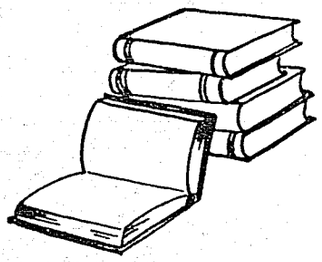
THE B·C·TEACHER



OFFICIAL·ORGAN OF·THE·B·C· TEACHERS' FEDERATION

VOL. XVIII., No. 9. MAY, 1939 VANCOUVER, B. C.

EDITORIAL: The Twenty-third Annual Convention — Needed: A Society to Prevent the Extermination of Teachers — Health Examination and Bluffing — Obiter Dicta.

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THE FUNCTIONAL METHOD IN SHORTHAND

YOUR MOTIVATING POWER

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VOL. XVIII., No. 9. MAY, 1939 VANCOUVER, B. C.

THE TWENTY-THIRD ANNUAL CONVENTION—AND THOSE TO FOLLOW

THE Twenty-third Annual Convention of British Columbia Teachers' Federation is now a memory, and upon the whole a very pleasant and satisfactory memory. It is pretty safe to guess that only a handful of people realize the endless labour, the indefatigable attention to numberless details, the patience in the face of human errancy and unpredictable events that made possible the success attained. Those few are the people who carried the burden in this and former years. To them the members of the Federation owe gratitude of which *The B.C. Teacher* is glad to be spokesman.

Of course, mistakes were made. Mistakes always have been made and when all the present workers and their critics have gone to the one place where mistakes cease to be made, those to whom from failing hands they pass the torch will doubtless be inventing mistakes of their own.

A cynic once remarked that for newly-weds he had every sympathy but that bigamists are simply fools who cannot learn by experience.

Well, we have learned a good deal by experience; that is why the recent convention was as effective and well organized as the care-free visitors found it to be; but experience this year has reinforced lessons illustrated before and has suggested still others. Let us try to apply some of these lessons so that past errors may not be needlessly perpetuated. To that end, Mr. Robinson, chairman of the Convention Committee, will presently be calling a meeting, part of the purpose of which will be to frame suggestions for the committee that will handle the convention in 1940. Meantime, comments and constructive criticisms will be welcomed.

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Those embodied in Mr. Connor's communication, in our Correspondence section, are to the point. Another letter in the same connection reads in part as follows:

> "The Geography Section—never more than 35 or 40 in number—arranged for a guest speaker from England to address the group. This speaker was a man of international reputation on a tour through Canada and the United States, addressing various groups in our larger cities. We had been assigned a room of sufficient size to accommodate our group but almost without notice the Section was shifted to the Crystal Ballroom—a group of less than 40 for a room that seats over 1200".

From these data our correspondent draws a conclusion to which *The B. C. Teacher* certainly does not subscribe, namely, that the circumstances involved intentional discourtesy to the guest speaker, Dr. Stembridge, and to the members of the Geography Section. Without impugning anyone's motives, it is enough simply to say that the circumstances of which complaint is made should certainly not be allowed to occur again.

Upon the Convention Programme no mention was made of the fact that at the Wednesday luncheon the presentation of the Fergusson Memorial Award would occur. If this ceremony is to be looked upon as a focal point of the convention, some changes are overdue. Perhaps the luncheon should be called "The Memorial Luncheon". Certainly the 10 or 12 minutes required for the needed explanation of the origin and meaning of the award and for a brief summary of the special qualifications upon which the recipient for the given year has been selected do not seem to involve an extravagant expenditure of time. For the last two years it has been the misfortune of the Federation and of the Editor of *The B. C. Teacher* that to him has been assigned the duty of announcing the recipient of the award. Editors probably have a habit of being long-winded and we are sorrowfully aware that some of our friends do not like our particular brand of humour. Next year things will doubtless be conducted more briefly and with more dignity; at all events so hopes a prominent school principal who has communicated—though not for publication—his disapproval of what seems to him an element of frivolity that is out of place in a serious public ceremony. We pass along the criticism for what it is worth. If at the Rally Luncheon there is not time for a suitable memorial and presentation ceremony, the Convention Committee of next year should shift it to some other session.

The delegates at the Business Meeting dealt with a vast number of reports and resolutions, but, as usual, most of these had to be turned over to the Executive and Consultative Committees. Does this mean that even yet our formal business sessions are too few and brief? Would it be better if part of each of the four days—Tuesday to Friday—were devoted to the debates of our elected delegates? Is it going to be necessary soon to face the problem raised by those who have been telling us that ordinary convention programmes should be offered only biennially and that in the alternate year the Easter meetings should be purely of a business type?

Again, the opinion has been expressed that if the pre-Convention number of *The B. C. Teacher* were devoted almost exclusively to reports calling for consideration at the convention, delegates would arrive better qualified to deal with these matters with a maximum of promptitude. What is your reaction to that suggestion?

Of course, the real trouble lies in the fact that the Federation is at work for 12 months each year but is in convention assembled for only part of a week. A plethora of work must always face our delegates. However, if we all maintain our patience and sense of humour and offer or receive mutual criticisms in a friendly spirit, each succeeding Easter Convention may be expected to be, at least in some important respect, better than the one preceding.

NEEDED: A SOCIETY TO PREVENT THE EXTERMINATION OF TEACHERS

THE educational world is confronted by and itself confronts many serious problems. Of some of these it is thoroughly aware. Of what seems to *The B. C. Teacher* the most weighty problem of them all, the friends of schools and school children seem dangerously oblivious.

We are killing our teachers.

That is a proposition which one could support by statistical evidence. One reason for the predicament in which the Pensions Commission finds itself is that a disproportionate and increasing percentage of teachers are forced into premature retirement by ruined health.

Teaching always has been a strenuous business for those who take their duties conscientiously and year by year it is becoming more strenuous.

Look around at your own staff, the members of the teaching group with which you are most familiar. Take the case of Miss X. Five years ago she was bubbling over with vitality and found her work a joy. But there has been too much of it and in those last five years she had added ten to her age. Or look at young Y. Like Miss X, he is one of the best and most popular teachers you know, but he is working himself to death. Of course, there is Z, to be sure, who has been at it longer than either Miss X or Mr. Y and who seems incapable of being wearied. But there are not very many Z's.

The pace is too strenuous and, if nothing is done to remedy the situation, it will cost the schools dear.

As we have said, teaching has always been a strenuous business, but it was less so in the days when teachers did the talking and pupils held their tongues till given permission to recapitulate the things they had been told. Oh, to be sure, we know how happy and keen the youngsters of today are in skilfully socialized classes, and we are well aware that in such classes there arise nothing comparable with the disciplinary problems that were formerly looked upon as simply all in the day's work. Half the time the up-to-date teacher is simply supervising his pupils' studies. Simply that. Simply. Yes.

It was less strenuous when your work consisted in teaching your pupils the contents of the given textbook, from page 217 to the middle of page 301. In those carefree days one was not officially confronted with terrifying lists of attitudes and habits and skills and understandings and so forth, and horribly aware that if these were not attained the teaching had not arrived, the objectives of the course had not been reached.

It was all less strenuous when we knew how to draft a satisfactory examination paper in history (nobody talked of social studies in those

leisured days!) in 15 minutes and when we did not know that neither we nor anyone else could mark such a paper satisfactorily. Nobody was disturbing us with queries about "validity" and "reliability".

It was all less strenuous when the most serious clerical job required of the teacher was to add up his register in such fashion that the same totals were reached horizontally and vertically.

Nowadays the teacher is dimly aware of goals that should to him be definite and he knows very well that the methods of yesterday will not meet today's situation. Every good teacher is remaking himself and his procedures with eager and self-critical haste. He remembers his teacher training days very largely as the period when he probably experienced more teaching of the wrong kind than in any other year of his life. He was lectured at in the hope of dissuading him from lecturing at his pupils and crammed with other folk's opinions in the hope that it would lead him to teach children to think for themselves.

The teacher of today is studying harder and criticizing himself more definitely and reading more extensively than did the average teacher of any other period. Incidentally, he is doing, with conscious inefficiency, a mass of clerical work that a $60-a-month stenographer could do very much better. And all the while he never gets caught up with his job.

Let us laugh about it, friends, for it is all pretty sad.

Maybe we can do something better than merely laugh, however .

HEALTH EXAMINATION AND BLUFFING

AT conventions of British Columbia teachers, the most significant exchanges of information are by no means confined to the formal sessions and to the discussion of how and what we should be teaching. Thanks in large degree to the leadership of the present Minister of Education, teachers are becoming (if one may venture the colloquialism) increasingly "health conscious". They are faithfully co-operating with the Minister in making the preservation and improvement of the physical health of British Columbia children a quite indisputably primary objective of British Columbia schools.

In that connection they gratefully appreciate the services of public health nurses and of many physicians charged with the oversight and inspection of the health of the school children of their respective communities.

But it is high time that somebody commented openly upon the fact that in more than one or two parts of British Columbia the doctors concerned have turned the health inspection of school children into a transparent farce.

No doubt the physicians concerned find various aspects of their official duties very discouraging. A certain scepticism is understandable as to the value of calling attention to physical defects which may theoretically be quite remediable but which call for family expenditures that parents are unwilling or unable to undertake. In some cases the obstacle may be parental ignorance too crass to be eliminated in time to benefit the children of this generation. Often the doctors have far more children under their supervision than can possibly receive any real personal attention. No doubt some of the school physicians concerned have private practices that could

well absorb all their time and energy and are carrying their school responsibilities solely from a sense of duty.

However, the various doctors who can and do inspect at the rate of 45 children in 45 minutes are making a very good thing out of it; for themselves. Unfortunately it is open to question whether the children have any adequate share in the advantage.

This is no attack upon school doctors in general. Plenty of them are doing invaluable public service and the teachers find it a pleasure to co-operate with them. It is the black sheep that attract attention when one is observing a flock. It is notorious that there are physicians associated with British Columbia schools who refuse to give their school duties any reasonable modicum of time and professional care, who think nothing of dislocating school procedures by failing to meet their appointments or to notify those concerned of conditions necessitating the cancellation of their engagements, and who in other respects also are conspicuously discourteous in the alleged performance of their duties.

Nurses and teachers are indignantly aware of these abuses but, for various obvious reasons, there seems nothing that they can do about it.

If the Minister of Education were to look into this matter and if, as spokesman of the teachers of British Columbia and official guardian of their pupils, he were to confer with the Provincial Secretary, it might be possible to reach a unanimous official decision as to how the situation could be improved.

Meanwhile, wise and far-sighted governmental policies will continue to be brought into disrepute so long as it is possible and not uncommon to conduct health examination with cynical disregard of what it was intended to mean.

OBITER DICTA

SPECIAL attention is called to Mr. Alsbury's announcement that the B. C. T. F. Sick Benefit Fund is actually being launched. By the time this note is in print, it will indeed be off the stays. This notable advance in Federation policies, which was given official sanction at the recent Twenty-third Annual Convention, adds immeasurably to the possible usefulness of the association. You—by which we mean YOU—are invited to join up immediately, taking advantage of the reduced rates offered to Charter Members. May you pay your premiums for a thousand years and never have occasion to collect a dollar in return!

* * * * *

A NUMBER of friends of *The B. C. Teacher* will fail to find in this issue certain articles the appearance of which they expected. We are afraid to be more explicit for fear of what may happen before the printers' forms are actually locked. Last month we got our fingers pinched for forgetting that the Editor proposeth and the Advertiser disposeth; with the result that editorial comment was made upon an article by Dean Russell of Teachers College, which had finally to be put in pickle for a more convenient season.

Our Magazine Table

WHEW! Now we can really sympathize with nerve-wracked salesgirls on every 95c day! In our humble opinion free-for-nothing Magazine Week at the convention was proportionately more strenuous on Mr. Leask and myself. All the Scottish-Israelite teachers in British Columbia, known, suspected or hitherto disguised, appeared in their true colours singly and in groups, and, to our great delight soon created a literary shambles of our originally neat magazine display. Fortunately, thanks to the unstinting generosity of many publishers, we were able to appease fairly well the pedagogical voracity of piratical confreres by restocking daily from our reserve supplies, but the final hour of the Convention found us with few survivors of the Battle of the Magazines. Despite copious reinforcements, it is worthy of mention that the primary ranks to be depleted were those of our old friends *The Canadian Teacher, The Instructor,* and *The Grade Teacher.* Such popularity must be deserved!

* * * *

IN all fairness we would also like to mention individually our debt of gratitude to *every* magazine supplying free copies for distribution but all who saw our crowded booth must realize the utter impossibility even of listing, in the small space at our disposal, the numerous publications represented. Perhaps the next best thing, then, will be to introduce those of our readers who were not able to visit our booth to several new magazine friends by means of descriptive paragraphs, with ever and anon a word to remind all concerned that we have no intention of forgetting our old friends who have in the past served us so faithfully and regularly. And now, if you will kindly imagine a preliminary fanfare blown, and silken rustling curtains to have been drawn aside to disclose each guest of honour, we shall proudly present the following recent additions to our list of exchanges.

* * * *

THE *EDUCATION DIGEST* (Box 100, Ann Arbor, Michigan; $2.50) is definitely made to order for the busy educator. Each month the editors choose a score or more of the most important and interesting articles from the leading educational magazines and publish them in condensed form, retaining the main points and the style of the original. Such names as W. H. Kilpatrick and Leonard V. Koos appear on the Editorial Advisory Board. The section "Education in Pictures" itself is worth the price asked for the magazine.

* * * *

THE *CLEARING HOUSE,* (460 Ahnaip St., Menasha, Wis.; $3.40) a journal for modern junior and senior high schools is so vitally different, so informative, so useful, so refreshing, that every high school administrator in subscribing to it would benefit both himself and the members of his staff. The publishers frankly invite the following three-point test which, incidentally, might be applied to any educational journal:

1. Does this journal offer me practical help in my work?

2. Is it stimulating—yes, and entertaining—enough to assure my reading it?

3. After I've finished each copy and made it available to other teachers—will they read it?

* * * *

MAGAZINE *DIGEST,* (137 Wellington St., W., Toronto, Ont.; $3.00) brings you the cream of over 400 of the world's leading magazines condensed for quick and easy reading. By reading this up-to-date publication, busy teachers can keep conversant with most of the vital topics of the day. Each copy contains interesting conversation and debate material and for such purposes *The Magazine Digest* is being used by English classes in junior and senior high schools in many places.

* * * *

NATURE *MAGAZINE* (The American Nature Association, 1214 Sixteenth St., N. W., Wash, D.C.; $3.00) inspires, informs and entertains its readers with stories of birds, mammals, fishes, insects and other creatures of land and sea, and with articles on the skies, geology, and the weather. Every other month a special sixteen-page section of nature pictures in rotogravure gives a pictorial pageant of the outdoors. Associated with these pictures are concise and informative descriptions. For the younger reader, articles on camping and other outdoor activities appear each month. For the nature photographer there is a special photographic section.

THE MATHEMATICS TEACHER (National Council of Teachers of Mathematics, Menasha, Wis.; $2.00) is published monthly except in June, July, August and September. It is the only magazine in America dealing exclusively with the teaching of mathematics in elementary and secondary schools. Membership (for $2.00) in the National Council of Teachers of Mathematics entitles one to receive the magazine free. How about it, British Columbia teachers of mathematics? Can you afford that much a year for your own exclusive e[illegible]ational periodical?

* * * *

PICTORIAL EDUCATION (Evans Bros. Ltd., Montague House, Russell Square, London, W.C.1.; $3.50) is a British publication of exceptionally high standard in the special field implied by its title. This journal is already familiar to many of our readers. Its pages are as large as those of *The Instructor* but it is as typically English in presentation of material as the latter is American—which statement is intended as a sincere compliment to both publications. No binding is employed, with the result that big double-page illustrations are an exclusive feature. These pictures are large enough to be easily seen at some little distance and must prove a very welcome aid to any teacher who is searching for photographs or maps to pin on the bulletin or blackboard.

* * * *

IT has been some time since we last brought your attention to the *Journal of Home Economics* (American Home Economics Association, Wash., D.C.; $2.75), the professional journal of the American Home Economics Association but it was an important feature of our display during Easter week. This magazine is devoted to the interests of efficient living in the family, the institutional household, the community and the school and to education for home making and family life. Aside fr[illegible] general articles, every number co[illegible] certain material of special value [illegible]essive home economists in eleme[illegible]d secondary schools.

* * * *

ACTIVE membership in the American Association for Health, Physical Education, and Recreation is $2.50 for Canadians. This includes $1.50 for a subscription to *The Journal of Health and Physical Education* (1201 Sixteenth St., N.W., Wash., D.C.). This magazine brings to you the latest articles by national leaders, in its particular field, as well as practical material for your school programme, and news from over the country. Sample copies will be sent by the publisher free on request.

* * * *

AND now let us make a brief mention of several other friends to which we have very often referred in this column.

Whether or not you agree entirely with its editorial policy, which is admittedly radical, you must admit that after seventeen years of continuous publication *The Canadian Forum* (28 Wellington St., W., Toronto, Ont.; $2.00) has achieved a unique position as a magazine that seeks to provide well-informed criticism and interpretation of current events, without fear or favour. Through its short stories and verse, its illustrations and art criticisms, its literary articles and book reviews, it provides a much needed vehicle for the expression of Canadian opinion in the field of art, letters and public affairs.

* * * *

THE SOCIAL STUDIES (1021 Filbert St., Phil., Pa.; $2.00) now in its twenty-ninth year, for a generation has been a guide and indeed almost a professional necessity for teachers of history and the other social studies. It presents interesting and valuable articles, reviews of textbooks and other teaching aids, and notices of activities in the fields of the social studies. Furthermore it contains concrete and practical classroom suggestions, as well as reports of classroom experiments.

* * * *

WHILE on the subject of social studies, we should like to draw your attention to three weeklies, new to Our Table, which are designed for the study of current events in the junior and senior high school. All three are profusely illustrated with cartoons, pictures and maps and all have a section devoted to humour. We give you *The Junior Review*, ($1.20; club rate, 60c); *Weekly News Review* ($1.20; club rate, 80c) and *American Observer* ($2.00; club rate, $1.00). All are weekly publications by the Civic Education Service, 744 Jackson Place, Washington, D.C., and are meant to be read and discussed by pupils themselves.

AND now three magazines specially dedicated to the interests of younger boys and girls than are to be found in the junior high school (single copy, one shilling) to which numerous subscriptions have passed through Mr. Leask's hands. *Child Education* contains large natural colour pictures and clever designs for classroom use. *Child Life* (Rand McNally & Co., 536 S. Clark St., Chicago.; $2.50), the children's own magazine, contains stories and poems of real appeal to the youngsters, a section on things-to-do, special features, pages of interest to parents and a unique "read aloud time" for mothers of younger boys and girls. The third magazine, *St. Nicholas* (Educational Publishing Corporation, Darien, Conn.; $3.00) is for boys and girls who are somewhat older. It has supplied generations of youngsters with fiction, interesting serials, instructive articles, poetry of merit, and special departments such as "Pictures You'll Like," "The Stamp Collector," and "The Letter Box."

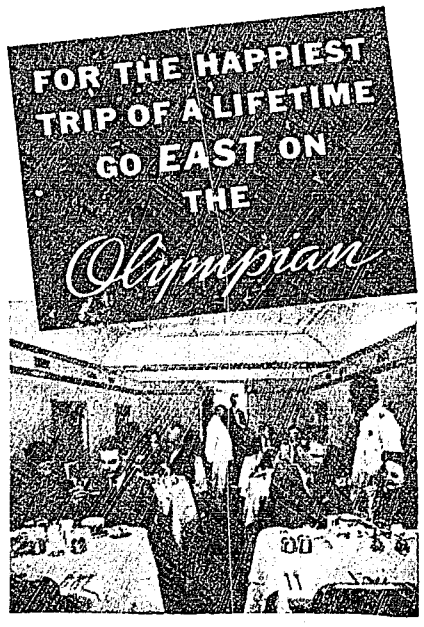
* * * *

TO return to an adult topic, teachers who favour affiliation with labour might be interested in examining *The American Teacher* (American Federation of Teachers, 560 S. Wabash Ave., Chicago, Ill.; $2.60) whose slogan is "Education for Democracy; Democracy in Education." The issue at hand (February) includes a magazine supplement. An outstanding article in this number is the one entitled "Is Progressive Education Progressing?" This query brings to mind the title of another educational publication *Progressive Education* (Progressive Education Association, 310 West 90th St., New York, N.Y.; $3.25). This magazine lays great stress on the admittedly vast importance of getting acquainted with the ordinary resources to be found in one's own environment rather than lamenting a lack of material supposedly available elsewhere. I was greatly interested in the article "Have you seen 'The River,'" referring to the excellent United States documentary film of that name, now available for any school possessing talking picture equipment.

Clergyman: "About the milk you deliver here".

Milkman: "Yes, sir?"

Clergyman: "I just wanted you to know that I use it for drinking and not for christenings".



ON your grand tour of the World Fairs this summer, go East via The Milwaukee Road. Travel in open observation cars through the timbered Bitter Roots and rugged Montana Canyon. 656 smokeless, sootless electrified miles are an exclusive feature of the Olympian. Lowest rail fares apply to Chicago, New York and other eastern cities. You'll like the famous air conditioned OLYMPIAN. The luxurious equipment includes modern tourist sleeping cars and Hiawatha-type coaches. Beautiful 48-seat diner offers appetizing hot meals for as little as 50c.

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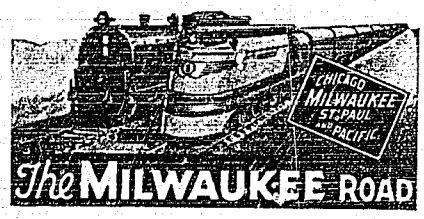

B. C. T. F. and Kindred Societies

INDIVIDUALLY we can do little—co-operatively we can do much. Are you making your contribution to the efforts of your colleagues to make of the B. C. T. F. the organization you would like it to be?

Make it a point to familiarize some non-member with the work that the Federation is undertaking. Discuss the value of organization with him.

A list of Committees which have been working for the teachers of the Province is given below. Those who ask "What is the B. C. T. F. doing for me?" are requested to discuss these committees with delegates and officers of the Association.

Accrediting of High Schools Committee.
Administrative Areas Committee.
Affiliation with Trades and Labour Committee.
Benevolent Fund Committee.
Constitution and By-laws Committee.
Consultative Committee.
Credentials Committee.
Credit Union Committee.
Curriculum Revision Committee.
Easter Convention Committee.
Education Finance Committee.
Educational Study Group.
Finance Committee.
Group Insurance Committee.
Length of Teaching Day Committee.
Librarians' Committee.
Membership Committee.
Pensions Committee.
Provincial Salary Committee.
Resolutions Committee.
Sabbatical Leave Committee.
Sick Benefit Fund Committee.
Teacher Exchange Committee.
Teacher-Training Committee.
Transfers of Teachers in Province Committee.
Visual Education Committee.

REMINDERS:

1. Presidents and Secretary-Treasurers of local associations are urged to co-operate with the Sick-Benefit Fund Committee in establishing the Fund this year. If they do, the Fund will get off to a good start next year.

2. Those responsible for sending in news of the activities of the various associations are urged to keep the Federation informed.

CONVENTION NEWS:

Membership: The Membership Committee reports that further substantial gains have been made. Membership to date is approximately 3100 with more still to come in. The efforts of the officers in outlying districts have brought about a very encouraging increase. The Peace River District reports an all-time record.

Salaries: 1. The following resolution was passed by the Annual Meeting after a lengthy and thorough discussion:

Whereas the present plan of Government Grants, based on the minimum basic salaries of teachers, while effective and greatly appreciated for its protection of beginning teachers, has, in practice, constituted an injustice to those districts which endeavour to pay fair and equitable salaries to experienced teachers, and has in many instances resulted in the salaries of such experienced teachers being reduced to, or retained at, the minimum basic salaries:

Therefore be it resolved:

That the B. C. Teachers' Federation respectfully request the Department of Education to implement the legislation passed at the 1937 session of the Legislature, by taking such initial steps as are *now* possible, to put into effect the provisions of Section 18 (1) of the Public Schools Act, as follows:

"18 (1). It shall be the duty of the Council of Public Instruction and the Council is hereby empowered to prepare and authorize schedules of standard basic salaries for the computing of salary grants pursuant to the provisions of section 19 for all teachers, nurses, and dental surgeons employed regularly for purposes of the public schools of the Province, which schedules may vary for different districts, and, when considered expedient, to revise the schedules; and, for the purpose of fixing minimum salaries, to prepare and authorize and, when considered expedient, to revise schedules of minimum salaries that shall be payable to all teachers, nurses, and dental surgeons so employed."

2. The following resolution was also passed:

"Be it resolved that a representative Provincial Salary Committee be set up to work out definite basic salary schedules with annual increments, with the

understanding that these schedules may be the same, or may differ according to the geographic position of the various areas concerned, and that such schedules be circularized to the various local associations (and Unattached Teachers) for discussion at least three months before the next Annual Convention, and be presented to the next Annual Convention."

The Committee named consists of the following members:

Mr. J. M. Thomas, Cobble Hill.
Mr. Harry Hayward, White Rock.
Mr. H. L. Buckley, Richmond.
Mr. T. S. Byrne, Chilliwack.
Miss G. I. Mockridge, Cloverdale, with power to add.

3. The principle of salary payments in twelve instalments rather than in ten was adopted. The Executive has been asked to work out the details and interview the Department on the proposal.

4. The Membership Committee report urged that the rural teachers make more effective use of the channels for organization that the Federation offers so that their ideas and proposals may be more fully crystallized before the Annual Meeting. The initiative for effective organization must be supplied by those involved. There are at present three channels that can be used:

1. The Rural Elementary Teachers' Section.
2. The Rural Secondary Teachers' Section.
3. The representative of the Unattached members on the B. C. T. F. Executive.

Pensions: The following recommendations of the Pensions Committee were adopted:

1. That no scheme be entertained unless it be certified financially sound by an actuary.

2. That we favour a scheme along the same broad outlines as the Civic Pensions Act; i.e., providing a pension composed of two parts; (1) Contributory pension plus (2) Service pension.

3. That every possible precaution be taken to safeguard the individual teacher's contributions.

4. That as far as possible the pensions now in force be not reduced.

5. That, as in our present Act, war service will be counted as teaching service in computing the Service pension.

6. That we favour the following retiring ages:

Women: 55 optional; 60 compulsory.
Men: 60 optional; 65 compulsory.

7. That the teachers have ample representation on any Pensions Board which may be set up under the new Act.

8. That we favour the setting up of a Medical Board to function as follows:

(1) Examine and pass upon those persons who may apply for a pension under the disability clause.
(2) Re-examine and re-classify persons in receipt of disability pensions at stated intervals.

9. That no amendments be made to any future Pensions Act until the B. C. T. F. Executive has had an opportunity to examine them and record its views.

10. That we include the B. C. T. F. office staff in the scheme if at all practicable.

11. That some restrictions as to earnings be placed upon our disability pensioners who may take up other work after retirement.

12. That the Executive be empowered to act for the Federation in negotiating the proposed new pensions Act and that no commitment be made by the Pensions Committee until the proposed scheme has been accepted by the Executive.

The Committee reports that the actuary's preliminary report will be submitted to the B. C. T. F. before the end of June for full discussion. The Committee also states that the Pensions Act will probably be amended at the next session of the Legislature.

Education Finance: The two main speakers at the Convention, Mr. Yentis, formerly of the Washington State Legislature, and Dr. Fisher, Principal of the Washington State Normal School at Bellingham, both emphasized the fact that governments must face revision in the taxation structure if the present education and social requirements are to be met satisfactorily. They both stressed the fact that the present Sales Tax in Washington is inequitable. A moderate form of Sales Tax is socially acceptable, they both stated, only if it is accompanied by an equitable form of Income Tax.

The Committee's report, compiled from the expressed views of various local associations, has been passed to the Executive for action.

G. A. Fergusson Memorial: The award this year went to Miss J. J. MacKenzie, Vice-Principal of John Oliver High School, Vancouver. Miss MacKenzie is a tried and courageous member of the B. C. T. F.

Sick Benefit Fund: The Annual Meeting adopted the report presented by Mr. A. T. Alsbury, Chairman of the Committee. The Fund is being launched this year, membership being made possible upon the payment of the reduced initiation fee of $1.50, which will carry members for the remainder of this year. Officers of local associations have full information. Members are urged to publicize among non-members the benefits to be derived from membership in the Fund.

Teacher Transfers: The following arrangements have been made:

1. Any teacher wishing to exchange present position for that of another Teacher in British Columbia may write to the Registrar so stating and giving details of present position, such as, salary, grades taught, number of pupils, equipment, living conditions, transportation, distance from railway, post office, etc.

2. The Registrar will keep a list of all such offers and on request will submit the list to any teacher desirous of transferring.

This is a free service, supplied by the Registrar. Details of arranging the actual transfer must be left to the teachers and school boards involved.

New Constitution: The new Constitution drafted by the Constitution and By-laws Committee has been tabled for one year to enable members to become fully conversant with the implications of the changes.

Credit Unions: The Committee recommended that the place for the formation of a Credit Union is the Local Association. Associations should study the "Act respecting Credit Unions." Further information may be obtained from Mr. R. P. Steeves.

Benevolent Fund: This fund has now been definitely established, the following trustees being named:

Mr. L. W. Heaslip.
Mr. W. E. Whatmough.
Mr. W. R. McDougall.

The purpose of the fund is to aid members who meet extraordinary difficulties.

The Vancouver Secondary Teachers have started the ball rolling by contributing $100 to the fund.

Larger Administrative Units: The report of the Committee was received as a progress report to be handed on to a new Committee. Outside districts are to have representation on the new committee.

The following recommendation in the Committee's report was adopted:

"That the B. C. T. F. support the formation of larger geographic units in school administration, when and where conditions warrant. The change should be brought about only with the co-operation and consent of the electorate in those areas affected. Factors such as geographic proximity and community of interests between areas to be combined in a larger unit should be carefully studied before any change is made."

Trades and Labour Affiliation: The Committee presented a report indicating that much excellent work has been done to clarify this question. The Committee feels that many more teachers are now judging the question on its merits and not on prejudice.

The Committee moved that its report be received but recommended that the issue should not be pressed to the point of division. Unity in our teaching ranks, they feel, is the first essential. The Committee expressed its opinion that the teachers will gradually come to a realization of the value of such a step as they recommend.

Much credit is coming to the Committee for the very capable manner in which it has carried on its work.

With the report received the question can be brought up for discussion upon the presentation of a motion.

Travelling Expenses to Summer School: Elsewhere in this issue will be found a statement by Mr. H. W. Creelman of an interview with Mr. H. L. Campbell, Director of Summer Schools.

THE FERGUSSON MEMORIAL

THE Fergusson Memorial Award was announced as usual at the Rally Luncheon, Easter week. Certain innovations were introduced in conformity with resolution of the Trustees of the Award. Before calling upon the Chairman of the Board to name the 1939 recipient, President Thomas explained the significance of the Memorial, using a formula drafted by the Trustees. While the large audience stood in silence, a muted bugle sounded the Last Post.

Dr. Norman F. Black was then asked to report upon the choice made by the Board. He marshalled many reasons that had carried weight in bringing about

the choice of Miss Jessie J. MacKenzie of John Oliver High School as the teacher this year to receive the homage of her colleagues of which this award is significant.

THE B. C. TEACHER VIEWS WITH PRIDE

AMONG the really important meetings of the 1939 convention was the annual *B. C. Teacher* Tea. Over their cups the editorial board and magazine committee considered the year's activities—hopes fulfilled and deferred, and internal and external criticisms of the form, policy and composition of *The B. C. Teacher.*

Members re-appointed Mr. D. G. Morrison as rural editor with Mr. C. R. Tate of Red Lake as assistant, and Miss Betty Jack as primary editor (with promises of assistance from Miss Bertha Efford); considered the relative merits of large and small type, double and single column pages; agreed on 64 pages as the standard monthly issue; decided to lift the face of the magazine cover, and generally exposed each section of the journal to close examination.

The meeting applauded the magnificent work of Mr. Leask in the distribution of educational journals throughout British Columbia, decided to ask the federation executive to recognize in a tangible way Mr. Leask's unique activities.

Some one again suggested the payment of a small fee to contributors—a state of affairs long wished for by the editor. The meeting tried to make its thoughts penetrate the walls of the Oak Room, wondered how a 64-page journal could be issued and contributors paid—all on a yearly subscription fee of one dollar and fifty cents.

With due humility the board and committee admitted that the standard of *The B. C. Teacher* had been raised to a level which attracted advertisers and demanded the expenditure of much time and thought by the editor and his associates.

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Send in to the Federation Office immediately for application forms if you wish to have the cover during the Summer Holidays.

THE INSURANCE COMMITTEE.

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Ramblings of Paidagogos

THE INSIGHT OF THOMAS DAVIDSON

IT is admittedly a poor technique to write a short essay round a long quotation, yet there are occasions when the thing clamors to be done. And this, I believe, is one of them. Men perish and their writings are forgotten. It sometimes happens—though perhaps rarely—that what they wrote becomes more significant, more provocative, more cogent many years after they are dead. Such without question is true of the book before me. The world of men moves slowly in the realm of ideas: the thinker is often a full generation ahead of his fellows.

Thomas Davidson was a Scotsman—which implies little; and he settled in the United States—which implies less. I do not, that is to say, subscribe without reservations to the legend of Scottish intellectuality; and I am aware that great numbers of aspiring but otherwise undistinguished Scotsmen have betaken themselves to America. It is much more to the point to say that Davidson founded the Fabian Society, that he was a man of consuming humanitarian interests, that he was vastly learned, that he enkindled the mind of everyone who came within his orbit, that he had "many scholars but no school". In the deep sense (and there was no nonsensical academic limitation of aloofness about him) he was a sort of professor at large; he surveyed the whole world through discerning eyes, and subjected it to the interpretative force of his restless understanding.

In 1899, while living in the United States, Thomas Davidson wrote a paper entitled "The Higher Education of the Breadwinners". Naturally, this paper had chief reference to American conditions at that time. It is far too searching and far too true to be allowed to gather dust. Apart from a sentence or two it might very well have been written the day after tomorrow. *Videlicet!*

"It cannot be said of our people that they are backward or niggardly in the matter of education. In no country is so much money expended upon schools and colleges as in the United States. And yet our people are very far from being educated as they ought to be. Ignorance is still widespread, and not only the ignorant but the whole nation suffers in consequence. In spite of our magnificent system of public schools and our numerous colleges and universities—over five hundred in all—the great body of our citizens lack the education necessary to give dignity and meaning to their individual lives, and to fit them for the worthy performance of their duties as members of the institutions under which they live. Our public schools stop too soon, while our colleges do not reach more than one in a thousand of our population. Moreover, neither school nor college imparts that education which our citizens, as such, require—domestic, social, and civic culture. What is imparted is defective both in kind and in extent. Even more regrettable is the fact that our schools and colleges for the most part confine their attention to persons who have nothing to do but study, who are not engaged in any kind of useful or productive labor. This results in two evils: (1) education for the great body of the people must stop at an early age since children must go to work as soon as possible; (2) education is withheld just from those who are in the best position to profit by it; for every teacher with sufficient experience knows that people who have a

knowledge of practical life and its duties are far better and more encouraging pupils than those who have not. . . . Thus it comes to pass that the lives of the great mass of our citizens are unintelligent, narrow, sordid, envious, and unhappy. Thus, too, it comes that our politics are base, and our politicians venal and selfish. The laboring classes are, through want of education, easily cozened or bribed to vote in opposition to their own best interests, and so to condemn themselves to continued slavish toil and poverty, which means exclusion from all share in the spiritual wealth of the race".

Was ever more said in less compass? The whole paragraph, with the exception of a very few lines, will repay a dozen readings and touch off a score of pregnant meditations. Here surely is one educational touch-stone: relevance to the common practices and processes of human life. Here is a principle that has illuminated and vitalized the thought of every illustrious teacher of whom we have record. By it, Comenius was guided in the preparation of those curiously realistic Latin textbooks, the "Janua" and the "Orbis"; by it, the wayward genius of Pestalozzi was enabled to achieve so splendid a fruition; by it, John Dewey has in our own day succeeded in revolutionizing the schools of the world.

It is the greatness of Davidson that he, a scholarly man in the old tradition, realized that the traditional scholarship was a poor substitute for first-hand experience. Bookishly educated himself, he nevertheless perceived that a genuine education does not originally derive from books, that its foundations are laid in our dealings with natural phenomena and our encounters with men.

But he went a step beyond all this—a logical step as it seems to me. He had the insight to see that the people who can benefit most from a liberal education are the people who have been actively engaged in earning their own livelihood. His emphasis is upon the word "Breadwinners". He pointed the way to adult education, to university extension and extra-mural work. And in so doing, he was far ahead of his own time, to say nothing of ours. For it is only through the increasing pressure of public opinion that our universities are slowly opening their doors to the profane. The "Breadwinners" are still a little uncertain about the cordiality of their welcome; they are still admitted with resignation rather than with enthusiasm.

But we have the satisfaction of knowing that the work of Davidson and of his enlightened successors is bearing fruit. Adult education is advancing yearly in scope and prestige. There are today many university administrators and teachers who strongly support the movement. The higher education of the breadwinners is no longer a curious and impractical notion: it is becoming a vital element in every progressive educational programme.

For the sake of terse and pointed statement, let me conclude with something that Thomas Davidson wrote in another place. "The great defect in College and University education is", he says, "that it stops with knowing and does not go on to living and doing. It therefore is never really appropriated; for knowing that does not pass into act and habit is never ours, but remains an external thing, a mere useless accomplishment to be vain about".

Inauguration of Your Sick Benefit Fund

By A. T. ALSBURY, *Chairman, B. C. T. F. Sick Benefit Committee*

THE proposal to create and administer a Sick Benefit Fund for B. C. T. F. members was unanimously adopted at the Annual Convention. The committee takes this opportunity of announcing its plans to implement the instructions received from the convention, and set up the fund immediately.

It would be a distinct advantage to the committee to be able to complete the details of organizing the fund such as securing enrolments, approving applications, compiling the register of members, and various other matters pertaining to the management of the fund, during the present school year. The completion of these preliminary steps and the establishment of the fund before June 30, will obviate delay and confusion in proceeding with the routine collection of contributions next September, along with B. C. T. F. fees, in accordance with the plans of the committee. This is one of the features of the plan, inasmuch as it renders the costs of administration practically negligible, and so will enable our Federation to offer adequate sickness and accident protection at very attractive rates.

The committee wishes, therefore, to secure a large number of enrolments immediately. For the foregoing reasons, and also because it is felt that special consideration should be given to those who show sufficient faith and confidence in the plan to become charter members, the following inducements are being offered to members who join at this time:

1. A REDUCED INITIATION FEE, $1.50. The regular initiation fee next September and in the future will be $2.00, or possibly $2.50.
2. PROTECTION UNTIL JUNE 30 WITHOUT ADDITIONAL CONTRIBUTION. Those who become members by payment of the initiation fee now, will be protected for the remainder of the present school year, without additional contribution, in the benefit group which pays $3.00 per teaching day of absence.

(NOTE: This does not mean that members will be restricted to that benefit group next year. The rules of the fund entitle members to transfer to a different benefit group at the commencement of any year by paying a larger contribution, provided that the benefits payable are not in excess of 80 per cent of the salary earned).

It is not the intention of the committee to explain in detail the entire scheme in this issue of the magazine. In brief, it provides for annual contributions ranging from $3.00 to $8.00 and pays benefits per teaching day of absence for sickness and accident, also ranging from $3.00 to $8.00 per day, up to a maximum of 60 days in any one school year. Complete information may be secured by referring to the April issue of *The B. C. Teacher* or by applying to your local association secretary or to the Federation Office, for a copy of the full report which was submitted to the convention.

Enrolment cards and forms have been sent to all secretaries of local associations. Members are requested to fill in the required information and have their initiation fees forwarded through their local association

or to send remittances directly to the committee in care of the Federation Office.

Unattached members, who are interested, should write requesting enrolment forms and complete information.

The committee which prepared the plans for the Sick Benefit Fund is enthusiastic about the possibilities of increased service which it will enable the Federation to furnish its members in their interests. Undoubtedly, as soon as the fund is placed on a sound financial basis, with a substantial accumulated reserve, it will be possible to improve benefits and reduce the contributions, as this has been the experience where similar teachers' schemes have been in operation for a number of years .

The need at the moment is for a prompt response from all members, in order that our co-operative effort may be successfully launched to give a much-needed service to our members, and at the same time, serve to strengthen our Federation.

The Functional Method in Shorthand

By N. SANGSTER, *Fairview High School of Commerce*

THE term, Functional Method, as applied to the teaching of shorthand, is used to describe a method of teaching Gregg Shorthand developed by Louis Leslie of the Gregg Publishing Company. It is based on the concept that the student should not be required to write a shorthand outline until he is prepared to write it correctly. He should not be given an opportunity to make a mistake. The teaching techniques of the Functional Method are established with this end in view.

One of the most effective means of accomplishing this is to be found in the reading approach. The reading approach, correctly handled, greatly simplifies the student's problem at the beginning by enabling him to direct his attention on reading rather than dividing his attention between reading and writing. This results in faster progress with much less effort on the pupil's part. The reading approach does not give the student an opportunity to make errors. He sees only perfect outlines, both in theory and penmanship. He has no opportunity to get mental images of the wrong joinings or poorly shaped curves. More important, the pupil's mind is being stocked with clear mental images of the alphabetic characters and the joinings, so that, when he is asked to write, he has little trouble in reproducing those mental images with surprising fidelity.

When the student writes poorly formed or theoretically incorrect outlines, it is not because of any sinful desire to do wrong. He is more anxious than you can be that he should write good outlines. It is a more important matter to him than it is to you. He writes poor outlines because he does not have a clear mental image of the shorthand characters. You can't shoot a gun until after you load it, and you can't get good shorthand outlines out of a pupil's mind until you have put good shorthand outlines into his mind. The reading approach loads the gun quickly, effectively and pleasantly.

The experienced teacher approaching the Functional Method for the first time can most easily obtain an idea of it by studying the teaching techniques and devices not used in the Functional Method. All these techniques and devices proved their value in other methods of teaching shorthand, but by their elimination the Functional Method has been able to accomplish much more in much less time with much less effort on the part of the teacher and the pupil. Some of these techniques and devices no longer required, together with a brief explanation of the reason for omitting each, will be considered now.

1. NO WRITING AT THE BEGINNING. The advantages of not writing at the beginning are manifold. The two obvious divisions of the study of shorthand are reading and writing. The student can read shorthand much more readily than he can write it, so that he is beginning with the easier division. That, in itself, would be well worth while.

   A still more important gain is made, however, as a result of the influence of the reading on the writing. By delaying the writing

until after the student has acquired fluency in reading, an opportunity has been given to form clear mental images of all the shorthand characters. Because he does not write any shorthand, he does not form bad habits of writing. When he starts to write he is able, immediately, to write a good style of shorthand.

2. NO RULES TO BE TAUGHT. Leslie places the learning of shorthand as a task part way between the student's study of a foreign language and the child's learning his mother tongue. Granting that shorthand is a language-art subject (Henry C. Morrison "The Practice of Teaching in the Secondary School", The University of Chicago Press, p. 470), it it interesting to read what Starch has to say about rules of grammar: "These investigations imply that linguistic forms and expressions are acquired very largely through imitation. Language forms are psychological habits which become deeply ingrained in the human psychophysical system through constant repetition". (Daniel Starch, "Educational Psychology", The Macmillan Co., Toronto, pp. 357-358).

The symbols of the shorthand alphabet correspond to the words of the language. The student must learn the shorthand symbols just as the child must learn the words of the language.

The child does not know that his canine friend is a "dog" until someone has taught him the word. The shorthand student does not know the shorthand symbol for "l" until he has learned it from the book or teacher. Once the child comes to possess a stock of words, he is able to combine those words into grammatical sentences without having had any instruction in or knowledge of the grammar of the language. In the same way, the student of shorthand, learning by the Functional Method, need be taught only the shorthand alphabet in order to write correct outlines.

In shorthand we must have a knowledge of the meanings of the alphabetic characters and of such more or less arbitrary abbreviations as brief forms or prefixes. With that minimum of essential knowledge, we need only practice, not further study. That is why, as Morrison explains, skill in the language-art subjects requires a certain amount of pure practice type of teaching. (See Henry C. Morrison, "The Practice of Teaching in the Secondary School", pp. 541-541, The University of Chicago Press).

This refusal to teach any rules of shorthand is one of the most striking characteristics of the Functional Method. So many of the modern tendencies in education have been toward more understanding on the part of the pupil, and away from merely rote learning, that the Functional Method seems almost heretical. On closer examination, however, the avoidance of rules may be justified because of the peculiar character of shorthand as a subject of instruction. No educational principle, however good it may be, can apply inflexibly to all situations. It is intelligent to recognize that "understanding" may not be the aim of all forms of learning.

It has long been recognized by educational psychology that analysis impedes the acquisition and even the performance of a muscular skill. The proverbial centipede who was unable to run when it pondered "which leg came after which" is a familiar illustration, as also is the golfer who gains only confusion when he ponders how to make his stroke. Shorthand is an art, and it is not necessary to know the rules governing the operation of any art in order to become an expert practitioner.

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Your Motivating Power

By HUGH M. MORRISON, *Inspector of Schools*

THE motivating power of the teacher, or the ability to arouse the interest of the pupils, is one of the most important criteria for judging the professional value of a teacher. Because of this fact the answer to the query, "Pupil Response", on the Provincial Inspectorial Reports, is of utmost importance.

Happy and fortunate may be the teacher who has enthusiastic pupil-response. Such a teacher has no control problems. He does not have to impose control from above, because he is the centre of a natural situation with interested pupils. The group attention is nearly 100 per cent. Learning within the mental abilities of the pupils will take place if the teacher is completely guiding the curriculum. Freud has shown that the child takes as truth statements made by anyone, for example his teacher, only because he wishes to please that person. This is a great psychological principle especially evident in these present times of emotion. Because of this emotional power, not only will learning be more easily achieved, but also correct habits of character and manners may be easily inculcated.

There are several important fundamental requirements in order to gain enthusiastic pupil response. They may be regarded as the bases of a teacher's motivating power.

The first, and perhaps the most important, is the type of personality of the teacher. The teacher, of all people, must have a lively, forceful, and sympathetic personality. A "dead" teacher is of no use—is indeed a real harm—in the classroom. He must be able to work in a thoroughly sympathetic manner with his pupils, leading them and not being authoritarian with them. There should be no gap between teacher and pupils. Such a gap not only tends to make the teaching authoritarian, but also militates against the achievement of the objectives of the curriculum, whether they be specific or general. Upon entering a classroom, a good supervisor will immediately sense teacher-pupil co-operation arising from the lively and sympathetic personality of the teacher, and will as quickly sense the gap arising from the poor personality of the teacher.

The second requirement is the interest of the teacher in the individual pupil. Good teachers in the past always had that quality—that is why they were universally regarded as great teachers. Because of the results of modern pedagogy, most teachers today are aware of the imperative importance of individual pupil differences. However, with larger schools, and departmentalized systems, the task of the teacher now is more difficult and more involved than that of his predecessor. Thus, he must strive to interest himself in each child with whom he comes in contact, laying special emphasis on the pupils of his enrolled class. Because of obvious reasons this task is not so difficult in the undepartmentalized school, and it is very easy in the one-room rural school. This is one situation where the rural school teacher has at least one advantage over the teacher in the large urban school.

In the third instance, the teacher must have a thorough knowledge of the part of the curriculum he is teaching. He should have almost an

evangelical fervour and faith in the value of his part of the curriculum to the child, and to have this faith a thorough knowledge of the subject is necessary. For example, if he is a high school teacher of Social Studies, he should be so steeped in the knowledge of the various social fields that his thorough background will exude confidence and interest to the pupils. How many of us can recall today such fine teachers of History, or of English Literature, or of Mathematics? In our high school vernacular we said, "We ate up the subjects". Be it a primary teacher or a rural school teacher that background is essential. "All the harder", you will say, "for the latter", but nevertheless, if not possessed, it is a desideratum for good teaching.

In order to gain enthusiastic pupil-response, it must be emphasized that the three above-mentioned requirements are all necessary. One or two of the three will not do. They must all be present. For example, the possession of the third, namely, mastery of the subject, without the second, namely, individual pupil interest, will make the teacher subject-minded, and thus be inclined to regiment the pupil to the subject. The warning to that teacher is "Know your pupil", or some such words, usually credited to Sir John Adams.

A lively, forceful, and sympathetic personality, a deep individual pupil interest, and a thorough mastery of the subject matter of the curriculum, are the three chief characteristics of strong teaching motivation. If the teacher, having these fundamental characteristics, makes use of modern scientific and philosophical teaching methods, his success in his profession is assured. Teaching methods are necessary, but they alone, without the three bases of teaching motivation, will not make a teacher.

IT is the luxurious and dissipated who set the fashions which the herd so diligently follow!—HENRY THOREAU.

IF one advances confidently in the direction of his dreams, and endeavours to live the life which he has imagined, he will meet with a success unexpected in common hours.—HENRY THOREAU.

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The University and the New Theatre

By DOROTHY SOMERSET, *Assistant in Dramatics, University of British Columbia*

AT the Provincial Youth Congress recently held in Vancouver the young people of British Columbia urged that a wider interest be taken in dramatics. They spoke of the possibility of introducing a drama course into the public schools.

They did so on the grounds that the participation of young people in amateur dramatics "teaches tolerance, sound speech, understanding, and fosters good character".

It is important to note that although the cultural aspect of the theatre, the theatre as an art, was mentioned, it was not the reason they gave for the necessity of developing a greater attention to dramatics. Their reasons were educational and sociological.

This recognition of the part that the theatre is playing in modern daily life places the young people in line with the best thought in England and the United States. In both these countries the theatre is becoming an acknowledged force in community life, among industrial groups, and in the schools.

Here is a phase of education that has been recognized by the University of British Columbia, and the assistance which it is providing through its Department of Extension will be much appreciated by those who are taking up the challenge.

The leaders in this movement, whether they be teachers in charge of school groups or directors of community drama groups, are aware of the obligation which this new theatre places upon them. If the theatre is a part of an educational programme or of a serious social programme it cannot be guessed at and just "allowed to happen" (like old-time amateur theatricals). Its leaders must be trained, they must understand the mechanics and the art of the theatre; and since they are concerned with the individual development of their workers and with the co-operative organization of groups they must be psychologists as well.

The whole programme of the Department of University Extension has been worked out with this need in mind. It endeavours to provide means of training and general assistance to those actors, directors and teachers who are in a position to take responsibility and assume leadership in their own groups.

The Department is to be congratulated on having secured Mr. and Mrs. Burton James as Guest Directors of the Summer School of the Theatre for 1939. They have worked in this new theatre in the United States for many years now and their wide experience will be of great benefit.

The Washington State Theatre, of which Mr. James is the director, has been taking plays to the high schools of the State of Washington for the last three years, and Mr. James has made a statistical survey of the whole question of the theatre in schools (devoting particular attention to the problems of audience organization).

Amateur dramatics organized with the benefit to the individual or the group in mind demand a clear recognition of one important fact—that it is not the "finish" of the final production of a play that counts, but what the actors and workers learn while they are rehearsing and preparing the play.

A play that is produced with this in mind will progress slowly, allowing those taking part to discover things for themselves. The realms of imagination are opened to them, they study people sensitively and sympathetically, they do voice exercises to improve their standards of speech, and they train their bodies so that they may move easily and expressively on the stage. Here is real character building.

The danger of the production that aims above all at "finish" is that it does not pause sufficiently to consider the needs and failings of the individual. "Finish" comes from going over and over an established routine which must be set as soon as possible. Where the actors are young and inexperienced they will be forced to imitate and obey a director, for there will not be sufficient time to think for themselves or to train themselves. To pursue this method is to incur the danger of turning the actors into mechanical puppets or over-confident would-be artists.

Ultimately "art" in the theatre and individual development must go hand-in-hand, for it is the individual contribution that makes the richness of art.

In this new educational and sociological theatre it is the development of the individual that is of paramount importance. The responsibility for this theatre in British Columbia lies with its leaders, the amateur directors and teachers; they must know what they are about. It is to meet their needs that the Department of University Extension has developed its programme of training courses and general assistance in amateur dramatics.

A pupil should never be suffered to leave any subject until he can reach his arms quite around it and clasp his hands on the other side.—HORACE MANN.

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A National Health Programme

By Hon. G. M. Weir, *Provincial Secretary and Minister of Education*

(Continued from April issue)

Preventable Deaths

THE following facts indicate the need for prompt action:

Cancer killed about 12,000 Canadians in 1937. At least one-sixth of these deaths might have been prevented.

At least 550,000 persons in Canada are suffering from venereal diseases. This, in spite of the fact that syphilis, which is responsible for about 10 per cent of all insanity, and for much heart disease, blindness and infant mortality, can be practically wiped out, as Sweden has proved.

During 1936, 53,000 people were patients at some time in Canadian mental hospitals. Many of them would never have seen the inside of an institution if preventive work in mental hygiene had been adequate.

In 1937, 16,765 infants under one year of age died in Canada, or 76 per 1000 births. With proper health services the rate need not have been higher than New Zealand's rate of 30. Thus we lose needlessly about 10,000 infant lives per year.

In 1937 more than 1000 Canadian mothers lost their lives in childbirth. "Need Our Mothers Die?" asked the Canadian Welfare Council in a bulletin published three years ago. The answer is no—that half of our maternal deaths, or 500 a year, are preventable.

Respiratory tuberculosis took a toll of almost 5500 lives in Canada in 1937, or 49.3 per 100,000 of population—a needless waste of about 3000 lives, for the tuberculosis death rate can be reduced by 50 per cent at least, as Saskatchewan's rate of only 26.5 per 100,000 in 1937 indicates.

Death rates are higher among unskilled than among professional workers. In 1931 and 1932, laborers, coal miners, metal miners, and workers in mineral-products manufacture had death rates nearly twice as high as were found among certain professional classes better able to purchase adequate medical services.

Children of families on relief showed a 30 per cent greater loss of time from school because of illness than children of middle-class families, according to a recent national health survey in the United States. No doubt a very similar condition of affairs exists in Canada.

We need 4000 more dentists if our teeth are to be properly cared for.

A survey which I made in 1929 shows that five out of eight persons of average means who needed nursing care did not obtain it because of lack of money, and that six out of eight delayed calling the doctor for fear of the cost.

Hospital accommodation in Canada is far below the required level, judging by the standards set up, after careful investigation in the United States by the Technical Committee on Medical Care, authorized by President Roosevelt. In the opinion of the Committee, general hospital facilities should be provided in the ratio of 4.6 beds per 1000 of population. Assuming this ratio, Canada should have 51,087 general hospital beds, whereas in fact she only has 40,000—a deficiency of approximately 11,000 beds.

Mental hospital beds should be provided in the ratio of 5.6 per 1000 of population, or a total of 62,193 beds in Canada. The report compiled by the Dominion Bureau of Statistics on Mental Hospitals for 1936 gives the number of beds actually available in Canada as 37,370, or almost 25,000 less than the number required to meet the accepted standard.

According to the Committee on Medical Care, there should be "tuberculosis hospital facilities in the ratio of two beds per annual death from this disease", a ratio which would call for about 11,000 beds in Canada. Actually, according to the Dominion Bureau of Statistics, Canada has only 7467 beds and cribs for tuberculosis in 1936, a deficiency of approximately 3500.

Hospital facilities for general purposes, mental and nervous diseases and tuberculosis in the Dominion, are thus short by almost 40,000 beds.

Expenditures upon public health, according to good standards, should be at least $2 per capita per annum. In British Columbia, by no means a backwa province in public health, only 61 cents per capita was spent in 1936.

Surely there is no need to go further with a demonstration of the necessity for public measures to safeguard the nation's health. Government exists to advance the happiness of our people, and health ranks high in the list of items that make up happiness. From the humanitarian point of view, the need for a national health programme is overwhelming.

"But surely", some readers may remark, "only a theorist would recommend an increase in expenditure on health measures just at the very time when all

our governments seem to be overwhelmed with their present financial difficulties". That is exactly what I shall propose before I finish this article. And I shall do it on the basis of dollars and cents arguments. In the field of health as well as in other fields, money talks. Anyone who owns an automobile knows that it pays him to keep it in good running order. The curious thing is that we have not recognized that this simple truth applies with equal force to the human body.

But before going on to discuss what we can do about it, I should like to point out why, in my opinion, our health is neglected.

Why Health Is Neglected

Why do these shocking conditions exist in Canada? Why do great scourges, such as tuberculosis and syphilis, still afflict our people when science has made their elimination largely possible?

The first answer is that large numbers of our people live under such poor economic and social conditions that illness and physical deterioration are inevitable. We need better homes, more and better food, warm clothing, and sanitary environment. You cannot grow roses in a desert, and we cannot produce strong vigorous bodies unless the environment is right. Malnutrition is widespread among the families of the poor in Canada, the United States and Great Britain. Dr. G. C. M. McGonigle, a prominent British public health officer, states in a recent book that "a considerable proportion of the population (of Great Britain) is of necessity substantially below the safety line of adequate nutrition". And this inadequate nutrition, he concluded, resulted in extremely high rates of illness and death among the poor.

Studies of unemployed men made recently in Montreal by a McGill University group showed that 36 per cent of the men were underweight, and that 45 per cent were undernourished. Almost 33 per cent had badly decayed teeth and infected gums. The experts who conducted these studies demonstrated further that relief allowances in Montreal were too small to purchase sufficient food of the right quality. It is not surprising that they reached exactly the same conclusions as Dr. McGonigle—that poverty leads to sickness, physical disability and death, partly because the poor cannot afford to buy enough food.

The second explanation of the poor health of the Canadian people has been stated already—it is simply that they do not obtain nearly enough health service to prevent or to cure sickness and disability. Why, in view of their great need for medical care, do they not get it?

It is not because of lack of medical knowledge and skill. Canadian doctors, dentists and nurses are as competent as any in the world and are able, if their services are fully utilized, to conquer much of the ill-health that stalks the land.

It is not essentially because of a shortage of medical personnel or facilities. One physician to every 1034 persons, the ratio which prevailed in Canada in 1931, represents a sufficient staff of doctors to meet our needs. The total number of trained nurses is approximately sufficient, although there is a shortage of public health nurses. There is, however, a definite shortage of dentists, and in hospital beds, clinic and diagnostic facilities there are deficiencies. But these are all shortages which can be overcome by training more personnel, by erecting more buildings, and by manufacturing or purchasing the necessary equipment.

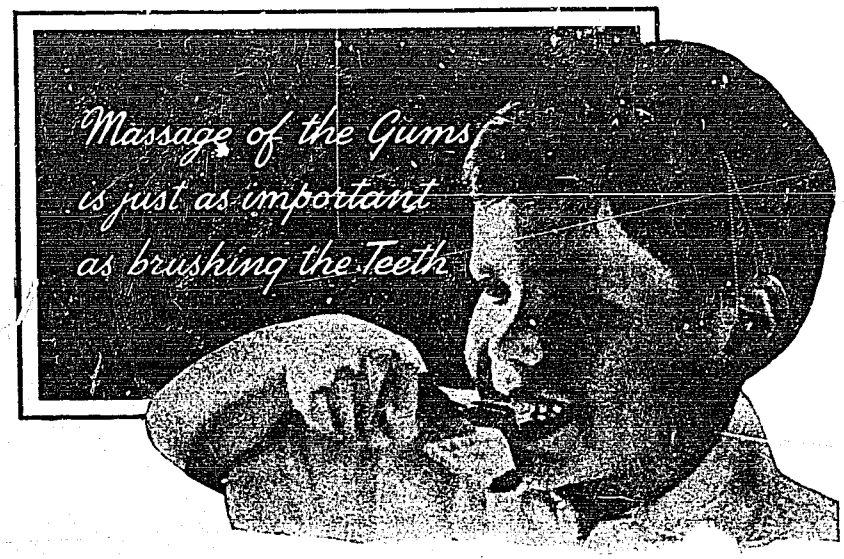
The explanation does not lie in the fact that as a nation we are too poor to afford adequate health services. In 1937 the national income of Canada was approximately $4,576,000,000, or $411 per capita of population. Out of our national income we probably spent, from all sources —governmental, industrial, charitable and private—at least $15 per person, or a total of $165,000,000, on doctors, drugs, hospitals, dentists and other health services. With an expenditure of $20 per capita, or a modest increase of some $55,000,000 or $60,000,000 per annum over our present medical bill, we can provide a reasonably adequate health service for the Canadian people—if the money is properly spent, and spent by the community for the benefit of all, instead of by individuals merely to benefit themselves, as happens unavoidably at present. No reasonable person will claim that such an increase for such a purpose is beyond our means. And such an expenditure, if wisely made, would result in real economy both of our human and financial resources.

Two statements summarize the situation:

1. Our Governments do not make sufficient provision for community health services. Some of our provincial governments are financially unable to do so, and the Dominion Government has not yet seen its way clear to launch a comprehensive national health program.

2. Great numbers of our people cannot afford to buy from doctors, hospitals, nurses, druggists, and others, the medical care which they require at the time when they need it.

(*To be continued*)



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From a (Very) Rural School

By LEE GIDNEY, *Nithi Mountain School*

THE house where I live has an upstairs. This may seen a fact of no particular significance. This may even *be* a fact of no particular significance—to you that is; to me it matters. You see, it's the only house in these parts with an upstairs. And the upstairs is mine.

There are two rooms, one unused, the other mine.

It is an undeniably small room but this brings the walls companionably closer. You object to my adverb? Ah, but on these walls are hung (read thumbtacked) my household gods.

The walls bring near me a beautiful Eve Curie, or the mordaunt profile of Jo Mielziner; I gain comfort from a David Herbert Laurence and Mr. Huxley and I exchange caustic witticisms on the world's very evident bent toward self-destruction, and then we hurriedly become constructive and read each other short tracts on how to divert this gadarene impulse.

And even now, as I write, my Cezanne glows at me from another wall—only a magazine reproduction but pleasantly mounted by a friend who loves me, and yonder two Utrillos stare in chalk whites and sigh in soft grays at me.

Yes, I would find this very bearable—if only I could take the street-car to school!

What, you say, an embryonic philosopher not appreciate these lovely solitudes? And though I can't quarrel with your idea I can with your epithet—lovely they may be but they're no solitudes.

Vacant spaces have always been a comfort to me and served me as a medium for the wings of mind to beat upon—to again wax Huxleyan—Julian this time.

But these spaces are peopled with moose and wolves and the lurking grey shadows of moose and wolves. I have been assured that should I meet any of these gentry they would either endure my presence with philosophic calm or depart with quite unphilosophic haste—I feel an intense sympathy with the latter attitude. But I don't know. And the more I think of it, the less do I know. I've heard of wolves, and they showed no such tendency toward gentle scrutiny.

Of course, the presence of the moose rather counteracts the wolf problem but even their unmalicious interest would give me the dithers.

In fact, the mere contemplation of their possible presence drives all abstractly speculative thought from my mind and makes my walks entirely utilitarian and extremely short.

— II. —

My school has been open, I believe, for five years, at intervals. It is not very well equipped but its walls are liberally decorated with the "enterprising" posters of past pupils.

One of these I confront from my desk. "Confront" is a word beloved of writers of militaristic memoirs and it is in this sense and deliberately that I use it.

Its title is quite innocuous and in the perfectly familiar vernacular of the newer pedagogics, "The Early Explorers". If one glances hastily at this poster, and I hereby advise all subsequent teachers to glance thus, one notices its similarity to other such efforts and passes on.

But one day my eyes strayed from my work—take warning, all you with straying eyes—and lit absent-mindedly on this, this thing!

I started with its title. Then abstractedly, I noticed the pictures from magazines used to illustrate this sturdy theme. There was, oddly enough, first of all, a pair of dancers—dancing, that is, from the knees down. Above that their existence was coldly ignored. The dancers were, moreover, attired in the very latest of fashion's decrees in the way of patent leather dancing pumps and evening tails, sparkling dancing sandals and a swishy long gown!

Next came a very modern tea service of silver. Finally, there was an American society woman whose slightly clad torso has been used these many years to advertise a well-known cigarette.

My mind began to ogle this weird combination—could it be the work of some adolescent iconoclast whose iconoclasm diverted itself with thus mordauntly mocking those so healthily optimistic early explorers? Could he have been exercising my own early morning Huxleyan mood and publishing thus widely, for all who came to see and ponder, his very evident opinion of the worth of the early explorations? Look what they came to, anyway!

(Concluded on page 477)

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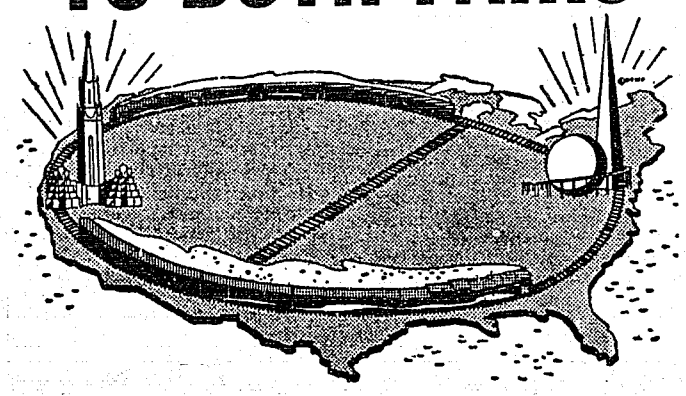

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Achievement, Feelings, Attitudes and Ability — A Case Study

By A. C. YOUNG, *Pemberton Range School, Pritchard*

I READ with interest Mr. E. W. Reid's very fine contribution setting forth the proposition that, "feelings and attitudes are a greater force in determining the achievements of pupils than the I.Q.," and in answer to the Editor's call for further discussion of the topic submit the following account of a case observed during the past five years, which has altered my ideas about that "teacher's alibi," the I.Q.

Meeting his first class a few years ago, this teacher noted with dismay a huge boy of fourteen in the third grade, on whose face reposed the stupid, gawky expression which betokens a moron or imbecile. This boy, "Glowey" A., was weak in Arithmetic which was his best subject. His writing was a little weaker and no degree of "weak" could describe his Reading which was unintelligible, his Spelling which was ridiculous, nor his Composition which simply was not. He could not speak in sentences but was able to express only the simplest ideas in broken language. His I. Q. had been determined and was just 50. That was that and it could not be changed. It explained it all to the satisfaction of the Inspector and to the relief of the teachers.

To the rest of the village "Glowey" was just "the village simpleton," useful only to light the fire at school and to sweep the room. Other boys of his age passed through school and regarded him with contempt. His only companions were the little fellows—all little boys admire a big boy for his size if for nothing else—yet even these soon noticed that they learned faster than "Glowey," and to make matters worse Glowey noticed it too.

For nearly three more years Glowey endured school and was endured by the school, during which time he was "superannuated" up to the fourth grade. At last his father permitted him to leave school, and all the village wondered what would become of him now that he must go forth into the world to earn a livelihood.

It was not till about a year later that circumstances brought Glowey and the teacher together again, this time in the world outside the school. And what a surprise the teacher had! Glowey was a different person. He was now one of two truck-drivers who were competing for the transfer business of the village, and our friend was rather the more successful of the two! He was a good driver and a dependable man for any trucking job. The moron expression was gone from his face, his mouth was set in cool determination and self-confidence, and in his eye was the gleam of normal intelligence. Now he was accepted by and associated with other youths of his age, and most surprising of all he could carry on an intelligent conversation, speaking English of at least an average quality. In one year out of school he had made more progress in that important school subject, Language, than in ten years in school!

How is this remarkable change compatible with the teachings of our psychol-

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(Continued from preceding page)

But no, my speculations though amusing were unfounded. There were irregularly spaced and, presumably, explanatory hieroglyphs under each picture—the American lady's sole interest to this young misogynist was the terse "Pearls". The Early Explorers perhaps had a fancy for pearls?

The tea service was designated with equal brevity, "Silver", and then—I looked with fascinated but unbelieving eyes at the trunkless dancers—their rating was positively brusque—"Sattn".

THIS spending of the best part of one's life earning money in order to enjoy a questionable liberty during the least valuable part of it . . ."—HENRY THOREAU.

DO not seek so anxiously to be developed, to subject yourself to many influences to be played on; it is all dissipation. Humility, like darkness, reveals the heavenly lights.—HENRY THOREAU.

ogists? If we could give the young man a test, we might or might not find a change in his intelligence quotient. He certainly has all the appearances of being more intelligent, and if that be the case it upsets our old belief that the intelligence quotient is fixed and permanent. On the other hand, if we assume that his intelligence has not changed, how can we account for the youth's achievements since leaving school? In either case Mr. Reid's theory would seem to apply very nicely. He maintains that feelings and attitudes are a greater factor in determining achievements than the I. Q. Let us just compare "Glowey's" feelings and attitudes in school with his feelings and attitudes out of school.

I. In School:

1. No value is placed on his unusual ability in mechanical lines. He discovers that he just cannot read, figure, or write well.
2. He loses interest in school, fails to use what limited ability he has, and fails to pass his grade.
3. He goes from bad to worse and develops a feeling of inferiority.
4. As a defence he affects to be careless in his work, his speech, his appearance.
5. At fourteen in grade three, his height of nearly six feet makes him feel ridiculous in a class of little children.
6. He feels ridiculous, therefore he looks ridiculous, and therefore he is ridiculous. He achieves nothing.

II. Out of school:

1. He likes "monkeying" with gas-engines and motors.
2. It is man's work, he is good at it, and he knows he is.
3. Other youths know he is good at it and he knows that too.
4. He carefully guards his new reputation by putting the best he has into his work. His reputation grows, he gains confidence in himself, he learns to speak with confidence. (At least he learns to speak!)
5. At eighteen his height of six feet is an asset, makes him feel like "a man among men."
6. He feels successful, which makes him look successful, which makes other people think he is successful, and he achieves success.

This evidence leads us to conclude that achievement depends very largely if not principally upon feelings and attitudes. Intelligence undoubtedly enters into it too, but the value of a pupil's native intelligence may be impaired by wrong feelings and attitudes. There are great differences in the mental abilities of children to do school work, but teachers may be able to do much to cultivate the right feelings and attitudes in pupils in order to reduce to a minimum the handicaps of those less richly endowed.

Also, as modern schools of psychologists maintain, it is very probable that the intelligence quotient is not fixed and permanent. For the sake of the children whose destinies may be in our hands, teachers should therefore guard against prejudice based on I. Q. tests. Furthermore we cannot be sure that our intelligence tests do test intelligence.

It is only too probable that they merely test ability to do the usual school work. This does not do justice to the gifted mechanic we have discussed nor to the boy of some years ago who, Mr. Reid tells us, is now an American millionaire although he never passed the third grade. Quite the reverse is the case of one of Glowey's classmates, a bright boy whose I.Q. was 125, but who cannot hammer a nail nor march in time properly. In spite of his good record at school this boy may be a failure when he seeks to earn a livelihood. Thus from whichever angle we regard it, the I. Q. does seem to be of doubtful value.

The extent to which intelligence is determined by heredity, is affected by environment, and how teachers can help the environment is a topic on which we might have some interesting discussion through the columns of *The B.C. Teacher*.

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After the Tests—What?

By JAY ESS

LIKE the tree, education has many branches and off-shoots. Like some trees it has also various excrescences; some things have been grafted on to it; it has acquired some useless appendages. Tests may be any or all of these. It is the successful forester who knows when to prune, where to cut and what to slash. It is the successful teacher who knows of what value certain tests are, what ones are useful and what ones are but a profitable commodity for the compilers. Some need pruning, some cutting and many ruthlessly slashed.

As a Grade VII teacher in a school of good standing I give weekly tests in arithmetic, spelling and memorization. I test when units are done. In October, January, at Easter and in June I give comprehensive tests in all the subjects. Then the class has had a Haggerty reading test, a Haggerty intelligence test, an Otis self-administering test—self-administering but marked by me—three Dominion group achievement tests with eight sub-divisions. There will be the little tests from the Department of Education in various subjects—when important questions such as the number of bones in the human body will be asked—and then we shall have a grand finale with the Entrance to High School examinations. By the way, in my spare time I teach. I also supervise games—outside school hours; train the school choir, outside school hours; stage a Christmas operetta, outside school hours; arrange programmes for Remembrance Day, Goodwill Day, Empire Day and Education Week.

But to get back to the matter of tests. A colleague states that Standardized Tests are the resort of the incompetent.

I do not altogether agree. There is a place for them, but as far as education is concerned it is a very small place, and not in the classroom. I recall being reminded at Normal School that education was a "drawing out" of the pupil. It connoted the development of the child's mind, his aptitudes, his capabilities. He was encouraged to do his best and he was to be compared with himself only. The so-called backward child was to gain confidence in himself. He was to realize there was a place for him in the world in which the good God had put him. Do tests do this?

I am told of an inspector with a brand new Ph.D. who gave a reading test to a Grade VIII and then told the teacher his previous grading was wrong. The leading pupil in the test had an adult reading quotient. Therefore he should be in a much higher grade. The same pupil had not passed a term examination for three years, and had been successively promoted "on trial". The inspector judged by the test. The teacher knew the pupil.

But we are told tests enable us to classify pupils; as if God ever meant them to be classified! But let us be logical. A test proves that a pupil has an intelligence of 85. Very well then. If that pupil grades accordingly in ordinary examinations he is doing 100 per cent work. Does he get credit for that?

The race-horse promoters are fairer with their horses. They enter them in races against horses of approximate equal speed. The athletic promoters do not expect lightweight boxers to fight middleweight boxers. We do not put a runner who does the 100 yards in 13 seconds against the man who does the 100 in "evens". The motor mechanic does not race his 10-horsepower car against a 50-horsepower car on the same terms. Handicaps are arranged to give the contestants an equal chance. Does the expert in tests do this?

Education forces all children of the age of six to attend school. Their only qualification is one of age. Their physical condition is not too closely examined. Their mental ability, their environment, the ancestry, their morals, their courage, their disposition; none of these is examined. Then the system says, "Now you are all entered in the same race", and then proceeds to find fault with the laggards.

I have often felt I should enjoy having some of these experts at my disposal for a time. I could take the expert in mathematics who criticizes the pupil who makes mistakes and put him through a vocal musical test. I can still hear some of them singing "O Canada". I could see the grammarian, who with the keen mind of Sherlock Holmes traces the "split infinitive", do some of the physical training exercises. And if he were a corpulent grammarian, I could even think up a few more that "he ought to be able

to do". Readers who are interested can think of some other remedial tests. What value would they have? None; the same as the tests.

What do these experts know or find out of the child's individuality? What of his honesty, his courage, his truthfulness, his ability to "grin and bear", to suffer uncomplainingly, his capacity for making and being a friend, of the "spirit that is within him", of his divine and sacred personality? They know nothing, but they dare to condemn.

Testing is not education. I have been able at times to keep boys from leaving school because they were interested in doing something. But the tester comes and they lose out. They have been classified as failures. God forgive the tester. The pupil damned—and I have had a poor report from the inspector. Is this education?

Another logical result of the tests is the ability to classify pupils of a similar intelligence, or lack of intelligence, and put them into one grade. They do that with criminals. Such segregation should be unthinkable. Education is to be a progressive humanitarian movement but efficiency, the callous monster, applauds such classification. What a training for the future for the child, what a burden for the teacher.

Surely this testing is a passing phase. Why do our Doctors of Philosophy worship this creed? They deal with records, not with human lovable children in their training. My caustic colleague says that the Ph.D. is a person who found he could not teach so he specialized in higher (?) academic courses. And God help us! he has come back to castigate the teachers who can teach.

"Except you become as a little child". So spoke the great teacher, the Lover of the World. His tests are different.

I THINK that having learned our letters we should read the best that is in literature and not be forever repeating our a, b, abs, and words of one syllable, in the fourth or fifth classes, sitting on the lowest form all our lives.—HENRY THOREAU.

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Summary of a Guidance Project

By K. F. SPENCE, *Kitsilano High Schools*

WHEN juvenile delinquency became a serious problem in Los Angeles, Calif., a group of educators undertook to investigate the situation. In their study they hoped to find some form of behaviour that, because of its nature, might be detected early in the life of a possible delinquent. In the cases investigated, there was a pronounced tendency of the delinquent to over-estimate his knowledge and his ability. With prevention rather than cure as an aim, tests were devised and given to school children. Whenever serious over-estimation was discovered, the pupil was placed under continued observation and was given special guidance.

As the writer teaches all the Grade 7 boys' classes in Kitsilano High Schools, he decided to test the pupils in order to select all serious over-estimators for individual guidance. As copies of the Los Angeles tests were not available, a series of tests based on general and local information were devised. Fifty items of the "Do you know" type were included in each test.

Examples:

1. Do you know what finnan-haddie is?
2. Do you know the name of the company that uses the number "57" to advertise its products?
3. Do you know the name of Robinson Crusoe's story-book servant?

Pupils were instructed to credit themselves with two marks if they knew the answer to a question, one mark if they were not sure, and zero if they could not answer. A trial test, in which they added their own scores and then kept the test papers, was given to remove the idea of examination and the fear of teacher criticism. It was felt that this procedure would bring about the free expression of any possible tendency towards over-estimation in the next test. High scores were discovered by progressive elimination and the owners were commended by the instructor. As a warning to those who wished to heed it, answers were given for ten out of the fifty questions. Pupils were thus provided with a yardstick to measure the accuracy of their estimations. In any subsequent test, marked over-estimation would then be due to either a deliberate or a subconscious urge within the pupil.

In the next class period, a second, similar test was given and the papers were collected. A multiple choice test involving all the items of the second examination followed immediately. No attempt was made to confuse the pupils by drawing fine distinctions between the choices.

Examples:

1. Finnan-haddie is
   (1) small wagon (2) Irish dance (3) mechanic's tool (4) pudding (5) smoked fish.
2. The name of the company that uses the number "57" to advertise its products is
   (1) Quaker (2) Blue Ribbon (3) Heinz (4) Campbell (5) Empress.

3. The name of Robinson Crusoe's story-book servant is
(1) Uncle Tom (2) Sambo (3) Black Joe (4) Friday (5) Bones.

Both tests were marked by the instructor and frequency distributions were made. A general trend to over-estimation of 1.45% was discovered at the medians. (It should be noted that this percentage could have been raised by increasing the praise for the high scores in the first test. A trend toward under-estimation could have been produced by severely criticizing all over-estimations in the first test. It was not the intention of the instructor to produce a marked tendency in either direction.) Self-estimation scores were then adjusted to multiple choice scores by employing the quartile and median differences. Based on multiple choice scores, over- and under-estimations were calculated as per cents.

Over-estimation		*Under-estimation*	
Pct.	Pupils	Pct.	Pupils
0	5	1—10	54
1—10	47	11—20	38
11—20	28	21—30	24
21—30	19	31—40	6
31—40	14	41—....	1
41—50	6		
51—60	4		
61—....	3		
	126		123

Arbitrarily taking a range of 10% on either side of zero, the instructor found 106 or 43% of the pupils who had estimated their knowledge with reasonable accuracy.

Next, the question arose, "What class of pupils over-estimates and what class under-estimates?" Frequency distributions and graphs were made for the multiple choice scores of each of these groups. Although the overlapping was considerable, the multiple choice scores of those who over-estimated were much lower than the scores of those who under-estimated. The difference was 9.7% at the medians. (The instructor eventually intends to correlate the estimation percentages with I.Q. ratings. It is expected, however, that much the same relationships will be found, *i.e.*, that over-estimation will be associated with lower abilities, and under-estimation will be associated with higher abilities.

These findings led to a further question, "In the over-estimation group alone, is the per cent. amount of over-estimation related to the amount of general information actually held by the pupil?" The two were correlated and a coefficient sufficiently high (—.45) was discovered to justify the following conclusion. In general, the percentage over-estimation increased as the fund of general information (as shown by multiple choice scores) decreases.

Next, the multiple choice scores of the under-estimation group were examined. A correlation coefficient of only .02 was discovered. The result could be interpreted by saying that under-estimation was common to some pupils, regardless of the fund of general information they possessed.

The multiple choice scores gave an interesting picture of the general information held by the student body. In several cases, above average multiple choice scores were made by pupils with poor scholarship records.

The results proved fairly conclusively that over-estimation is generally associated with lower ability (as measured by general knowledge). Although a small percentage of pupils with above-average scores did over-estimate their knowledge, the majority of pupils with over-estimating tendencies made below average scores. The per cent amount of over-estimation varies inversely with general knowledge.

Under-estimation is associated with higher ability, although the per cent amount of under-estimation gives no clue to the amount of general information held by the pupil.

Over-estimation may be due to two causes. A boy may set out to be deliberately dishonest in order to obtain the reward or praise usually given to able pupils. On the other hand, the over-estimation may be the expression of a tendency towards identification. That is, a pupil of low ability may subconsciously identify his ability with the higher abilities of his classmates. The inherent inability for self-criticism found in the pupil of low ability has, probably without his knowledge, produced the tendency towards over-estimation. Any marked over-estimation could then be traced either to dishonesty or to the expression of a form of introvert behaviour.

To explain the under-estimation, common to some pupils of all levels of ability, a two-fold theory may be put forth. Under-estimation among pupils of low ability may be due to an inferiority complex that has resulted from the continued criticism of friends, parents, and teachers. His lack of ability has made him the target for such caustic remarks as

"stupid," "can't do anything right," "knows nothing," until he finally believes that his ability is far below its true worth. Under-estimation among pupils of high ability may be the result of an undeveloped personality. These pupils have probably been over-shadowed in their home environment and have never realized the true value of their ability. The frequency distribution of the multpile choice scores for those who under-estimated, appears to show the presence of these two forms of behaviour.

Those pupils whose over-estimation percentages are high, should have specific but kindly guidance. They should be informed of their peculiar behaviour and made to realize that they will be happier and more successful if they evaluate their ability at its true worth. Great care would have to be exercised in order to prevent any right-about-face to the extent of producing an inferiority complex.

Those pupils whose under-estimation percentages are high should be encouraged in classroom discussion and school activities until their behaviour matches their ability. It seems to be poor economy to permit above-average ability to remain hidden, perhaps for a lifetime. Again, care must be exercised to prevent the development of a superiority complex.

Careful and continued guidance of the above type should produce more stable personalities and considerably reduce behaviour problems.

More About Supplementary Readers In the Elementary Schools

By MARY ELIZABETH COLMAN, *Lord Tennyson School, Vancouver*

IN the March issue of *The B. C. Teacher* Miss Mayse writes rather bitterly of the practice of supplying "incomplete sets of supplementary science readers" to the Elementary schools. It is a policy with which I am in thorough agreement, and of which a justification is here attempted.

So far it has been impossible to find any science reader or text which adequately covers the British Columbia courses of science. The committee in charge of choosing supplementary readers for the Elementary Schools of Vancouver has examined every available book and received reports on them from representative science specialists in several schools.

It has been suggested that books should be written expressly for our own course of study—in various subjects—and this sounds reasonable; but a little deeper reflection shows it to be a well-nigh impossible ideal. Books may be written, but after that they must be published—aye, there's the rub—publishers are not philanthropists, they expect to make a handsome profit—even as you and I were we in their shoes—and British Columbia has not the population to support books written expressly for its especial needs. We must therefore be content to get the best books in the market, and use a variety so as to supply some supplementary material on as many units of the course as possible.

The same situation exactly exists in health and social studies, and the same policy has been adopted. Consider for a moment what would be involved in supplying forty of each of several books in each of these subjects to every class, or even to every school. The cost, to begin with, would be tremendous, utterly prohibitive. Then there would be the question of storage space for the sets. Next, a heart-breaking problem would arise as soon as new and better books in any of the subjects were published—what would we do? Scrap all the thousands of dollars' worth of practically new supplementary readers and replace them with the new?

It is quite true that having fewer books than pupils adds to the difficulty of traditional teaching methods; but the difficulties are not insuperable, nor the methods unchangeable. First we must realize that these are supplementary *readers*, and secondly we must make more efficient use of the generous reading time allotment in the curriculum.

Though we all subscribe to the theory that reading is a learning tool, our practice too often denies it. Children are taught to use the tools of sewing by making interesting and useful objects; the tools of carpentry by putting them to practical use; it is only when we come to teach reading, the master tool of them all, that we too frequently abandon the practical and the pragmatic and exalt the tool into a subject to be studied for its own sake.

In the primary grades the children learn how to handle this wonderful tool. From then on they need constant practice to improve their skill in

its various uses. Gradually they must learn to use books and reading in many different ways: to glean the main facts from an article, to dig out a specific bit of information, to find cogent arguments for or against a specified proposition, to use facts as grounds for legitimate inference—these are some of the reading study habits and skills we seek to inculcate and drill. To supply intrinsic motivation what better than reading assignments based upon the current lessons in science, health, history, geography? To enrich the curriculum content for the bright pupil, to help the duller ones, what better than this supplementary reading of definite and immediate content value?

All very well in theory, you may say, but how does it work out in practice? It works out very well, though it puts a burden of preparation on the teacher.

In our school eighty minutes a week are given over to this type of reading in grades five and six, forty minutes in grades three and four. The time is divided between health, science, and history, with occasional excursions into other subjects. The teacher in charge of this reading programme studies the previews and consults with the other teachers concerned, planning the work in general for a month at a time, and in particular for a week at a time. In consultation the teachers decide whether the reading lesson shall serve as an introduction, be taken concurrently with the unit, or be used as a review. The actual material to be used is chosen by the reading teacher and approved by the subject teacher; written work based upon it is discussed in the reading lesson and corrected by the teacher of reading, but the pupils are also responsible to the subject teacher for the information learned in the reading lesson.

For the reading lesson the class is arbitrarily divided into two sections, the same lesson being assigned alternately to each section.

This morning, for instance, in a grade six A class section A studied a section in the science reader dealing with wind, and answered in writing these questions: "What is wind?" "What makes wind?" "What do these facts teach us about the best way to ventilate a room?"

At the same time section B had a reading assignment on the respiratory organs. There was no satisfactory section in the health reader, so all the health books, physiologies and encyclopedias were requisitioned and each pupil had one question assigned to him for study. These questions covered the structure, function and hygiene of the lungs, and when the various answers were discussed by the class each pupil contributed his part to the complete lesson. In this case each pupil's individual responsibility was increased: not only must he dig out information for himself, he must be ready to impart it to his fellow pupils.

In a grade six-B class one section had four questions relating to clothing —the subject they were stndying in their health lessons—and answered them by using the index to find all the references to "clothes".

In a grade five class section A is studying Unit 23 in the science course, "Man has invented tools to help him in his task of living." In the reading lesson three different books are in use, each pupil has three questions to study, the same questions this time since the same information is to be found, in slightly differing form, in all three books: *Life in Early Days, Glimpses into the Long Ago* and *How History Began*. Pupils who finish before the rest exchange and read the assigned section in a second book.

In the same class section B are reading in a health book, they have questions dealing with the difference between temporary and permanent teeth, and the functions of the different teeth, to answer. They have their books open as they write the answers.

Surely here is no "time-wasting page-turning and unintelligent skimming" but on the contrary a very definite "responsibility for real mental exertion."

Now this method is not adopted because this is the best way of dealing with an unfortunate situation where adequate material is not available, but because we believe it to be definitely superior to the more usual, conventional, and easier —for the teacher—one of giving every child the same book and requiring him to read the same page as his neighbor, at the same time, with the view of answering the same questions at the end of the period.

We are making reading, in practice as well as in theory, a tool of learning. The pupils' reading is strongly motivated, the time burden in various subjects lightened, thus making possible work that is better in quality and more enjoyable to the pupil; and allowances are made for individual differences not only in reading ability but also in power of assimilating new content material.

By this method also—and perhaps this is the most important point—the pupil

is beginning to get the habit of consulting not one book but several for his information, weighing one presentation of a subject against another, supplementing one by another.

Here is the beginning of critical judgment. Here we begin to implant the idea that not all we read or hear is to be unquestioningly accepted; that it is each person's responsibility to test statements presented to him, and bringing to bear all the knowledge he can obtain, all his experience and all the discrimination of which he is capable, decide for himself their measure of truth.

There is more involved in this question than the convenience of forty books to a class versus the inconvenience of ten or twenty: a condition of continuing democracy is involved. Only the germ of it, admitted, but who is he that despiseth the day of small things?

In the fight to preserve our liberties class-room teachers are shock troops and may neglect no smallest advantage in their task of building the strongest bulwark of democracy: an intelligently sceptical populace.

The League Is Dead — Long Live the League!

By J. E. GIBBARD, *Magee High School, Vancouver*

SINCE its inception the League of Nations has been called upon to settle some twenty-five international disputes, any one of them capable of plunging the whole world into a war, and in all but three cases has been instrumental in bringing about a peaceful settlement. The Permanent Court of International Justice has given judgment in twenty-six cases of international legal claims besides handing down twenty-seven advisory opinions to be used in international negotiations and adjustment of disputes. To the end of 1937 the International Labour Organization had presented the world with sixty-two conventions for the standardization of working conditions, and some of them have been almost universally adopted by the countries concerned. The League has thus far been well worth what it cost the nations if only for the work it has done in reconstruction, care of refugees and solving health and nutrition, social and humanitarian problems which are international in nature.

Nevertheless the conviction is becoming all but universal that in the task that humanity most urgently required of the League, in freeing the world of war and rumors of war, the League has failed. Every attempt at security by agreement has become at best a "scrap of paper". Disarmament has failed because of the self-interest of the "experts", the interference of the arms salesmen, or the nationalism of the politicians. Of all disputes presented to the League only three have directly affected the "vital interests" of the major powers and in all three, the Far East, Ethiopia and Spain, the League failed miserably. During the past year crisis has followed crisis in Europe, state after state has lost its sovereignty, and nobody, apparently, has thought it worth while to appeal to the League. The League, they say, is dead.

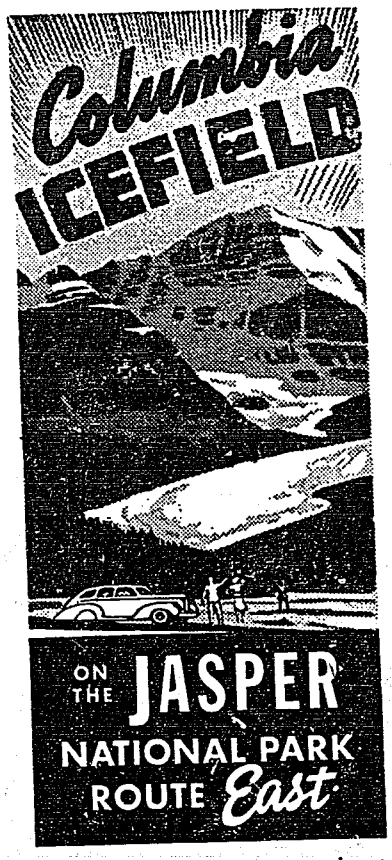
Numerous and contradictory reasons have been advanced to explain this situation: Sanctions should have been immediately and fully applied; sanctions should never have been applied. The League should confine itself to technical and humanitarian problems and avoid international politics; it has dissipated its efforts on minor technical problems and neglected main issues. The League cannot succeed till it has an international armed force at its disposal; peace cannot come while force or anything but moral suasion is relied upon. The League has frequently acted too precipitately; it acts too slowly and comes to the rescue too late. Anthony Eden says it is "the only alternative to catastrophe and chaos." "*La Societe des Nations c'est la guerre,*" says Senateur Beranger.

Two things about the League of Nations seem perfectly clear. It is an instrument, not a sovereign body; what it will do depends upon the uses to which it is put and the policies of the nations which are its members and guide its actions. To the present it has been chiefly guided and controlled by the victors of Versailles; it has been used only to maintain the *status quo*. There has been much talk of Article X, a mutual guarantee of territory and independence; of Articles XIII-XV for the peaceful settlement of disputes; and of Article XVI to apply sanctions to the aggressor if

and when his identity can be determined. Article XIX has thus far been a dead letter. It provides for revision of treaties and removal of injustices before they have endangered peace. The victors have never had the generosity to apply it nor the discontented the frankness to appeal to it. Both have preferred instead to return to the old tactics of power politics.

No nation today liveth unto itself. The Soviet Union, the Scandinavian countries, the United States are coming to realize that isolation and neutrality cannot ensure peace. Alliances, balance of power, armed peace and power politics betrayed the peoples of the world in 1914. What alternative is there to collective security? What other machinery than the League? If ruin for all is to be avoided justice for all must be secured, and that by collective, not unilateral, action. To deny the claims of justice till they be backed by armed might is to invite the use of that might in support of claims which justice would not allow. The League has paid for itself in technical services to humanity. It has, belatedly, been separated from the contentious Treaty of Versailles. It has yet to be demonstrated that it can make peace secure by basing it on a dynamic and progressive conception of justice.

But what can we do? Remember, the League is only what its members make it and no government will do more in the cause of peace with justice than its people demand. Public opinion is the vital force of the League. Public opinion alone can make the League successful, make justice prevail over self-interest, make peace a reality. Public opinion must become impartial, informed, clear-sighted—and you and I make public opinion. There is in Canada a Society whose purpose is to inform public opinion, to mould and mobilize it in the cause of peace and justice. Membership in the League of Nations Society in Canada is in itself an expression of your opinion and support and the cost is nominal. The literature service of the society is at the disposal of all, much of it gratis, all of it at or below cost. It seeks our support and the corporate support of all organizations with which we are associated in the cause of peace. It seeks to use us as channels in the development of a peace action of the justice and peace-loving people of the world. Is there any other way? Before it is too late, what are you going to do about it? Anything?—or just *anything?*



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Living: Not Merely Preparing For Life

By ISABELLA B. SIMPSON, *Home Economics Dept., Esquimalt School*

DAY—Thursday afternoon.

PLACE—Home Economics Department, Esquimalt School.

TIME—2:35 p.m. to 3:15 p.m.

CLASS—Grade VI.

SPEAKER—The President of The Busy Sewing Club.

"THE meeting will now come to order," after banging on the desk with her miniature gavel. We will open our meeting by asking the Secretary to call the Roll." (These two introductory sentences are always repeated in very dignified and impressive tones.) At this point the Secretary rises and calls each name very slowly and distinctly, marking the Roll as she proceeds. The President rises and comments on Absentees if any, and continues the dignified tones into, "We will now have the Minutes of the last meeting," whereupon these are corrected and adopted).

"The business we wish to discuss today concerns our badges. Since we voted our colors as green and yellow, I think it would be very nice to make our badges in green and yellow. We should like to hear all your ideas ont his subject of badges." (Each member has to contribute at least one idea to any problem under discussion.) Following the immediate business the President says: "If there is any more business we shall have to postpone it until next week as our ten minutes is up." Now, we shall call on Miss Simpson to give us our new work for today."

The foregoing paragraph gives a typical picture of how the Grade Six pre-Home Economics students plan and manage their own class. In this same fashion all our work is organized and covered, club rules and regulates adopted, new plans formulated, etc. Interest is tremendously keen and failure to live up to all rules means a "very black mark" which, I might add, are few and far between. The organizing of this class on a club basis gives responsibility to each member, and even makes such a thing as learning "hemming stitch," a very interesting project.

A MAN is rich in proportion to the number of things which he can afford to let alone.—HENRY THOREAU.

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The Essence of Wisdom: Fourth Ebullition

By F. D.

"THE essence of human wisdom, as applied to the conduct of teachers, expresses itself in a determination not to talk shop", said the Philosagogue.

"That is why I never read professional journals", replied the Pedopher. "Reading is just a silent form of conversation, and of all such one-sided symposia the shoppiest are provided by teachers' magazines".

"It would be bad enough if we could understand what they are talking about. But to master all that occupational slang about medians and probable errors and quartiles and the rest, not to mention the mathematical hieroglyphics associated with them, is simply too much fag. To be sure, I take *The B. C. Teacher,* because they insist upon mailing it to me, but I never read it.

(The conversation at this stage subsided into Gilbertian reminiscences. "What, never?" — "No, never!" — "No, never?" — "Well, hardly ever!" This was really neither a part of nor an interruption in the dialogue. One of the chief advantages of a sound literary education is that the well-read man is provided with things that he can say with his *medulla oblongata,* without disturbing his cerebrum.)

Under pressure the Philosagogue shyly admitted having read some of the recent contributions by F. D.

"They purport to be conversations between you and me", he explained. "However, they are not at all accurate. Half the things that he credits you with are distorted quotations of my own casual remarks. Who do you suppose F. D. is?"

The Pedopher admitted having given the subject some thought.

"There are not many teachers of my acquaintance whose initials are F. D. There is Frank Dawe of North Vancouver, but he denies any responsibility. So does Francis Dickie; but nobody could be expected to admit having written the articles, even if the basic ideas that they set forth are undoubtedly sound. There is a teacher with the right initials at a certain high school of commerce; but she is superfluously good looking, and pretty girls do not have to write for magazines".

"There is a bright chap down at White Rock that may be finding himself with too much idle time on his hands: Francis R. E. Davies. If that is the man, he is economizing on initials. However", suggested the Philosagogue, "he has brains enough to know that anything you and I may say will have more sense in it than is otherwise likely to trickle into the columns of *The B. C. Teacher.* But it is a long time since Frank has had any opportunity to hear me talk; and I don't think that he has met you. Maybe it is the Editor himself, simply using the letters 'F. D.' as a red herring".

"Very improbable indeed", objected the Pedopher. "The stuff is neither cheap nor flippant nor weak. Perhaps a bit vulgar. Certainly ignorant, if judged by the fact that our alleged reporter cannot spell our names correctly. However, it cannot be Black. You may safely bet that he puts all that he has to say, and a little more, into his editorials. Though, admittedly,

News, Personal and Miscellaneous

SUMMER SCHOOL REFUNDS

AT the request of the Consultative Committee on April 23 Mr. H. W. Creelman interviewed Mr. Campbell, Director of the Provincial Summer School for Teachers, and secured an announcement that will meet with general approval.

Since there is an excursion return ticket available, with no calculable single fare, Mr. Campbell announced that he would make refunds throughout the province on the basis of return fares rather than single fares. The refund of every teacher in attendance will be calculated on the basis of the following formula: three-quarters of return fare minus $20.00. No refund will be given on fares that are under $20.00, and no refund itself will exceed $30.00. The return fare will be calculated as the cheapest standard mode of transportation from each centre. For example, from Peace River it would be an excursion fare if each is available—otherwise the regular fare-and-one-third by rail. If any teacher sees fit to travel by other means, say by automobile, the refund will be the same amount as if he had come by railway or steamship. Normally, then, a $49.40 excursion fare from Peace River would give a refund of three-quarters of $49.40 minus $20.00, i.e., $17.00 and the net cost to the teacher would be $49.40 minus $17.00, or $32.35.

All teachers will thus be treated similarly, with teachers living in areas served by excursion rates benefiting proportionately thereby. If the teacher travels by a steamship line with berth and meals included in ticket cost, three quarters of the total price of the ticket will probably be treated as the return fare for the purposes of the formula indicated above.

Mr. Campbell asked that teachers be reminded that any individual cases where the formula seems to involve an apparent unfairness will be given sympathetic consideration.

Mr. Creelman and the other members of the Consultative Committee indicated the hope that Mr. Campbell's kind cooperation in finding a solution for the difficulties incidental to framing a refund system that will be fair to everybody will result in a large attendance at the Summer School.

MARCH OF TIME FILMS FOR SCHOOLS

ARRANGEMENTS with The March of Time for release of 16 mm. sound prints of a selected series of their subjects for educational use in schools and colleges were announced March 20

I do not read them. My reasoning is based on *a priori* grounds."

"Well, there are others on the Editorial Board," contributed the Philosagogue. "Do you think it is Frank Hardwick, or that man Armstrong?"

The Pedopher did not hesitate a moment.

"I do not," he said. "They are both much more intelligent than you would naturally suppose."

"F. D. — F. D. — F. D.," ruminated his companion. "Perhaps it means *'Fidelis Defensor.'* Do you suppose that . . . ."

"No," said the Pedopher judicially, "it won't be George. He has been too busy getting ready to come to Canada or to fight the Axis or avoiding any fight with the Axis. It must be some one in our own school. It is an inside job."

"Could it be that the initials are reversed? Possibly they should read 'D. F.'" suggested the Philosagogue thoughtfully.

"That throws no light upon the question. There are plenty of D. F.'s on this staff," the Pedopher gloomily objected.

"True enough. And we must be fair. There is no one of them so obviously a D. F. as to be justly suspected of wasting his energy writing for *The B. C. Teacher*."

The Pedopher raised the hypothesis that F. D. is really Paidagogos in wolf's clothing. "Paidagogos, Pedopher, Philasagogue—there seems to be some association linking those words," said he.

"Perhaps," replied the Philosagogue, as he knocked the ashes out of his pipe. "Also perhaps not. When evidence is inadequate it is the part of wisdom to keep an open mind. Possibly F. D.'s next article will reveal his identity. Meantime, let us change the subject. We shall be talking shop, if we don't look out; and that, as I said before, is the one thing that wise teachers—such as you I—never do."

by the Association of School Film Libraries, of Rockefeller Plaza, New York, N.Y.

In connection with a recent attack on the New York City Teachers Union, Professor Jerome Davis of Yale University, President of the American Federation of Teachers, has prepared the following statement:

"In America we seem to be victimized by loose charges about 'reds,' 'communists,' or 'led by Stalin.' Such charges have been made against the President of the United States, and against nearly every worthwhile liberal organization in America. Only recently, I saw a statement that the Federal Council of Churches was communist, and that the distinguished Catholic educator, Dr. John Ryan, was a communist.

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Mr. and Mrs. James will produce **four one-act plays.**

CINEMATOGRAPHY, August 2nd to 15th.

The Department of University Extension has been fortunate in securing **Professor Boris V. Morkovin,** head of the Department of Cinematography of the University of Southern California, to conduct a two weeks' course on the appreciation of motion pictures.

Separate courses will be offered on:

(a) Films and the School.
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(c) Development of Motion Pictures—Art, Technique, Socio-Psychological Factors.

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Homes for Rent and Exchange for the Summer

FOR RENT—July and August, a fully-furnished 7-room house near University bus and not far from a good beach. Lawns, cherry trees, garden furniture, wading-pool, garage; tiled kitchen sink, electric range, refrigerator. $50 per month. **C. B. Crowe, 4522 West Sixth Avenue, ALma 0360-R.**

TO LET—July and August; furnished bungalow, 2565 West Seventh Avenue. Location quiet but convenient; near trams and beaches; back lawn; privacy; flowers; shade. Two bedrooms on ground floor and one in basement. $45 per month. **Norman P. Black; Bay. 3880-R.**

FOR RENT—Thoroughly modern, fully furnished, 6 room house, near 41st and Dunbar; available for summer any time after June 17. Rent $45.00 per month. Apply to **H. H. Grantham, 3893 West 38th, Vancouver, B. C.**

FOR RENT—Five room house; good view; small garden, cool verandah; garage; July and August; $35.00 per month. **A. McKie, 4472 Quesnelle Drive, Vancouver.**

FOR RENT—July and August; furnished bungalow; quiet; beautiful view location; rent nominal to trustworthy people; no children. Particulars on request. **F. Wilcock, 294 St. James Rd., E., North Vancouver.**

FOR RENT—Furnished, 5-room bungalow, with garage; central location; June 15 to end of August. Apply to **M. Johnston, 1355 W. 12th Ave.** Bay. 2887M.

FOR RENT—July and August. Nicely furnished 6 room house. Near carline on Dunbar Heights. Quite near beach and University Bus. Garage. $40.00 per month. For further particulars, write **A. Campbell, 3819 West 21st Ave., Vancouver, B. C.**

EXCHANGE—Dunbar home for home or camp in the Okanagan for July and August. **3377 West 19th Avenue; phone BAy. 6354-Y.**

HOUSE TO RENT—7 rooms, modern, double plumbing, automatic gas heater for water, electric stove and frigidaire; completely furnished. Ten minutes by car to U. B. C., at terminus of two car lines. $45 per month. To rent from June 15 until end of August. Phone or write to **5730 Alma Road, Vancouver, B. C., Telephone: Kerr. 1766-Y.**

FOR RENT—July and August, furnished house, 4 rooms and dinette, automatic hot water heater, garage, half block from bus line, good connections to beach and university. Rental $32.50 per month. Apply to **C. T. Ruddell, 2838 37th Avenue West, Vancouver, B. C.** Phone Kerrisdale 3849M.

FOR RENT—Fully furnished, nearly new, in Dunbar district, 8 room house including 4 bedrooms, for summer months. Convenient to University. References required. $50.00 per month. **G. Hamilton, 4015 W. 35th. Ave.**

FOR RENT—For July and August—A furnished bungalow in Kerrisdale district. Living room, dining room, kitchen, nook, three bedrooms, basement, study and garage. Lovely garden, lawns, pool, small fruits and fruit trees. $75 for the season. References exchanged. **C. M. Hockridge, 2079 W. 46th Ave.,** Vancouver. Phone: Kerr. 0340-M.

SUBLET—July and August; Bachelor Suite, furnished. Apply to **(Miss) Eva M. Doherty, Suite 18, 2830 Hemlock St.,** Vancouver, B. C.

FOR RENT—July and August; completely furnished 5-room lower duplex, consisting of two bedrooms, large living room and dining room, kitchen with gas range, bathroom; lovely large garden. Within easy walking distance of tennis courts, golf links and beaches, four blocks from University bus. $35 month, which includes heat, hot water, light and phone. Apply **L. A. Wrinch, 4574 West Sixth Avenue,** Vancouver.

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LE CAMP FRANCAIS

THIS summer at Shawnigan Lake on Vancouver Island "Le Camp Francais" will take up its quarters in Strathcona Lodge from July 14 to August 13. For a month adult students will be given the opportunity of using French in a free, natural and informal manner and of studying French life, customs and literature in an exclusively French atmosphere.

Last year marked the introduction of the French Language Camp to the Pacific Coast. So successful was the venture that the Director, Miss Dorothy Punderson, decided to continue again this season and for a longer period. Last year the camp was in session for only 3 weeks. Qualifications for admission were a sufficient knowledge of grammar and vocabulary to ensure at least a fair speaking knowledge of French. For three hours each forenoon six days a week professors lectured and led discussion groups in selected fields of French literature and culture for elementary, medium and advanced classes. Reading was encouraged and there was an excellent library for the purpose. In the afternoons there were walks, hikes, boat and auto trips, swimming parties, organized sports, and causeries at the tea hour. Every evening there was a program and a fireside at one of the outdoor amphitheatres. Plays, readings, anecdotes, songs, music, talks and variety programs were enjoyed. Faculty and students were recruited from Washington, Oregon, California, Minnesota, Colorado and British Columbia.

This year the Camp will start off very appropriately with a French festival in honor of Bastille Day. The schedule of fees for tuition and board for the full camp from July 14 to August 13 will probably be $80.00; for the academic period of 4 weeks from July 17 to August 12, $75.00; or for each week, $20.00. The site is ideal, the grounds very beautiful, the lodge comfortable. There is running water in every room and good beds with linen and bedding provided. The countryside lends itself to excursions and outdoor activities. There is fresh water and sea bathing, and tennis accommodation. Final details about the curriculum and faculty of "Le Camp Francais" for 1939 are now being settled. Circulars and information may be obtained by writing to Miss Dorothy Punderson, 947 Portland, Avenue, St. Paul, Minn.

U. B. C. SENATE ELECTIONS

MEMBERS of Convocation of the University of British Columbia are reminded that the secret ballot for the election of fifteen members to the Senate of the University of British Columbia must be in the University Registrar's office by ten o'clock in the forenoon on Wednesday, May 31st, 1939.

Twenty-six candidates are seeking election. Directions for voting by mail must be strictly followed.

EDUCATIONAL RADIO PROGRAMMES

REGULAR weekly programmes from CKWX (1010KC) of an educational nature are: Sundays, 6:45 p.m., The Word Man; and 8:45 p.m., City of Vancouver Programme; Wednesdays, 7:30 p.m., Romance of British Columbia; Thursdays, 7:15 p.m., Great Britain To-Day.

The regular programmes of the CBS American School of the Air have been concluded for the school year. The series included: Mondays—Frontiers of Democracy; Tuesdays—Music and the Friendly Arts; Wednesdays—New Horizons; Thursdays—This Living World; and Fridays—Tales from Far and Near, dealing respectively with problems of shifting populations; Music in relation to dancing, painting, literature, and architecture; geography and science; scenes and comments on world current events; and dramatized famous stories.

The B.C. Teacher welcomes comment on the usefulness of the radio programme section to teachers.

HOW MUCH NOISE ANNOYS?

When the editorial board receives a request from a member of the magazine committee to publish a few remarks on —say "A By-law for the abatement and control of noise in the city of Vancouver"—well, the editors are so overpowered they immediately make the necessary provisions. (*Reference: see report in this issue on* THE B. C. TEACHER *annual meeting.*)—F. C. HARDWICK.

RECENTLY coast members of the Manitoba alumnae became concerned with the prospect of stirring up Vancouver people to do something about the anti-noise by-law enacted in 1938. The alumnae felt that the psychological and physical effects of noise recognized by the by-law justified somebody's asking the schools to take their share of responsibility in spreading anti-noise gospel.

It is suggested that Vancouver teachers

might even go so far as to read to their pupils By-law No. 2531.

An examination of this noise abatement legislation shows there should be:

1. No unneccesary public or private disturbance of the peace—including horn honking, family quarrels, cat concatinations and wedding tintinabulations.

2. No load huckstering, peddlering, news-vendoring, hawkering or using of intermittent cries (calling in Billy to supper—at irregular intervals).

3. No playing of radios on your front porch or other undue amplification of sounds. However, the by-law leaves the police and fire departments free rein to indulge their inferiority complexes.

4. No excavating from 8 p.m. to 7 a.m. (This does not include golf.)

Violators will be straffed vigourously up to $100 and costs or by sale of offender's chattels or by committing offender to the common gaol (goal in my copy!) or lock-up house.

Incidentally, the Motor Vehicle Act views with disfavor teachers—or other persons—who use exhaust, compression or spark plug whistles. And you must use your horn only as a reasonable warning to a pedestrian that his extinction is imminent.

MISS JESSIE J. MACKENZIE HONOURED

THIS department of *The B. C. Teacher* wishes to identify itself with those many members of the Federation who would wish to felicitate Miss Jessie J. MacKenzie, Vice-Principal of the John Oliver High School, Vancouver, upon the distinction of being selected as the recipient of the Fergusson Memorial Award for 1939.

Miss MacKenzie has been a conspicuously faithful and untiring worker in educational circles for a long period of years and to her the teachers and general citizen body of British Columbia owe a debt of gratitude and appreciation.

DANIEL B. JOHNSTON

ON April 9th, Daniel B Johnston, Principal of King George High School, Vancouver, died at the age of 66.

Mr. Johnston had retired from the teaching staff on June 30th, 1937, after having taught in the Vancouver district for 36 years. He was born in Ontario in 1872 and graduated from the Ontario Normal School in 1895. He taught then

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for two years in his birth town of Crinan before entering Queen's University. Immediately after graduation in 1901, Mr. Johnston came West and joined the staff at Vancouver where he was among the pioneers of education in British Columbia.

Mr. Johnston is survived by his wife, two daughters, five brothers, and one sister. The teachers offer their sincere sympathy to Mrs. Johnston.

ALEXANDER M. MAXWELL

ON Monday, April 9th, at his home on River Road, Hammond, Alexander M. Maxwell died. Mr. Maxwell retired from teaching some time ago. He was born in Brockville, Ontario, and had lived in Surrey 13 years before moving to Hammond 26 years ago. The teachers extend their condolences to those left by Mr. Maxwell.

DONALD R McLEAN

DONALD Roderick McLean, Vice-Principal of Hastings School, Vancouver, died suddenly on April 30th.

Mr. McLean was born in Ontario on January 9th, 1874. After coming to British Columbia in 1915, he became a teacher in Vancouver. Mr. McLean had taught for 13 years in Lord Tennyson, General Gordon, Bayview, Strathcona, and Hastings Schools. Mr. McLean was 65 years of age. Besides a host of teaching friends, he leaves to mourn, his wife, two daughters, Donalda F. and Elsie M., two brothers, Norman, John, and a sister, Mary McLean.

MARRIAGES

SMITH-POLLARD

RECENTLY the marriage of Miss May Elizabeth Pollard and Mr. George Alexander Smith took place in Vancouver. Mrs. Smith was formerly a teacher at Nelson Avenue School, Burnaby. The couple will reside in Vancouver. Best wishes both.

GIBSON-LAWRENCE

MISS Eva M. Lawrence of Dawson School, Vancouver, was married to Mr. Carman Lawrence Gibson of Prince Rupert on April 11th. Mr. and Mrs. Gibson will reside in Prince Rupert where Mr. Gibson is stationed in connection with the Provincial Forestry Department.

The teachers wish Mr. and Mrs. Gibson happiness.

McGAULEY-MARTIN

ON April 6th, Miss E. J. Martin, who at Easter resigned from the teaching staff of Florence Nightingale School, was married to Mr. Patrick McGauley of Trail, B. C. Mr. and Mrs. McGauley spent some time in Moscow, Idaho, before going to Trail where McGauley is employed by the Consolidated Mining and Smelting Co.

NEW CITIZENS

TWO men teachers of Kitsilano High Schools (Vancouver) have been, this last month, passing out cigars to celebrate the arrival in their families of new members. Mr. and Mrs. B. W. Taylor have a daughter and Mr. and Mrs. H. B. Smith have a son.

Congratulations both. May these arrivals presage many happy years.

B. C. T. F. OFFICIALS ILL

THE hundreds of British Columbian teachers who attended the Easter Convention were greatly shocked by the suddeness with which the B. C. T. F. General Secretary, Harry Charlesworth, was attacked by a serious indisposition which forced him to withdraw from the deliberations of the Convention. Everyone will be pleased to know that *The B. C. Teacher*, in securing the latest report, has learned that Mr. Charlesworth is progressing well. The doctor has ordered a needed rest cure; therefore it will be five or six weeks before Mr. Charlesworth will be able to return to the Federation offices. The work that the General Secretary has had to perform has been particularly arduous this last year.

Not only has the Federation suffered a great misfortune in the illness of the General Secretary but it has also been additionally handicapped because Miss Clayton, the General Secretary's Assistant, was taken ill shortly after Easter. It will be some time before Miss Clayton will be able to return to B. C. T. F. headquarters.

The B. C. Teacher joins the teachers of British Columbia in wishing both Mr. Charlesworth and Miss Clayton speedy and full recovery.

WORLD PLANE CRUISE

COL. George R. Hutchinson, Mrs. Hutchison, and daughters Kathryn, 16, and Janet Lee, 14, together with Lee Dice, co-pilot and Edward Home, navigator and radio operator, took off on

March 27th for a goodwill flight as ambassadors of the Columbia School of the Air. The flight will take the party over 68 countries, and will last until sometime in August. The plane is a Lockheed Electra twin-engined monoplane built to accommodate 11 passengers and will constitute a classroom in the sky for the two girls. The CBS will rebroadcast the progress of the flight which is made to secure the signatures of the chief executives of 68 nations on a "Scroll of All Nations" setting forth the desire of the peoples for peace. President Roosevelt was first to sign.

BRITISH COLUMBIA TO BE REPRESENTED AT RIO

AMONG the fifty Canadians who are booked for the trip to Rio de Janeiro and points south, in connection with this summer's convention of the World Federation of Educational Associations, are the following British Columbians: Miss Mabel Warner, 824 E. 7th Ave., Vancouver (Hastings School); Miss Ethel M. Boothby of Mission City; Miss M. A. Shaffer, 4716 W. 4th Ave, Vancouver, Fairview High; Miss J. Greig, University of British Columbia; and Dr. Norman F. Black and his daughters, Miss Margaret Black of Vancouver Public Library and Miss Mary Black, Duncan Health Centre. Dr. Black has been invited to contribute to the programme. His topic will be "Geographical Thinking."

SUMMER SCHOOL WHILE RIO BOUND

A PLEASANT way of taking college extension courses—and obtain college, graduate or "Teacher" credit for them—is now available on the "S. S. Rotterdam," Rio-bound on its 53-day Cruise in connection with the Eighth Biennial Congress of the World Federation of Education Associations August 6th to 11th. Three such courses will be available for those interested, it is announced by Dr. Paul Monroe, President of the W.F.E.A., offered respectively by Clark University and Indiana University. In each case, they will be the equivalent of courses offered at the universities' regular summer sessions.

Clark University, well recognized in the field of Geography, is offering Geography of South America, and Geography of Caribbean America, including economic and other problems as well as physical characteristics. Dean Henry Lester Smith of Indiana University, a Director of the Federation, will for the fourth summer offer a course in Comparative Education while en route to the Conference of the World Federation of Education Associations aboard the "Rotterdam."

Inquiries regarding the credits available for these courses, and all inquiries regarding either the "Rotterdam" or the short summer Cruise to Rio on the "S. S. Argentina," should be addressed to the World Federation of Education Association's headquarters, 1201—16th St., N.W., Washington, D. C.

SUMMER SCHOOL OF THE THEATRE

AT the University of British Columbia's Summer School of the Air, which will be in session from July 10th to August 12th this year, Mrs. Florence James, Director, Seattle Repertory Playhouse, and Mr. Burton W. James, Director, Seattle Repertory Playhouse and Director, Washington State theatre, will be the guest directors. Assisting these will be Miss Dorothy Somerset as Instructor in Stage Movement and Improvisation, Mrs. A. G. Graham as Instructor in Voice and Choral Speech, Mrs. Vivien Ramsay as Instructor in Art of Make-up, and Mr. Hugo Alde as Instructor in Scene Building and Painting.

Applications for Registration must be received by June 30th, 1939. They should be addressed to Department of University Extension, University of British Columbia, Vancouver, B. C.

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KATHLEEN ELLIOTT VACATIONS

What We Are Reading

THE NATIONS TODAY — Macmillan (1939); (Packard, Sinnott, Overton):

The preface states the point of view of the authors, in a few well-chosen, concise sentences. This book is a story of victory for man as a result of indomitable courage, prudent foresight, inventive genius, and everlasting persistence. Its theme is what men do for a living, what progress they have made, how they are adjusting themselves in an interdependent world, and what problems the future holds for them."

The point of view is modern and the presentation is refreshing. Emphasis is laid on modern means of communication both in messages and travel, bringing closer relationships to all peoples of the world, and the necessities of sympathetic understanding of each other's problems.

The unit system is adhered to, the divisions are logical and progressive, and the balance is well maintained. The text is interesting and is profusely illustrated from actual photographs of outstanding achievements in the industrial field—they are not mere pictures. Added to these are a usable series of graphs, charts and comparative production maps. Each chapter is followed by a series of well selected questions and projects for student investigation. The appendix contains a splendid bibliography followed by an up-to-date tabular listing of countries, products (agricultural, manufactured, mineral), principal exports and imports, areas, populations and percentages engaged in various occupations. Then comes world and country productions and trade in various commodities. Interleaving these are a series of physical-political maps, with the cities marked to designate their populations. The index is replete with cross references.

In all the book contains 727 pages, 6 inches by 9¼ inches, well printed on good paper, and well bound, a credit to the authors and the publishers, and at the modest price of $2.00, with the usual discounts.

Like *Nations as Neighbours* and *Nations at Work*, this book will prove very popular with high school students. Schools supplying duplicate copies for student use will be making a good investment.—E. F. CONNOR.

SCHOOLS In Small Communities; American Association of School Administrators, Washington, D.C.; ($2.00).

This book is the seventeenth yearbook of the A.A.S.A., and is primarily intended for school boards, executives and teachers in small communities. It presents the problems of the small school system in a challenging way and deplores the habit of using the smaller unit as merely a stepping-tone to positions where pay is higher.

The range of topics is wide, including guidance, curriculum, enrichment, planning, transportation, finance and management. Each problem is carefully and sanely discussed, without bias, and the conclusions seem very sound. For example, the summary of Chapter III and IV, dealing in guidance, stresses that guidance programs be "built up gradually, as faculty, school and people learn the nature and accept their responsibilities in the program." Guidance therefore is not a school program superimposed by an executive.

Grading and reports are treated as definite and objective evaluations of individual pupils and not as statistical nightmares for the teacher. The treatment of these problems alone is well worth the cost of the book.

For administrators, principals and teachers in small communities this book is certainly an inspiration, guide and to all such it should be highly recommended. —D. G. MORRISON.

* * * *

THE PATHFINDERS OF NORTH AMERICA, by Edwin and Mary Guillet, Toronto; The MacMillan Company of Canada Limited, 1939; price $1.25.

Any attempt to include all the stories of outstanding characters of North American exploration in one volume is indeed a tremendous undertaking. Edwin and Mary Guillet in the work under review have managed to fulfil the task exceedingly well and at the same time to keep within the scope of the reader of Grade VI ability.

Opening with an interesting chapter on the Norse Sea-Rovers the reader is conducted through Spanish, British, and French explorations of the southern, eastern and central portions of the continent to reach, for British Columbians,

the most interesting chapters in the latter section where the expeditions of Mackenzie, Fraser and Thompson are narrated. Gold in California, the Klondike Rush and the struggles to overcome the trials of the Arctic weather bring the book to a conclusion.

Colored maps on the cover and flyleaf, front and back, reproductions of pictures admirably suited to the printed material, together with pleasantly large type, combine to make a handsome volume.

The book should prove valuable to Grade VI classes carrying on group activities in that portion of the Social Studies which includes Exploration and Discovery.

* * * *

TEACHING WITH MOTION PICTURES, a Handbook of Administrative Practice, by Edgar Dale and Lloyd L. Ramseyer; American Council on Education, Washington, D.C.; 57 pp.; price, 40c.

This is an excellent little book for the beginner interested in motion pictures as a teaching aid. In the introduction the authors point out that the book deals purposely with only the fundamental aspects of the subject and that it contains little of interest to experienced teachers of visual education.

But for the newcomer in this field there is offered much sound advice. The benefits to be derived from motion pictures in the classroom, types of equipment to be acquired and the proper management of material to achieve best results are some of the topics discussed. —J. L. BENNET.

* * * *

YOUNG VOYAGEUR, by Charles Clay; Oxford University Press, Toronto, Ont.; 409 pp.; price, $1.50.

This story by a Winnipeg newspaperman will prove a thrilling and informative supplement to the Canadian history of young boys and girls. Dealing with fur-trade days, it carries the reader across stretches of Canada that take on new meaning to him. Historical characters become flesh and blood, and fictitious characters, especially Black Nain and Andre, furnish excitement that carries right through the volume. Lively dialogue plays an important part in the development of the story. *Young Voyageur* can be highly recommended to boys and girls as a wholesome and captivating narrative.—E. T. OLIVER.

* * * *

YOSHIO, by Helen Dickson (Mrs. Helen Reynolds, North Vancouver, B.C.); Thos. Nelson and Sons, Ltd., Toronto, Ont.; 111 pp.; price, 75c.

Here is a delightful story of a young Japanese boy in Western Canda. The writer gives a very sympathetic sketch of Yoshio in his new Canadian home. Quick to adapt himself to his new surroundings, he carries his Oriental courtesy into his dealings with his playmates, his teacher, and others. A pleasing feature of the book is his quaint English, which will be very entertaining to Canadian children. The concluding chapter shows how the little Japanese family fully captured the idea of what "school spirit" means.

In the Foreword to the volume—which by the way, is charmingly illustrated by Ruth Westcott—the writer is quoted as saying, "I wrote it with the underlying motive of helping to promote friendly feeling between Canadian and Japanese children." The present may not be the most opportune time for her to accomplish her purpose, but any lack of success will not be due to the book itself.—E. T. OLIVER.

* * * *

THRILLING TALES OF ACTION, edited by A. J. Merson; Longmans, Green and Co., Toronto, Ont.; 184 pp.; price, 40c.

In this book boys and girls of the elementary schools will find a source of delight as they share exciting adventures in places as far apart and as different from each other as the Sahara desert and the Arctic ocean. There is not a dull moment for the fortunate reader into whose hands this little volume falls. The editor is to be commended for his selection of these diverting tales.—E. T. OLIVER.

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Correspondence

SABBATICAL LEAVE

Lister-Kelvin Schools,
New Westminster, B. C.,
April 6, 1939.

Editor, *The B. C. Teacher*:

The many teachers who read with such interest the report on Sabbatical Leave which appeared as an appendix to the April issue of *The B. C. Teacher* will be interested to know that New Westminster Board granted leave to a member of the teaching staff last spring.

The teacher drew full salary and arranged for and paid a substitute. This leave enabled the teacher to qualify for a higher position in another position and consequently resulted in a resignation.

Last Christmas a teacher on this staff was willing to sacrifice her salary from January 1st to June 30th in order to attend Art School and qualify for a specialist's certificate, provided she was sure of her position next September, so I tackled powers that be. At first, they were reluctant in view of their previous experience but they finally decided to allow this teacher to leave for the six months, to pay her full salary less bill for substitute and to place her back in her former position next September.

At least this is recognition of the principle of Sabbatical Leave.

Yours sincerely,
J. CHELL.

LETTERS TO THE EDITOR

Port Coquitlam, B. C.
April 25, 1939.

Editor, *The B. C. Teacher*:

At the Easter Convention it was brought to my attention by Mr. R. Tate that it was the desire of the unattached teachers that outlines of all subjects in all grades in the elementary schools should be prepared to especially aid the school teachers in the rural districts, and that these outlines should be published in *The B. C. Teacher* each month.

As the members of the editorial board desire the magazine to be of as much service as possible to the teachers of this province, I should greatly appreciate correspondence relative to this matter, especially with regard to the fullness of the required outlines, the extent to which reference material should be included, and the willingness of the teachers to assist in this work. I would especially appreciate correspondence from the Peace River District where, I understand, a very definite start has been made in such work.

Fraternally,
D. G. MORRISON,
Rural and Village Editor.

ONTARIO TEACHERS' COUNCIL REQUESTS COOPERATION

Room 406,
30 Bloor St. W.,
Toronto 5, Ont.,
April 25, 1939.

Editor, *The B. C. Teacher*:

You are probably familiar with the current series of radio broadcasts sponsored by the Ontario Teachers' Council, as outlined in the enclosed leaflet. The remaining programmes take place on Wednesday evenings—April 26, May 3, May 10, May 17, May 24—from 9 to 9:30 p.m. (Note: Commencing with the May 3 broadcast, it will be from 9 to 9:30 p.m., *Eastern Daylight Saving Time.*)

This is the first time the Council has attempted to encourage public discussion of educational problems by means of a nation-wide radio series, and we are very anxious to get some estimate of listener-response, both from teachers themselves and from laymen. The success of the series will be judged entirely by the number and character of the letters and comments received from listeners. These letters and comments will decide whether or not the C.B.C. will continue their generosity in giving us time over a network of stations, and will also assist in determining the character of future broadcasts.

Would you, and interested readers of *The B. C. Teacher*, therefore, persuade teachers and other people in your community to send in, as soon as possible, their comments on this series, either to Mr. C. R. Delafield, Canadian Broadcasting Corporation, 341 Church St., Toronto, or to the Ontario Teachers' Council, Room 406, 30 Bloor St. W., Toronto, stating quite frankly their opinions of the series of programmes as a whole or of any individual broadcast?

It is suggested especially that response should be secured from trustees and from members of societies interested in education, such as the Parent-Teacher

Associations, Women's Institutes, church organizations, etc. Letters from pupils are especially valuable and are always given serious consideration.

Accompanying this letter you will find a list of definite questions suggested as a guide in sending in opinions. The Radio Committee of the Ontario Teachers' Council consists of Miss Edith Knechtel, Humewood School, York Twp., (F. W. T. A. O.); Mr. H. M. Saul, Dovercourt School, Toronto, (O. P. S. M. T. F.), and Mr. C. S. Brubacher, York Memorial C. I., York Twp., (O. S. S. T. F.)

Yours very truly,
H. E. CARR,
Secretary, Federation of Women Teachers' Associations of Ontario.
O. M. MARTIN,
Secretary, Ontario Public School Men Teachers' Federation.
S. H. HENRY,
Secretary, Ontario Secondary School Teachers' Federation and Ontario Teachers' Council.

Questions re Series of Radio Broadcasts sponsored by the Canadian Teachers' Federation, the Canadian Association for Adult Education and the Ontario Teachers' Council, and made possible by the kindness of the Canadian Broadcasting Corporation.

1. Is it possible to hear the programme in your locality?
2. Has the programme as it is—consisting of three parts: dramatic sketch, speech, discussion—proper balance and unity?
3. Which part of the programme is probably received with greatest favour?
4. Which particular broadcast do you think was the best, or had positive merits?
5. Was there any topic which was not adequately dealt with?
6. What other topics do you think should have been dealt with?
7. Other comments:

4640 West 9th Ave.,
Vancouver, B. C.,
April 2nd, 1939.

Editor, *The B. C. Teacher*:

Dear Dr. Black,—The Executive of the B. C. Branch of the National European Refugee Committee has authorized me to write to you, asking if you would be willing to include in the next issue of your magazine an appeal for contributions to the Refugee Fund. The staff of King Edward High School has already made a contribution, and several individual teachers have also done so, but we would like to have a much larger response, for the need is very great. All money received is forwarded to our National Treasurer in Ottawa, and is then sent on to Europe, where it is spent to help those refugees who are in most desperate plight.

Our Honorary Chairman is Professor Soward, and our Honorary Treasurer is Colonel E. B. Westby, 801 Hastings St. West, Vancouver. All contributions should be sent to Col. Westby. Cheques should be made payable to "B. C. Refugee Fund." All contributions will be gladly received, whether large or small.

Yours sincerely,
W. G. BLACK,
Chairman.

PAGE MR. GILMOUR

1487 Gordon Avenue,
Hollyburn, P.O.,
West Vancouver, B. C.,
March 17, 1939.

Editor, *The B. C. Teacher*:

As a Britisher and also as a teacher, I have read with much interest Mr. John Gilmour's article on Education in South Africa, which article appeared in the March issue of your magazine. Indeed, items of this sort constitute one of the most pleasing features of *The B. C. Teacher*.

May I, through your columns invite Mr. Gilmour to give information and ideas regarding "dual language" education? What qualifications are required of teachers who teach Dutch to English children (and vice versa)? What standards are set up? How much time is devoted to the second language? What methods of instruction are used? Canada, too, is a dual language country, and as a teacher of French I am deeply interested in the question of methods and feel that many of your readers share this interest.

Yours very truly,
FRED J. PATTERSON.

COMMENTS ON CONVENTION ARRANGEMENTS

Vancouver, B. C.,
April 17th, 1939.

Editor, *The B. C. Teacher*:

The annual conventions of British Columbia Teachers' Federation are of such importance in educational circles that no

steps should be neglected which may make them more and more successful. To this end those concerned from year to year should be on the lookout for mistakes that may be remedied.

I know that planning the programmes is a difficult task in which those responsible may expect more kicks than ha'pence and that at the last moment circumstances may arise that necessitate changes regarding which it may be impossible to consult all concerned. However, I hope that no one will take it amiss if I point out that those specially interested in meetings of the Geography Section seem year after year to meet more than their share of disconcerting annoyances. This year our grievances have reached a climax.

So far as I am aware no member of the Geography Section was consulted when for some mysterious reason it was called upon to hold its session in the Crystal Ballroom rather than in one of the smaller rooms which would have been so much more suitable and so much less liable to exasperating disturbances that are disconcerting to speakers and make intelligent listening difficult. No doubt our consignment to this echoing desert was associated with the fact that the meeting was supposed to be a joint session of the Geography Section of the Secondary School Teachers' Association and the Elementary Department; but to expect anything like a representative gathering of Elementary School teachers to be on hand at a quarter past nine o'clock on the morning when most of the visiting teachers were arriving in town was to expect a manifest impossibility.

The result of these unlucky arrangements was that there was no real meeting of the Elementary Department at the hour named and that the meeting of the Geography Section was all but wrecked, despite the generalship of its resourceful president, Mr. Northrop, and that the important address by the distinguished English geographer, Dr. Stembridge, was delivered and heard under very disconcerting and exasperating circumstances that seemed to involve deplorable discourtesy to our guest speaker.

Some of us, already sore over arrangements that in several successive years have hampered the success of the annual conferences of the Geography Section, are just about ready to stage a rebellion.

Will those who will have in hand the arrangements for next year please see to it that we get a little more consideration?

C. F. CONNOR.

1487 Gordon Avenue,
Hollyburn P. O.,
West Vancouver, B. C.,
March 17, 1939.

Editor, *The B. C. Teacher*:

As a Britisher and also as a teacher, I have read with much interest Mr. John Gilmour's article on Education in South Africa, which article appeared in the March issue of your magazine. Indeed, items of this sort constitute one of the most pleasing features of *The B. C. Teacher*.

May I, through your columns invite Mr. Gilmour to give information and ideas regarding "dual language" education? What qualifications are required of teachers who teach Dutch to English children (and vice versa)? What standards are set up? How much time is devoted to the second language? What methods of instruction are used? Canada, too, is a dual language country, and as a teacher of French I am deeply interested in the question of methods and feel that many of your readers share this interest.

Yours very truly,

FRED J. PATTERSON.

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Highlights of the World News

BRITISH COLUMBIA on March 31 announced the sale of $3,000,000 5-year 3¾% bonds in New York.

Associated Boards of Trade of the lower mainland on March 24 urged on the B. C. Government, a large-scale reforestation program to restore denuded areas and create employment and demanded the Government relieve local land taxes of much of the burden of education costs.

Labor unions in B. C. are protesting an amendment to the federal Election Act which limits the absentee vote to professional men, excluding fishermen and lumbermen.

Hon. J. G. Gardiner announced on April 5 a plan to aid farmers by an acreage bonus in emergency years ranging up to $2.50 per acre and a guaranteed price of 60c per bushel for wheat. The acreage bonus would vary with the average yield of the township and with the price, and would apply to only half the area cultivated, regardless of crop. A charge of 1% would be made on all grain deliveries. The guaranteed price was subsequently raised to 70c. The plan has met with much criticism.

On March 24, while the Ontario Legislature unanimously demanded conscription of men and wealth in war-time, Mayor Houde told students opposed to conscription: "I am willing to lead you. But remember you must be prepared to follow your appointed leader, and follow him blindly, no matter the cost." In Parliament on March 30 leaders of the Liberal, Conservative, and C. C. F. parties all spoke against conscription for service overseas.

* * * *

PRIME Minister Joseph Lyons of Australia died April 7 and was succeeded by Sir Earle Page.

In both Australia and New Zealand broadcasts criticizing the Chamberlain foreign policy and certain anti-Hitler and anti-Japanese propaganda have been prohibited.

British authoritarian rule in Malta has begun to relax with the introduction of a Legislative Council of ten elected members, eight official members, and two members appointed by the Governor. Both Maltese and English may be used but the language question and defence may not be discussed. Clergy are disqualified from membership.

During March fifteen members of the Irish Republican Army, outlawed in both Ireland and the United Kingdom, were sentenced to an aggregate of 212½ years for complicity in bomb outrages. Pronouncement of the last sentence was followed March 29 by an explosion that wrecked steel girders of Hammersmith bridge, London.

Five prominent members of the British Labor Party, including Aneurin Bevan, M.P., and Sir Charles Trevelyan, were expelled for supporting the Cripps popular front campaign.

* * * *

ALL negotiations for a merciful peace in Spain were closed by Gen. Franco on March 26. On March 23 his troops entered Madrid. The next day, as Nationalist sympathisers seized control of nearly all large towns, Franco claimed complete mastery of all provinces. By the end of the month 100,000 prisoners had been taken. An official declaration of April 1 stated: "The war is over." Already Franco's agents were in London, seeking funds for reconstruction. On April 7 450 leaders of American Protestantism appealed to the Pope to curb the "un-Christian reprisals" of the Franco victory and ten days later Piux XII appealed to the new rulers to lead Spain "back to the principles of the

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Church." "Thus will all foes of Italy and Fascism finish," said Mussolini as Madrid fell. Franco had signed the anti-Comintern pact March 27. The United States recognized the new regime April 3.

Mussolini, in a speech of March 26 referred to Italy's colonial problems with France: "Tunisia, Jibuti, the Suez Canal." Premier Daladier on March 29 reaffirmed his refusal to yield an inch of land to force but expressed his willingness to examine any proposal for a settlement of differences. Mussolini's only reply was that Italy could afford to wait.

President Lebrun of France was re-elected by the National Assembly on April 5.

Peru gave notice of resignation from the League of Nations on April 8, Hungary on April 11.

In the Belgian elections of April 2 the Rexist party lost all but 9 of its 33 seats in both houses. The Nazi party failed to win a seat in Eupen and Malmedy. In the new Chamber Catholics hold 73 seats, Socialists 64, Liberals 33, Flemish Nationalists 17, Communists 9, Rexists 4, Technocrats and Ex-Service Men 1 each.

The Netherlands in six months ending March 17 had shipped one-fourth of her gold reserves, or over $225,000,000, to the United States. She was fifth biggest holder of gold.

In annexing Bohemia-Moravia Germany secured control of over $100,000,000 gold reserves and of the famed Skoda arms factory, but not of its engineers who escaped to London with their secret plans.

Memel was surrendered on German demands on March 22 and on March 28 Lithuania came under the rule of a new cabinet under a general as Premier, with three other generals among its members and largely dominated by the Commander-in-Chief of the army. Their policy would be aloofness from clashes of the great powers, it was announced April 6.

Roumania also yielded to strong German pressure on March 22 in signing a trade treaty giving Germany free ports on the Danube and Back Sea and a right to exploit Roumanian oil fields for five years. Agricultural and other developments were also provided, but no political concessions or guarantees were demanded or offered.

A third treaty on the same day gave Germany complete military and diplomatic control in Slovakia.

Anti-Nazi demonstrations at the middle of March led to extreme tension with troop concentrations at the month-end. On March 28 Prime Minister Chamberlain announced proposals of aid to Poland and Roumania but on April 6 refused to stop selling of war materials to Germany. While Poland sought to negotiate a settlement of the Danzig question with Germany, Foreign Minister Beck arrived in London April 3 to seek a military alliance. Similar tentative negotiations with other countries in eastern Europe and the Balkans were hailed in the English-pseaking world as a "stop-Hitler" movement and denounced in central Europe as a British policy of "encirclement."

Before the new "front" had been arranged and while Yugoslavia was seeking a peaceful settlement of its internal Serb-Croat troubles Italy began a new crisis over Albania which ended with the king and queen in flight, a new "puppet" assembly in control April 10 and offering the crown to Victor Emmanuel of Italy and Abyssinia two days later. Greece was immediately on guard and demanding guarantees of territory while Russia moved warships into the Mediterranean. But though Britain and France offered support to Greece and Yugo-slavia they had failed to unite eastern Europe in alliance at the middle of April. Russia and Turkey, particularly, remained aloof.

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JEWS on March 16 and Arabs next day rejected the British Government's "final plan" for an Arab-dominated state in Palestine. Troubles there continued throughout the month, including the shooting by British troops of an Arab leader opposed to terrorism. Arab-Zionist conversations were resumed at Cairo on April 11. Official reports of correspondence and conversations with the King of Hejaz in 1918 were published in England, March 20 and 21.

France took control of the Syrian Government and established a military dictatorship in Damascus on March 20. Turkey again demanded the Sanjak of Alexandretta on April 4 and French troops were sent there next day.

King Ghazi I of Iraq was killed in an auto accident on April 4 and was succeeded by his four-year-old son, Feisal II. A few hours later the British Consul at Mosul was murdered by members of a crowd of mourners.

An Anglo-Indian trade agreement signed on March 20 gave preferences to British cotton goods. It was opposed in the Legislative Assembly 59 to 47 but approved in the council 25 to 10.

The Japanese Prime Minister on March 29 declared: "Japan is neither totalitarian nor democratic, and therefore we confront neither bloc." On March 31 Japan seized the Spratly Islands, first claimed by France in 1933. On April 2 Japan and the Soviet Union signed an agreement settling the Far Eastern fisheries dispute for 1939.

After a week of heavy fighting the Japanese on March 27 took the important city of Nanchang, capital of Kiangsi. At Nanking the puppet governments of Nanking and Peiping on March 31 jointly declared their refusal to respect the rights of powers assisting Chiang-Kai-Chek. A Chinese drive on Canton on April 10 was reported at one point to have penetrated within eighteen miles of the city, but was repulsed.

Except in war materials, the "open door" in Manchuria has been virtually closed, Secretary Hull declared on April 7.

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THE Council of State Governments at Chicago on April 6 began removal of trade barriers between the 48 states.

The House of Representatives on April 6 replied to President Roosevelt's appeals by restoring $100,000,000 of the $150,000,000 originally cut from WPA estimates.

President Roosevelt on April 15 asked Mussolini and Hitler to promise not to invade thirty-one listed nations and so prepare the way for international conferences to reduce armament burdens and open avenues of internation trade.

—J. E. G.

WHY should we be in such desperate haste to succeed, and in such desperate enterprises?—HENRY THOREAU.

MRS. Jones was taken by a friend to her first symphony concert. She sat very silent during the first item on the programme, and at the end she whispered to her companion:

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