person	
Two rooms, connecting bath (4 persons)		
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