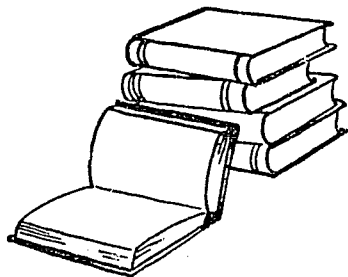


# THE B · C · TEACHER



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

VOLUME XVIII.

DECEMBER, 1937

NUMBER 4.

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# THE B. C. TEACHER

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## SABBATICAL LEAVE

READERS of *The B. C. Teacher* will remember that the immortal Alice once found herself so situated that she had to run as fast as she could to keep up with the place at which she started.

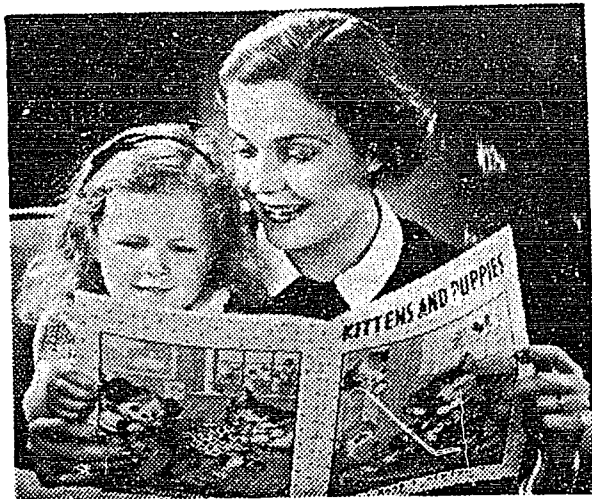
Lewis Carroll was a teacher.

He knew.

It is probably true that folk in most other occupations have to face a similar situation. Be that as it may, it is beyond question that vast numbers of teachers find themselves so overwhelmed with a countless multitude of immediately pressing duties that their intellectual and professional progress is seriously hampered.

Some think that this is most conspicuously true in the case of principals and other school executives who have not mastered techniques for the wise devolution of authority and responsibility. There can be no denying that all too often one sees promising teachers die—in their capacity as educators—within a few years after promotion to such office. Most observant persons, widely and intimately acquainted in educational circles, will be able to think of illustrative examples. Even if, as some will argue, the percentage of school executives that succumbs to the burden of detail be relatively small, it is a serious matter. An army cannot afford any avoidable sacrifice of its commanding officers.

At all events educational anaemia, progressive and pernicious, is not confined to any one department of the teaching profession. All teachers whose physical and intellectual energy is so exhausted by routine duties that they have neither time nor vitality for continuous and comprehensive study of their professional literature are endangered by the malady or already have fallen victims to it. All who can find no opportunity for broad, cultural reading, that has not too immediate and obvious a bearing upon their daily job, face the threat of spiritual suffocation. All those



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teachers who have little opportunity for independent reflection and for contact with those in the vanguard of educational progress are confronted by the prospect of similar gradual asphyxiation. "Who then shall be saved?"

The list of those whose unremitting engrossment in the laborious tasks of the hour prevents them from adequately safeguarding the future probably includes, besides the writer, most of the men and women who will read this editorial.

Of course, as sensible people, we make efforts to remedy the deficiencies incidental to lives without leisure. In thousands of cases the efforts are very brave and remarkably successful. Moreover, here and there a teacher is to be found whose mind is so active and whose physical constitution is so magnificent that, after his work-a-day tasks are faithfully accomplished, he still has the reserves of energy necessary to uninterrupted professional growth and to the provision of the varied food without which his soul would famish.

Let there be no misunderstanding. In the by and large, the teachers of today are better trained than the teachers of any preceding period. Never before was there such general and intelligent use of professional magazines, such widespread study of educational reference books, such eagerness to keep abreast with advanced thought and with scientific educational research. It would be easy to defend the thesis that even those teachers who have become satisfied to follow an established routine are giving more valuable and intelligent public service than the rank and file of their predecessors ever gave in the times gone by. There is no reason for despair. There are, however, good reasons for making a vigorous effort to secure conditions more favourable to continued professional and cultural development.

Vacation Schools help. Extramural courses help. Summer sessions of the University help. Lecture courses after ordinary school hours or on Saturday mornings help. However, none of these nor all of them together suffice as a solution of the problem confronting overworked teachers. Vacation classes, as *The B. C. Teacher* has pointed out before, may even be placing a mortgage on the future, by encouraging ambitious and conscientious teachers to devote to strenuous labour weeks that, in certain cases, might better be devoted to rest and relaxation.

Teachers who have a professional attitude towards their occupation and are making it their life-work should have the comforting assurance that after a given number of years of faithful service they will recurrently be given time off, for such reading, reflection, observation and travel as are impossible to them while chained to their desks and as will make them better teachers and raise their grade as human beings.

Various school boards in British Columbia have recognized, in a measure, their responsibility in this regard, by allowing leave of absence for professional study. Of course the practice is to grant such leave at the teacher's expense. Generally speaking that shuts out the married teachers and all whose yearly salary is inadequate to provide, prior to permanent retirement, for years in which no money is to be earned.

Yet on the pay roll of many school boards there are teachers whose uninterrupted services to their community have entailed the loss of former efficiency and the retention of outlook and methods that have become antiquated. They are good men and women. They enjoy and deserve public respect and sympathy. To dismiss them would be intolerably cruel and perhaps legally impossible. Nevertheless, the outlay for their salaries is something painfully resembling a dead loss.

And many of these people would still be rendering services of unquestionable value if their school boards had acted in time.

Sabbatical leave, with a reasonable maintenance allowance, is an imperative educational economy.

On behalf of his colleagues throughout British Columbia the Editor thanks the secretaries of the boards of school trustees in Regina and Saskatoon for their letters, published in the last issue of this magazine, in which they explained how Sabbatical Leave is operated in Saskatchewan. Analogous information is being gathered regarding methods and experience elsewhere.

It will be the policy of *The B.C. Teacher* to recur to this topic continually, until the educational authorities in this province fall into line with the best practice, in the matter of Sabbatical Leave.

The co-operation of correspondents and other contributors specially interested in this topic will be welcomed.

#### WANTED—AND COMING: TRAINED GEOGRAPHERS

AT present it is probable that 90 per cent of the geography teachers in British Columbia feel themselves painfully hampered by the inadequacy of their background of geographical scholarship. Of the remaining 10 per cent, it may be that nine are comfortable enough; if so, it is because they are so ill-informed as not to realize the need of adequate training. The hundredth teacher is likely enough a fairly competent geographer but he has had to train himself without material assistance from his provincial university.

*The B.C. Teacher* is interested in learning from *The Bulletin of Ontario Secondary School Teachers' Federation* that Mr. Neil F. Morrison of Windsor Vocational School has recently been awarded the degree of Master of Arts in Geography by the University of Michigan. Incidentally one notes that in each term Mr. Morrison obtained first class honours in studies including the Koppen classification of climates, the history of geography, economic geography and regional geography. We are told that his thesis dealt with Canadian Manufacturing Industries from the point of view of those geographic and economic factors that underlie the localization of our secondary industries.

Mr. Morrison is favourably known to numerous British Columbia teachers through his *Commercial and Economic Geography*, which, as is remarked in our new Programme of Studies, many of them consider to be the best textbook of its kind yet to appear in Canada. *The Bulletin* announces that the publicity department of the Canadian Pacific Railway

has ordered a special printing of the section on Canada in Mr. Morrison's *Commercial and Economic Geography*. Several thousand copies of this have been purchased for the use of Canadian Pacific Railway employees throughout Canada.

Industry and commerce need trained geographers. The schools crying aloud for trained geographers. They are wanted and doubt they are coming. Mr. Morrison is one of the vanguard.

Let us hope that the University of British Columbia will not postpone its contribution to the providing of geographical specialists.

#### OBITER DICTA

SINCE writing his leading editorial for this number of *The B. C. Teacher* the Editor has learned with much satisfaction that the Central and Northern Vancouver Island Teachers' Convention has memorialized the Executive Committee of the Federation requesting the appointment of a committee to study the problem of securing Sabbatical Leave for teachers of experience who wish to continue their studies.

THE Editor announces with satisfaction that, commencing with this issue, Mr. Roth Garthley Gordon, M.A., will hereafter have major responsibility for the conduct of the department known as "Our Magazine Table", and that Mr. J. R. Leask, of General Gordon School, Vancouver, has charge of subscriptions to educational journals. It is also an exceptional pleasure to report that Mr. Emsley L. Yeo, M.A., who in times past has rendered such excellent services to this magazine, has consented to head up the committee that is being organized to attend the department devoted to the review of books. The Editorial Board extends a hearty welcome to these new colleagues. We needed them!

ALL members of the Federation are reminded of the Anniversary celebrations dated for January 19th. This should be made the occasion of interesting and valuable gatherings in all parts of British Columbia. Special attention is called to Mr. Steeves' letter published elsewhere in this issue of *The B. C. Teacher*.

THE *B. C. Teacher* again deplores the necessity of delaying the publication of timely articles supplied by some of its most valuable contributors. Until it is possible substantially to increase the size of the magazine this situation must persist, to everybody's chagrin.

THE Editor and his colleagues wish their readers a joyous and invigorating holiday. Perhaps it will do none of us any harm to recall the events and ideas that provide occasion for our Christmas festivities.

OWING to the excessive pressure of other duties the Editor of *The B. C. Teacher* regrets it is necessary to ask for furlough. He does so with a pleasant assurance that Mr. Hardwick and his colleagues on the Editorial Board can run the magazine to the satisfaction of all concerned. However, on their behalf, he bespeaks support, even more prompt and ready than usual, on the part of correspondents and contributors throughout the Province.

## Our Magazine Table

By ROTH G. GORDON

A VERY considerable sum has already been saved to readers of *The B. C. Teacher* by the gratuitous agency service supplied by this Department for teachers who wish to subscribe for professional journals. This enterprise has developed so rapidly that it has been found necessary to appoint a new member to the Editorial Board to deal with subscriptions sent in through this office. It may be repeated that teachers taking advantage of this service get the benefit of the agency commission, less expenses for postage and money orders. As yet subscribers should send in to us the full amount of the published subscription price and a refund will be made according to circumstances. In some cases the saving will be very small; in others it will amount to one-quarter, one-third or even one-half of the published subscription price. Correspondents should state with what month they wish their subscription to begin. All letters bearing upon this and allied matters should be addressed: *The B. C. Teacher*, Attention of Mr. J. R. Leask, 2890 W. Eighth Avenue, Vancouver.

\* \* \* \* \*

Panel discussions are becoming quite popular lately. For those of us who enjoy participating in informal public speaking, the April issue of *The English Journal* (211 W. 68th St., Chicago; \$3.35) has an illuminating article on "Streamlining the Forum and Debate". Many helpful suggestions are offered, illustrating the accepted technique of panel discussion as it applies to high school students. A list of topics selected from classroom practice is also included.

The October number of the same magazine offers a suggestion to teachers of English who have difficulty with poor spellers in their classes. Mary E. Burton in her "Note on Spelling" tells us she made spelling corrections in red ink but did not stress mistakes, although she kept an accurate list of misspelled words. Uninhibited by old fears, her students did not misspell the same word twice. It is only fair to mention, however, that the article refers to college freshmen.

The department known as "News and Notes", in this same journal, gives a complete outline of "The Twenty-seventh Annual Meeting of the National Council of Teachers of English". The convention theme is "Re-creating Life Through Literature and Language".

\* \* \* \* \*

*The School* (Ontario College of Education, University of Toronto; \$1.50, or both editions to one address, \$2.25), in the Secondary Edition for October, contains a description of the Argyle Junior High School of Westmount, Quebec. In the Argyle School an attempt has been made to make so-called extra-curricular activities an integral part of school life. The author describes the preparation of an operetta in which the manual training, metal work and sewing departments co-operated in making the properties, scenery and costumes, so that most of the students had some share in the work.

A reprint of Mr. T. A. Brough's article on our senior high school curriculum produced a pardonable feeling of pleasure, akin to meeting a friend amid new surroundings. Altogether this publication of 90 pages has much to offer all teachers of secondary school subjects.

In its Social Studies section the Elementary Edition of *The School* in imagination visits Spain. "Choral Reading in the Junior Grades" is inspired by the work of Marjorie Gullan who visited British Columbia last winter.

\* \* \* \* \*

"The Social Competence of Special Class Children" is discussed in the *Journal of Educational Research* (Public School Publishing Co., Bloomington, Ill., \$2.50). By special class is meant intellectually subnormal children. Another article that pleased me was that "On Art Appreciation of Children". Did you see it?

\* \* \* \* \*

A conference on educational broadcasting is being held at the Drake Hotel—November 29, 30 and December 1. The conference is open to every person who wishes to attend. An outline of the three-day programme is given in *Music Educators' Journal* (issued six times a year, 64 E. Jackson Blvd., Chicago, Ill.; \$1.25). Beginning December 11, and continuing thereafter every Saturday afternoon at 2:30 P. S. T. (Pacific Standard Time), the N.B.C. Blue Network will transmit "Music and American Youth". The general public is invited to give its reactions to the programmes. All such communications should be addressed to Peter W. Dykema, in care of Teachers' College, Columbia University, New York City.

\* \* \* \* \*

Travels, in all parts of the world by teachers on vacation, form the main theme for most of the subject matter of *The Seattle Grade Teacher*. One teacher describing "Uncle Sam's Attic" says: "Want a nerve- tonic, three credits and a glorious time all in one? Take the University of Washington Summer School Cruise to Alaska". Do we hear someone say, "What about a similar excursion sponsored by our own U. B. C.?"

\* \* \* \* \*

Humour is not a dominant feature of teachers' magazines but occasionally we come upon an article containing a goodly share of this spice. W. Merton Peirce, writing in *The Pennsylvania School Journal* (400 North Third St., Harrisburg, Pa., \$2.00), deals with the serious danger of electing a president simply because he has a marvellous

radio voice. The writer also deals in interesting fashion with simple arithmetical calculations that reveal the unsoundness of Dr. Townsend's widely-heralded plan.

\* \* \* \* \*

An orchid to the designer of the cover for *The Teachers' Magazine* (The Herald Press, Montreal, \$1.00). And the articles between the covers are similarly admirable. Those that I found most stimulating included the following titles: "Play and Play Equipment", "Mental Ill Health", "Harmonica Bands in School", "Public Speaking in the High School".

\* \* \* \* \*

A still larger proportion of teachers in Secondary schools would do well to subscribe to *The Social Studies* (McKinley Pub. Co.; 1021 Filbert St., Philadelphia, Pa.; \$2.00). In the October issue the reader found a thought-provoking question raised—"Why Study History?" Types of socialized procedures such as the discussion method, forum method, committee forum, panel discussion plan, and case conference method are discussed in another section. Are you "up" on these newer techniques?

"A Unit in Current Events" has as its main purpose to get boys and girls in Junior High School to read intelligently the daily newspaper. We wonder whether indeed it is only boys and girls who need such instruction!



Instead of the usual editorial, *The Journal of the National Education Association of the United States* publishes an article on "The Meaning of American Citizenship". The article stresses the point that, in the election of 1940, twice as many high school and college graduates will vote as voted in the election of 1936. The article continues: "Is it not possible to create, through experiment, by working with the young people themselves, and by making improvements from year to year, a community occasion that will take advantage of the dramatic possibilities involved in reaching the age when one assumes sovereign responsibility for participating in self-government? It is not easy to create any new enterprise. But the purpose here is so important as to justify sustained effort. What if only a few take part at first? Ten young people who will get together and develop purpose to take their citizenship seriously may be the means, ultimately, of lifting the whole life of the community".

In *The Educational Review*, under the heading "The Study of History", very favourable comment is given Dr. H. B. King's "A History of Britain". "With such a text as this", say the commentators, "what a difference in the attitude of our pupils to history!"

The Convention Number of *The A.T.A. Magazine* (Alberta) reprints from *The B.C. Teacher* a recent editorial on "The Teacher's Leisure". It appears that the increasing tendency to make too great a demand upon a teacher's well-earned vacation is not

just a local problem facing British Columbia teachers alone.

"So You Want To Be a Chemist" and "Scientific and Technical Achievement" are two articles of general interest found in *Journal of Chemical Education* for November. The latter article mentions such lucky accidents as were responsible for the invention of the vulcanization of rubber and the dry-spinning process in the manufacture of rayon.

Christmas entertainments just around the corner and you are an inexperienced director! The books on play production which you have borrowed from the local library are all so ponderous! The fond parents expect so much of you on this one occasion when the work of the school is brought to public attention! But don't worry about it at all if you are a regular subscriber to *School Activities* (1515 Lane St., Topeka, Kansas; \$2.00). Paul Marsh must have had you in mind when, for the November issue, he wrote "Let's Present a Play". Everything is there "in a nutshell" to see you through your difficulties.

Remember "Max" Cameron who was formerly principal of the Powell River High School? Well, if you want to know "The Truth About Educational Costs in Ontario", I suggest you consult Maxwell A. Cameron, D.Paed., Department of Education Research, Ontario College of Education, University of Toronto. Congratulations, Dr. "Max", on your illuminating article in *School Progress*! (2 College St., Toronto, Ont., \$1.00). The article itself is a reprint from the September issue of *The School*.

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

### CONSULTATIVE COMMITTEE

THE burden of duties falling to the executive officers and the Consultative Committee of the Federation in the month of November has been very heavy indeed. Many of these matters were of a confidential character and, apart from that fact, the space available in this magazine would be inadequate to any detailed report but such as is possible we shall attempt to give.

One matter of great delicacy called for much careful study and for an official conference with a school board. An outstandingly prominent musician, a gentleman with many admirers and personal friends on the Executive and Consultative Committees and with no enemies in either, was some time ago appointed as supervisor of music by an important school board. There had been no advertisement or general announcement of the vacancy or impending appointment and the gentleman selected was not possessed of a certificate qualifying him to teach in the schools of British Columbia. Numerous members of the Federation felt that all teachers who might have believed themselves qualified for such a post should have been given an opportunity to make formal application and that an obvious prerequisite for employment in a supervisory capacity in relation to other teachers is such professional training as would put the supervisor at least on the same footing as the teachers whose classroom work would come under his direction and control. It was learned that, as a matter of fact, the school board concerned had, through its responsible officers, made a careful survey of the situation and is convinced that the best man available was selected. A real difficulty faced by school authorities arises from the fact that at present the Province of British Columbia has no adequate machinery for the training of various types of specialists required by our school system and on various other occasions it has been found necessary to appoint such experts even though they were not qualified teachers. In the case in question the policy recommended to the Executive Committee by its Consultative Committee will involve acquiescence in a provisional appointment, subject to the Supervisor's qualifying within a reasonable time for the issue of a

teacher's certificate, and advice to the Department that the Departmental Regulations in this connection be so revised as to make it explicit that henceforth no Supervisor can be appointed or retained unless possessing a regularly issued teacher's certificate.

Of the several meetings of the Consultative Committee the longest was that of November 20, when the committee was in session from 9:30 a.m. to 5:20 p.m., with recess for lunch. The last meeting of the month occurred on Wednesday, November 24, and lasted from 7:30 until after 11 p.m.

At these conferences the agenda was heavy and varied. Included were reports by the President and General Secretary relative to local conventions and official visits to various parts of the province. Ten new local associations have recently been organized.

At this season of the year the Federation always faces certain temporary financial difficulties owing to the fact that relatively few fees are received before the end of November. District membership committees are now functioning in most areas, the present enrolment compares favourably with that of other years at this date, and the prospects for enlarged membership are good. However, it was found necessary to advise the Provincial Sections of the Federation that for this year at least they must keep within 1937-38 budget. Many large schools already have 100 per cent membership.

It will be recalled that the Committee on Constitution and By-laws was instructed by the Annual Meeting of last Easter to draft an amended constitution including principles or sections of the Draft Bill (other than the proposals relative to compulsory membership) as might give added strength and effectiveness to the Federation. The Committee reported progress and asked aid, and Messrs. Harry Charlesworth, G. S. Ford and H. N. Lidster, solicitor, were named by the Consultative Committee to act in this connection.

Thoughtful attention was given to the salary situation, the improvement of which is this year a major objective of the Federation, and to the progress made toward securing compulsory arbitration.

All members of British Columbia



Teachers' Federation are also members of the Canadian Teachers' Federation, which is actively canvassing ways and means for the amelioration of the heart-breaking conditions under which Saskatchewan teachers are at present rendering their services. The position taken by the Consultative Committee is that the British North America Act places upon provincial governments the duty of supplying educational facilities within their jurisdictions and that this implies a federal responsibility of ensuring that the funds necessary to the performance of such responsibility are at the disposal of the provincial authorities. A real emergency exists and the prospect of having to engage in emergency measures for the relief of those thousands of Saskatchewan teachers whose salary consists of what is left of the government grant of \$300 after other unavoidable expenses have been met now confronts the teachers and other good citizens in provinces that are at present more fortunately circumstanced; but the first step necessary is that of bringing the Federal authorities face to face with what certainly appears to be their own constitutional and moral responsibility. Appropriate action was taken by the Consultative Committee.

Many other matters dealt with must here remain unreported and we must close merely with mention that President J. N. Burnett was authorized to accept the invitation of Washington Education Association to attend its approaching convention in his official capacity.

#### NANAIMO AND DISTRICT T. A. OFFICERS

AT the annual business meeting of the Nanaimo and District T. A. held in the John Shaw High School, Nanaimo, on November 1st, the following officers were installed:

President: Miss Verna Galloway, Nanaimo High School.  
Vice-President: Mr. Inkster, Harewood School.  
Secretary: Miss Moase, Nanaimo High School.  
Treasurer: Miss Pauline Harrer.

The following representatives were also elected:

District High Schools: Mr. E. Breckenridge, Brechin.  
District Elementary Schools: Miss Esther Gates, South Wellington.  
City High Schools: Mr. F. Rouvier.

City Elementary Schools: Miss Laura Johnstone.  
Press Correspondent: Miss Dorothy Devlin.

#### SOCIAL STUDIES IV

By E. R. CHAMBERLAIN, Chairman,  
Social Studies Section

IT is with considerable diffidence that the Social Studies Committee of the S. S. T. A. of the Lower Mainland addresses the Social Studies teachers of British Columbia. They feel that while the outlines of Social Studies IV have been drawn up in response to the appeal of a large number of teachers the position of the committee may need interpretation. In the first place the committee has no authorization from the Department of Education but is purely a voluntary attempt at co-operation. Hence, there is nothing compulsory about the outlines. It is simply a matter of volition whether the individual teacher uses the outlines or not. Secondly, the outlines vary to a marked degree in both volume and technique. This is because they are the work of different groups. It is felt that this is perhaps a valuable feature because the difference of treatment may offer suggestions as to variety of method in teaching. Lastly, the outlines have been prepared more or less hurriedly and undoubtedly would be better aids if their publication could be delayed a year.

The committee in its first meeting drew up a tentative set of time limits. It realized that if the course was to be covered in any complete fashion in our schools both the methods and material would have to be drastically changed. As a suggestion it was decided that Unit V should be completed by Christmas and Unit IX by Easter. As the outlines would take much time to prepare, the committee proposed to issue Units III, IV and V for a start and to complete the course in a second mailing. Delay was caused by the financial obligations incurred in mimeographing. At present the cost is being shared by the offices of the two Provincial High School Inspectors and by the Vancouver School Board.

The Social Studies Committee in presenting the first outlines to the teachers would advise that the following points be considered, as, in their estimation, successful teaching of Social Studies must be based upon the grounds indicated in these suggestions.

1. No teacher should feel constrained

to utilize all the material submitted on any particular unit. In some cases the unit possesses more than twice the required detail.

2. Each unit should be approached with a clear picture, in the minds of both teacher and pupil, of the objectives and purposes to be achieved. These objectives are stated in the Course of Study. In some cases they are further indicated in the outlines. In many cases they will become clear by careful contemplation as to where the real value lies.

3. Any materials, whether suggested by these outlines or not, which cannot be made really to interest the student or to convince him of its real importance, are almost certain to detract from the value of the lesson. They had better be omitted.

4. The material submitted will be more effective if presented as contributing to the solution of real problems, rather than as subject matter for notes or tests.

5. Each unit should conclude with a frank discussion with the students about the value of the unit as a whole and what has been learned from its various parts that should aid in further study or apply to present life.

6. Such discussion should not only summarize the contributions of various peoples, in various times and circumstances, to modern civilization and development, but also should stress their failures and mistakes, so that pupils may realize how to avoid similar errors. World progress may be made by avoiding the repetition of error.

7. Stress should be placed on the importance of developing historical judgment. It is not enough merely to acquire historical facts; the value of the subject lies in developing capacity to deduce sound judgments from the facts.

#### DEPARTMENTAL REPLIES TO FEDERATION RESOLUTIONS

A CAREFUL study of the official replies to the representations made by the Federation in the matter of resolutions offered at the Easter Convention once more makes manifest the customary general willingness of the Department of Education to comply with the well-considered recommendations and requests of British Columbia Teachers' Federation insofar as inexorable circumstances will permit.

In commenting upon Federation pro-

posals relative to compulsory arbitration in the question of salaries, the Department indicated the possibility that an amendment to the Public Schools Act, to the desired effect, will be submitted to the Legislature at its present session. The Department expressed its sympathy with the Federation in opposing and condemning the policies of those school boards which have been withholding and diverting to other uses moneys which should be employed for the restoration of teachers' salaries. To avoid any public misunderstanding of the amounts received by teachers, henceforth the annual report of the Department of Education will publish the teacher's yearly salary rather than his monthly salary for each of ten months, as heretofore.

The question of lengthening the present school day may be looked upon as not yet definitely settled. The official reply pointed out that the school day in Elementary schools and High schools still remains five hours and 15 minutes though in Junior High schools it is six hours. It was also averred, with truth and without self-evident relevance, that the regulations provide for the reduction of assigned home study to a maximum of one hour in Grades VII to IX, one and a half hours in Grades X to XII; a regulation that will probably continue to be a dead letter. However, no mention was made of the grievance which some teachers feel in the matter of extracurricular activities.

It will be recalled that a resolution was submitted requesting that copies of proposed new textbooks be sent throughout the province for critical examination. The Department felt that this would be impracticable but undertook to get the advice of as many experts as possible.

In reply to representations critical of Numbers 1 to 4 of the Maclean Writing Manuals the Department promised further consideration and announced that teachers who so desire are free to cover the prescribed requirements in Grades I to IV without issuing the manual for these grades. Present high standards must, of course, be maintained.

Under the School Law as it stands at present, school boards are responsible for equipment, and the request that the Department provide prescribed texts was therefore refused. In the matter of libraries, however, the Department indicated that it recognizes the necessity of improvement and that it will be its

policy to render such assistance as the funds at its disposal may warrant. Another resolution the Department considered with the very reasonable request that the Federation submit the names of any books listed in the curriculum that are now out of date and suggest more suitable ones to replace them.

To our petition for a library of films and slides for visual education, the Department replied with sympathy, expressing the hope that at no distant date funds might be secured for this purpose. A similar reply was forthcoming in the case of the desired library of illustrative material for the teaching of Art.

Promise was made that if any principal or any teacher of a one-room school applies for information regarding the marking of a Grade VIII examination it will be supplied.

The request of the teachers of Home Economics to be placed upon the same footing as other teachers as to supervision, inspection and pupil-examination would appear to have been misinterpreted by the authorities. The official reply pointed out advantages incidental to the occasional visits of the Provincial Director. So far as *The B. C. Teacher* is aware the advantages of these visits have been freely admitted by all concerned. The point at issue would appear to be as to what is the purpose of such visits and what means can most properly and effectively subserve those purposes without putting the teachers of any one particular subject in an invidious position.

The Department pointed out that the advice received from the Teachers' Federation and that submitted by the Trustees' Association relative to the administration of schools in communities in which a Commissioner has superseded a Municipal Council reveal serious conflict of opinion. The Federation has suggested that in such cases the administration of the local schools should be taken over by the Education Department, while the Trustees' Association favours the election of school trustees as heretofore. Both views were promised serious consideration but the Government's future policy was not revealed.

The request of the Federation that permanent revision committees be set up, with systematic change of personnel and continuous control over all matters of curriculum revision and textbook

selection, at least half of the members of each such committee to be teachers, was politely shelved, with the remark that in the necessarily frequent revisions of the curriculum, great care will be exercised in the selection of the necessary committees. "And that, said John, was that".

Similar courteous and entirely friendly avoidance of an issue was the order of the day when replies were made to our request that inspectorial reports show due cognizance of work done by the teachers concerned that is beyond the requirements of certificates held at the time and that has a bearing upon probable professional efficiency.

We did not get everything that we wanted, but a Federation's reach should exceed its grasp, or what would be the use of holding any more conventions and other heavenly things? Moreover, some of our requests had been anticipated so that the desired action had been taken before our officials had had opportunity to suggest it. The New Senior High School Course, for example, provides, as we wished, for units of work on current events and under the new regulations the selection of subjects, as we recommended, is based upon a modified bloc system with provision for a definite number of free electives.

Taking things all in all, the members of the Federation have good reason for satisfaction with the attitude and replies of the Education Department.

#### MODERN LANGUAGE SECTION, V. S. S. T. A.

A WELL-attended meeting of the Modern Language teachers of the Lower Mainland was held recently in King Edward High School. The meeting took the form of a discussion of the new senior high school French course. Mr. A. Hutson was elected chairman for the year 1937-38. It was decided to hold the next meeting early in 1938.

#### LOWER MAINLAND PRINCIPALS' CONVENTION

THE first annual convention of the Principals of Vancouver and the Lower Mainland was held on Friday, November 19th. Over 100 principals attended.

In the morning the following schools were visited: Fairview High School of Commerce, King Edward High School,

Vancouver Technical High School, Templeton Junior High School, Strathcona Elementary School and Dawson Elementary School.

Luncheon was served at the Hotel Georgia. The chairman was S. D. Meadows, President of the Provincial Principals' Association. The inspectors of the various municipal areas were present. Musical entertainment was provided by Kenneth Ross and Miss McKenzie. Dr. G. A. Davidson, psychiatrist, formerly Superintendent of Mental Health for Alberta, addressed the meeting on "Some Phases of Mental Health".

The afternoon session consisted of five half-hour periods (15 minutes for the speaker, the other 15 for discussion) the intention being to open up several timely topics.

J. R. Pollock, speaking on "The Formation of a Central Film Library", discussed the selection, accumulation and distribution of films, the need of a central committee, and the need for the co-operation of the school boards of participating areas.

J. Radford, manager of C.B.C. at Vancouver, dealing with "The Radio in Education", stated that co-operation and suggestions were needed, as an adequate formula for successful radio production of educational topics had not yet been evolved. He advocated the formation of listeners' groups. He announced a forthcoming series of programmes on radio stage craft, and the possibility of radio noon-hour programmes. He also declared his willingness to keep *The B.C. Teacher* informed of new developments. A committee was formed to get in touch with Mr. Radford with reference to noon-hour programmes for schools.

W. H. Morrow, principal of Lord Byng High School, addressed the convention on "Secretarial Help for the Principal". He showed the value of summaries, records, etc., maintaining that teachers should be relieved from this work as much as possible, and that principals be freed from clerical work so as to be able to devote their time to their other duties.

Miss M. Peck of Templeton Junior High School explained the philosophy underlying "Student Report Forms" and outlined the salient features of the tentative report form which her committee had prepared. She also stressed the need of an educational programme prior

to using new report cards. Further meeting of the principals' associations will continue the study of this subject.

Miss M. Colman, librarian of the Lord Tennyson School, stressed the "Need for a School Library Policy". Dealing with the topic under Function, Organization and Finance, the speaker discussed the small basic library, mass buying, standards of equipment and cataloging, training and supervision, and the need of sustained concerted effort to meet the growing need for more and better library facilities.

The convention was voted most successful. The committee was instructed to secure further discussion on several important points, with a view to presenting findings at the next Easter Convention.

#### CHEMISTRY SECTION, V.S.S.T.A.

THE Chemistry II Objective Test Committee, a summary of whose report appeared in the October issue of *The B.C. Teacher*, has requested that the following statement be published:

"It is to be understood that the conclusions stated in the report are the committee's own and are not necessarily shared by any of those to whom acknowledgment is made in the report".

#### ACTIVITIES OF COMMERCIAL SECTION

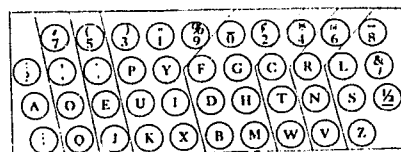
THE Commercial teachers of the Lower Mainland have held two meetings this term. On Wednesday, October 13, an organization meeting was held at which an excellent representation of all the Commercial teachers of Vancouver and vicinity elected Mr. S. Cox of Grandview Commerce, Chairman, and Miss Kay Andrus of North Vancouver High School, Secretary, for the present term.

On Wednesday, November 17, the second meeting was held. Miss Dorothy Loverock of Grandview Commerce, gave a most interesting and instructive account of the Dvorak system of type-writing, as she found it, after having attended the class at the University of Washington.

"Dr. Dvorak believes that typing skill is a great advantage, improves scholastic standing and should be a universal tool. So far it has been approached from a non-vocational viewpoint, and will continue to be until business men

change the Universal keyboard—at a cost of \$15. He states that it is possible to learn the new keyboard, even though you are now using the Universal, and that, in time, stenographers will be expected to provide their own machines.

SIMPLIFIED SCIENTIFIC KEYBOARD—  
Dr. Dvorak



"His researches have been assisted financially by the Typewriting Educational Research Bureau and the Carnegie Foundation for the Advancement of Teaching".

The investigations revealed that the Universal keyboard is defective because:

1. It requires the operator to type too many words with one hand—300 common words with right hand alone, 2700 words with left hand alone—thus, the more efficient right hand is unable to assist in balanced rhythm which is necessary.

2. Its arrangement presents unnecessary finger hurdles and reaches, and complicated finger-stroking patterns. In fact, these awkward sequences make up 30 per cent of all sequences. It also handicaps the typist by breaking up his rhythm through same-finger sequences, as: ik, ju, rt, fr, ec., ce., etc.

3. It is unbalanced with respect to hand, finger and row loads. They found that words requiring alternate strokes in the two hands are typed much more easily and rapidly than words typed entirely by one hand. In the Universal keyboard the right hand handles 41 per cent of the load, leaving the left hand 59 per cent. Although the middle bank is called the "home row", it actually handles 32 per cent of the work, while the upper row takes 52 per cent, and the bottom row 16 per cent. The most efficient fingers are not given the most work.

"Through an experiment conducted in the Tacoma schools it was found that students' average net scores on the Dvorak keyboard, after the First Semester, exceeded the Third Semester scores of pupils using the Universal.

"The advantages claimed by the de-

signers of the Simplified Scientific Keyboard are:

1. It makes tremendous saving in cost of teaching typewriting, as results can be obtained in one-half the time.

2. All students who wish to learn to type may do so, as twice as many students can be accommodated with the same equipment and teachers.

3. Saving student and teacher time is an educational economy and makes the schools more efficient. For example: In the case of work in English, typewritten work encourages and allows editing and rewriting, and permits matters of punctuation, arrangement, etc., to be taught incidentally and effectively in a much shorter time.

In conclusion, Miss Loverock mentioned that O. C. Elliot of Kingston, Ontario, has also designed a typewriter keyboard, based on the frequency with which letters occur, giving the most frequently used letters to the most skilled fingers—57 per cent of all words may be typed on the "home row".

An extensive discussion, led by Miss Sheila McKenzie of Fairview Commerce, on Typewriting, occupied the latter part of the meeting.

Most of the questions sent in centred about the new textbook by Esta Ross Stuart. The approach was discussed. The method seemed to meet with the approval of most of the group, although there seemed to be diversity of opinion as to how rapidly a Typing I class could progress. Some reported that they believed one job a day was ideal, while others thought it wiser to attempt only two a week.

Rhythm was the next point under discussion. Several views were expressed on such topics as:

- (a) Is rhythm necessary for speed?
- (b) To what extent should the gramophone be used?
- (c) Should the gramophone be used at a fast or slow rate?

Helpful hints were exchanged as to how to develop responsibility in the students' checking of their own work.

This Question Box, method of discussion proved most helpful in the matter of Typing, and the next meeting is eagerly anticipated when Aptitude Testing in Commercial Subjects will be the main topic, followed by a discussion of Shorthand.

Commercial teachers in the province are invited to correspond with the Secretary and to help lay plans for the Easter Convention meeting.

KAY ANDRUSS, Secretary,  
North Vancouver High School.

#### GEOGRAPHY SECTION

AT its meeting on November 19th this Section considered the tentative outline of the Geography II course, which was submitted by the Chairman of the Revision Committee and was given lively and helpful discussion. Progress reports were received from the Examination Committee, the Film Slide Committee, and the Committee in Charge of Mastery Tests for the Units of Geography I.

The committee preparing suggestions relative to the departmental examinations in Geography was voted the funds necessary to making a thorough investigation of existing types of Geography Tests prepared by experts in other parts of the world.

The Section was delighted at the progress that had been made by the Film Slide Committee, which is preparing visual material bearing upon life in the Cold Deserts. This project will be completed in the near future and made generally available. It is hoped that the enterprise of this committee will serve as an incentive to different schools to prepare material for similar use.

The Sectional Library of Geographical reference books now includes well over 100 volumes. It is being catalogued and arrangements are being completed under which it will be conveniently accessible to Geography teachers. Mr. C. V. Connor assumed the responsibility for having suitable bookcases constructed.

The next meeting of this wide-awake Section will be held at the home of Mr. Northrop, 3408 West 37th Avenue, on Saturday, December 11th, at 8 p.m.

#### PARENT-TEACHER NEWS

THE Antique Exhibition held recently in the David Spencer Department Store, Vancouver, B. C., was one of the most ambitious and successful ventures ever undertaken by the Provincial Parent-Teacher Federation.

Undertaken primarily as a means of raising much-needed funds for organiza-

tion and extension work in the province, the Exhibition not only served its original purpose well, but proved to be of such interest and educational value to the public that the Federation has decided to make it an annual event. The keenest interest was evinced in the many interesting exhibits which comprised some rare old china, silver, laces, fans, curios, furniture, and one of the finest collection of old documents ever shown in Western Canada. Parent-Teacher workers gowned in authentic period costumes acted as attendants and added a note of interest and colour. Between six and seven thousand people passed through the Exhibition.

AS a result of its improved financial position, plans were made at the Executive meeting of the Federation held on Saturday, November 27th, for the nucleus of a library on child care and management which will be of considerable assistance to parent-teacher associations and study groups throughout the province.

IT was also planned to add to the equipment of the Parent-Teacher office which is situated on the mazzanine floor of David Spencer Limited, by the purchase of a typewriter and a filing cabinet for the storing of literature which will be helpful to both associations and individual parents. Visitors are always welcome, and the office staff will be glad to welcome any teachers who may be in town for their Christmas shopping. Make our office your headquarters, it is a comfortable place to stop for a chat!

THE Parent-Education Convener reports study groups on the increase throughout the province, some associations having as many as three groups in the one association. A study group is considered to be the ideal way of starting an association.

A GENERAL course to train new members for effective participation in parent-teacher work has been compiled by a committee of the Federation, the material having been adapted from that of the National Congress of Parents and Teachers, Washington, D. C. This course will be a great help to new presidents, particularly in the rural areas.



ON November 30 the Secondary School Teachers' Association of the Lower Mainland held a well-attended and enjoyable dinner meeting in Spencers' Dining Room. The special feature of the programme was an illustrated lecture by Mr. H. N. MacCorkindale, Superintendent of Vancouver Schools. He reported most interestingly on his observations of educational trends and achievements in Great Britain and parts of continental Europe. But for the educational reorganization of the past few years, British Columbia would have seemed strangely behind the times when compared with Great Britain, where reforms that here by many are looked upon as revolutionary innovations are already well established and familiar. Mr. MacCorkindale's message should be heard in as many parts of the province as possible and by audiences widely diverse.

#### CANADIAN TEACHERS' FEDERATION

THE report of the 16th Conference of Canadian Teachers' Federation, held this last summer, is too voluminous for publication in this magazine. Our readers must be content with a brief review, to be supplemented in future numbers by fuller exposition and discussion of the business transacted.

British Columbia Teachers' Federation was represented by Messrs. W. Morgan, J. N. Burnett and J. M. Thomas. Our colleague, Mr. J. R. Mitchell of West Vancouver, as President of the Canadian Teachers' Federation, presided over this year's Conference and at the close he was presented with a gavel. In making the presentation the President-elect, Mr. A. C. Lewis of Ontario, proposed that a suitable inscription be engraved on the gavel and suggested the following: "In presiding over the Annual Conference of the Canadian Teachers' Federation in 1937, Jimmy used me perhaps most effectively on the British Columbia delegation".

Touches of humour such as this evidence a spirit that should be welcome in the schools of Canada.

It is to be hoped that the appalling condition of educational affairs, which was reported by the delegates from Saskatchewan, is only temporary. In between two and three thousand school districts there are no collectable taxes. There is an actual famine in the matter

of school supplies and equipment. For thousands of teachers the only source of income is the government grant with a maximum of \$300. However, in the light of their distressing experience the Saskatchewan delegates reported unreserved enthusiasm for statutory membership. Valuable information was obtained in the reports submitted by all provincial associations.

When these were dealt with at least 20 other reports were received bearing upon a wide range of subjects, including teacher training, visual educational research, welfare, educational statistics, the World Conference held at Cheltenham, England, in 1936, the relation of the schools to the League of Nations,

Among many other resolutions passed at the Conference those dealing with the following matters are perhaps of most outstanding interest:

1. Provision was made for a committee of three to appear before the Royal Commission on Federal and Provincial relationships to set forth and emphasize Canadian needs in the matter of education.

2. The Canadian Teachers' Federation undertook to support Saskatchewan Teachers' Federation in its efforts to secure a solution of the special problems confronting the teachers and educational authorities in that province and to encourage like support on the part of the Federations in other provinces.

3. Proposals for the creation of national scholarships for promising students, which have already been discussed at some length in the columns of *The B. C. Teacher*, were indorsed and the Canadian Teachers' Federation will urge the Federal House to proceed with their establishment.

4. It was decided that the preliminary studies in relation to Dominion-wide educational research had proceeded far enough to justify a petition to a request to the Carnegie Corporation for financial aid.

It will be remembered that there was a widespread feeling in British Columbia that Education Week should be observed during the autumn, but when the matter was put to vote at this Conference a decided majority favoured the first week in February.

Mr. J. N. Burnett was made a member of the executive.

The next annual conference of Canadian Teachers' Federation will assemble at Winnipeg on August 9, 1938.



## When the B. C. T. F. Was Very Young

By HARRY CHARLESWORTH, *General Secretary*

THE B. C. Teachers' Federation has reached an important milestone in its history, having this year held its twenty-first Annual Meeting. It may be interesting, therefore, to recall at this time some of the outstanding events in its progress. To the older teachers who were pioneers in the organization they will doubtless serve as reminiscences, while in the case of the younger teachers, with little knowledge of the conditions and developments of past years, we trust they will arouse grateful appreciation of what has been accomplished to improve their professional lot, and serve as an incentive to them to give the fullest measure of support and service to the Federation to the end that it may progress to even greater achievements in the days that are to be.

Previous to the formation of the B. C. Teachers' Federation, the teachers of the province as a whole met only in Annual Convention, under the auspices of the Provincial Teachers' Institute, or the Coast Teachers' Institute. The meetings were somewhat similar to the General Convention sessions now held by the Federation—addresses being given by prominent educational leaders, administrators, and teachers of our own and other provinces. They provided an opportunity for teachers from various parts to become acquainted with one another, and to exchange ideas concerning the principles and practices of teaching, and insofar as this was accomplished the Institutes made a splendid contribution to the advancement of education in British Columbia. It is also true that upon occasions resolutions were passed by the Institutes in general meeting assembled, asking for changes in connection with school programmes.

These Institutes, however, were not Teachers' Associations in the true sense of the term. They included the Superintendent of Education, and Officials of the Education Department, Inspectors, Municipal Inspectors, etc., as well as teachers, and in many years the Officers and Executive of the Institutes consisted largely of such officials.

It is therefore easy to understand that many questions of direct and vital interest to teachers could hardly be discussed at Institute gatherings, and further, as the Officers and Executive only functioned in connection with arrangements for the Annual or Biennial Meetings, there was no active body to carry out any work in the intervening period.

To meet this need for meetings during the year, the teachers in some of the larger centres of the province formed Local Associations or Institutes, for the purpose of discussing educational questions, and it is worthy of note that such meetings were frequently held during school hours, regulations allowing for the early closing of schools in this connection.

It was perhaps only natural that these Local Associations should

in the course of time extend their field of activities to include problems of direct concern to the teachers' welfare, and particularly those affecting the economic and financial position of the teacher. When this stage was reached, it soon became apparent that there was need for a more active and definite organization of the teachers, along lines which would give power and vitality to the collective efforts of the group.

It also became clear that the absence of any co-operation between the various Local Associations was a distinct weakness, especially in view of the fact that many of the problems to be faced by the Local Associations were common and inter-related in their application. This position was emphasized by the difficulties experienced by all groups in obtaining any satisfactory conclusions to salary conferences and negotiations between individual School Boards and representatives of individual associations.

Accordingly, there arose in several centres, notably the Vancouver district and Victoria, (where there was a considerable number of teachers who had formerly been members of the National Union of Teachers of England, or of the Educational Institute of Scotland), a simultaneous reaction in favour of some form of organized co-operation between the teachers of the province. The Vancouver Teachers' Association, through its President, Mr. J. G. Lister, took the lead in sounding out the opinions of the leaders of the Local Groups, by means of correspondence, and, encouraged by the general enthusiasm for such an idea, the Executive of the Vancouver Teachers' Association decided to call a preliminary conference to discuss the organization of a Provincial Federation of teachers.

By reason of historic interest, the story may well proceed by means of transactions of the minutes of the various preliminary and inauguration meetings.

So history was made, and the B. C. Teachers' Federation became an established institution destined to become a potent factor in the development of education generally, and in the welfare and progress of the teaching profession particularly. How efficiently it has functioned may be judged from the record of its activities throughout the years, and in future issues of this magazine we will deal with the outstanding accomplishments of each year as shown in the official minutes and records.

A few comments on the Inaugural Meeting are necessary in order to give a clear idea of the significance of the actions then taken:

- (a) The formation of the Federation was a radical departure inasmuch as it was a type of teachers' organization entirely new in Canada, although in the few years following every province in the Dominion saw the inauguration of a similar provincial organization of teachers, culminating in the formation of the Dominion organization—the Canadian Teachers' Federation.
- (b) It was an organization of the teachers, by the teachers, for the teachers. It was entirely free from control or influence by Department of Education officials, School Board officials,

or any other body. For this purpose such persons were excluded from membership in the Federation.

In view of this fact it was quite understandable that there would be those who felt that the Federation intended to embark upon a policy of non-co-operation with (or, as some expressed it, of antagonism to) the Department and officials. Those of this opinion were openly suspicious of the new movement, and hesitated to become associated with it.

We know whereof we speak, when we say most emphatically that the teachers responsible for the establishment of the Federation, had not, at any time, the remotest thought of such a procedure. It was felt by them, that an organization of the teachers themselves, motivated by the desire to improve education, to raise the standards of the profession, and to protect teachers' interests, would be able to make distinct contributions to educational progress. It was felt that from those engaged in actually carrying on the educational programme in the classrooms, could come many worthwhile suggestions arising from their wide and varied experiences.

The machinery of the Federation provided an opportunity for such suggestions to be fully discussed and analyzed, and if they received general approval, the Federation would be able to bring them to the attention of the Department of Education, as representing the considered opinion of the teaching body.

Furthermore, the Federation hoped to institute the procedure of frequent conferences with the Department of Education, with Trustees' Associations, etc., for the purpose of solution of mutual problems (as evidenced by the only resolution of the First Annual Meeting).

Fortunately, the activities of the Federation soon proved that suspicions were needless. A feeling of mutual confidence and respect soon took the place of doubt, and as is now generally recognized, there is no part of the world in which the relationships between the teachers' professional organization and the Department of Education, and the various authorities, are happier and more satisfactory, than in our own province, and this consummation has been achieved by creating and retaining the complete independence of the Teachers' organization.

- (c) The Federation was established as a Federation of Local Associations, and at the First Annual Meeting, the following associations were admitted upon declaration of their respective presidents:

- Vancouver Teachers' Association.
- Vancouver Women's Educational Club.
- South Vancouver Teachers' Association.
- Point Grey Teachers' Association.
- New Westminster Teachers' Institute.
- Victoria Teachers' Association.
- Chilliwack Valley Association.

## Curriculum Revision

By H. B. KING, PH.D., Curriculum Adviser

FOR the past year and a half the Elementary and Junior High School teachers have been occupied with what is popularly called the "new curriculum". The Senior High School teachers have been similarly engaged during the present term.

When the bulletins dealing with these three types of schools were issued, the invitation was given to all teachers to make criticisms, particularly constructive criticisms, of the new Course of Study. Such criticisms, naturally, would be most valuable after some experience with the new Programme, and after those pedagogical conceptions and procedures which were new to many teachers had become familiar to them, and also after, one might hope, some at least of the critics had become familiar with the professional material listed in the bibliographies. Sufficient time has now passed to have made teachers familiar with all of these matters.

As the next stage in the procedure of curriculum improvement is the refinement, in the light of experience, of the provisional courses which have been published, the Central Committee for the revision of the curriculum is now looking to the teaching body at large for definite contributions to the Programme of Studies in its reprinting. Up to the present all the units which have been approved have been the work of teacher members of the committees, teachers engaged daily in the work of the classroom. There has undoubtedly been criticism of their work and no blame attaches to those who engage in the normal intellectual activity of criticism. A critic, however, should be glad of the opportunity of making for the Programme of Studies a better unit than the one to which he takes exception. No doubt during the revision of the curriculum much of the professional ability of the teaching body was untapped. Geography alone will account in large part for this. Now, however, at this stage in the development of the curriculum, it is open to any teacher, or to any group of teachers, anywhere in the province, to be effective participants in curriculum improvement by submitting an improved organization for any unit already published, or a unit of their own devising, which they may consider suitable for inclusion in any course. Such units will receive the same consideration which was accorded to the work of the original subject-matter committees.

In particular, units dealing with Grade VI Elementary School Science would be appreciated. When the course in Elementary School Science was published the committee which drew up that course had not time to complete the Grade VI work in unit form. This committee would find its labours, its very heavy labours, much lightened if their colleagues in the profession would come to their aid.

Similarly, units are invited for the Grades VII, VIII and IX Social Studies. The courses in Social Studies for these grades, as published in the Junior High School Programme in 1936, was a temporary one, pending the selection of new textbooks in History and Geography. The Social Studies for these grades will have to be reorganized this year and teachers are invited to offer units for this purpose.



## History In Canadian Public School Curriculum

By HUGH M. MORRISON, Ph.D.

(Continued from November number)

This is indeed the day of the makers of programmes of study. "There is probably no place between the Atlantic and the Pacific", writes the editor of *The B.C. Teacher*, "where a man could throw up a stone without danger of its falling upon the head of somebody engaged in rewriting a Programme of Studies."<sup>9</sup> Canadian educationalists and teachers are truly rewriting, not merely re-editing, their various programmes with energy and foresight which is admirable. The results of their efforts are being felt from the large urban schools to the isolated correspondence pupil on the pioneer fringe of the Canadian frontier. The greatest revision activity is in the West, for in all the western provinces revised curricula are in partial operation, and in British Columbia and possibly in Alberta, will be in full operation by next September. In the East, Nova Scotia, that seat of Canadian intellectualism, led the way. At the present moment the schoolmen of Ontario are busily engaged upon curricular revision.

The new programmes are more than bare syllabi or text-book outlines of courses of study. They constitute veritable volumes. This expansion was necessitated by the great gap which has arisen between the teacher in the field and the new discoveries which scientific procedures have brought about in education. By the use of these new programmes, filled with pedagogical suggestions, to-

gether with such steps as increased qualifications for teacher certification, improvement of teachers-in-service through summer courses, larger units of administrative organization, and more external supervision provincial departments of education are endeavouring to cut down the "teacher-lag".

Space prohibits anything but a very general survey of the content of history to be found in our programmes and courses of study. In the elementary school, which varies in length in the different provinces, formal history, either as a separate subject or embodied as the core of some social-science scheme, is started at the fourth or fifth grade and from there carried on to the final year. It is so arranged that both British and Canadian history are covered, and in some provinces excursions are taken into some world history. In the primary grades a little history gets some treatment in informal teaching of home geography in the unrevised curricula, and in what is called social education or social studies in the revised curricula.

Coming to the secondary school, note must be taken of a new unit of organization which is to be found in some of the western provinces and Nova Scotia, namely the junior high school or intermediate school. It extends from grade 7 to grade 9 in-

<sup>9</sup>*The B.C. Teacher*, XVI, Oct., 1936, 49.

There has been criticism of the General Science course for Grades VII, VIII and IX, and units in General Science may also be contributed and will be received with appreciation. It is required, however, that in all cases, organization in parallel columns be not adopted.

It is perfectly true that a different policy from this one could be followed; the work suggested above could be done by a few specialists. But it is believed that there are advantages in a more democratic procedure, and so the opportunity is presented to every teacher who may feel so disposed to share in making the curriculum a more efficient instrument of education.

Units contributed should be sent to the Superintendent of Education, Victoria, B. C.

clusive. History in this unit usually covers, with many variations and methods of treatment, Canadian and British history, and sometimes emphasis is laid upon the British Commonwealth and some world history, all leading on to contemporary social problems. The purpose of this second cycle is obvious: it is designed to catch that great proportion of children who leave school at the end of the compulsory school age. The remaining part of the secondary-school period in the revised curricula, and the traditional high school in the unrevised curricula, concern themselves largely with formal British and Canadian history. Two noteworthy improvements in the writer's estimation, are to be found in Nova Scotia and in British Columbia. In the former province a logical conclusion is brought into the final year by a study of world civilization and contemporary social problems. In British Columbia in grades 10 and 11, world history is taken as the core of a social-science course which leads up to the present. In the revised programme it is very likely that Canadian history will be included in a course on Canadian problems in grade 12. Ontario's unrevised programme has the course on modern history in the final year, but great improvements are possible here which very probably will appear under the present revision.

The organization of history for teaching purposes in the common school is far from a simple matter. The findings based upon the historian's scientific procedure must be maintained, and at the same time they must, in presentation to the child, be adapted to his mental level. In the last analysis, this demands the gaining and keeping of the interest of the child, which may be achieved by a careful graduation of subject-matter and of activity upon the pupil's part. Exactly at this point the traditional text-books and teachers subservient to them failed.

What is needed is the injection of more point and more life into the history section of the curriculum. The pupil must be saved from becoming mentally lost in a welter of unrelated and insignificant data. A guiding unbroken chain of history forged from

the story of the rise of our world civilization, about which man's past social relations will constantly play in a meaningful manner, must be maintained throughout the common school. Because of the practical conditions under which the public school labours, there should be, for the present at least, two, and preferably three, levels of this story, but underneath it all the main thesis of man's social development should be evident. These cores of thought should lead from the known to the unknown, until the known becomes almost a part of the pupil's personality, and then on to the unknown again—on to fresh fields to conquer. Let him get lost and his desire to conquer may well be thwarted. In the primary grades the thought must lead off from the pupil's immediate environment; hence the justification for home, geographical, or local community concrete experiences. In addition, these concrete experiences will become more abstract in direct relation to the mental development, and hence the promotion in school, of the child.

This is the basis of the true unitary treatment of history. A unit implies a part of a whole; the whole in the case of history, is the evolution of civilization. The parts of this whole should be, to use Morrison's words, "significant and comprehensive".<sup>10</sup> Significant, in that it should be definitely interrelated to, and focused on, the central core of thought, and hence, of vital importance; comprehensive, in that it signifies a great deal. Thus the Industrial Revolution is a comprehensive unit in general social history. Not only must the unit be significant and comprehensive, but as it is a science type of study, it must be comprehensible; or more clearly, the relationship between the part and the whole must be apparent to the pupil. For example, a unit on the 1837 rebellions is not likely to be very comprehensible to high-school children, being more adapted to the university level. The high-school unit should be on the development of self-government, as it is a significant and comprehensive aspect of our Canadian social relations, and comprehensible at the high-school level.

British Columbia's proposed organi-

<sup>10</sup>*The Practice of Teaching in the Secondary School* (rev. ed., Chicago, University of Chicago Press, 1931).

zation for grade 10 or 11 social studies furnishes a good example of unitary organization. It is as follows:

- Unit 1: The Foundations of Society
- Unit 2: The Dawn of History
- Unit 3: The Cradles of Civilization
- Unit 4: The Age of Grecian Civilization
- Unit 5: The Roman World.
- Unit 6: The Birth of European States
- Unit 7: Medieval Civilization in Europe
- Unit 8: The Growth of National States in Western Europe
- Unit 9: The Age of the Renaissance and the Reformation
- Unit 10: The Building of Colonial Empire
- Unit 11: Our Social Inheritance.

Many of the revised Canadian programmes claim to contain units. But, in actuality, many are not units, but merely topics or projects. A great deal of work remains yet to be done in all the revised curricula if a true unitary organization is to be achieved.

Space and time again permit but a few observations upon the second point of curricula departure, namely the teacher. He is the most important element in the successful termination of any curriculum. Scholarship is a predominant factor essential to successful teaching. Without competent teaching excellent educational aids may be rendered futile. There is probably no course in the curriculum where a teacher must be master of his subject more than in history. It is stated in the Nova Scotian programme that "in order to teach history the teacher must know history. Day to day 'preparation' from the pages of the prescribed text will not be enough."<sup>11</sup>

The total number of years of schooling plus years of teacher-training is not a wholly valid index upon which to judge scholarship; nevertheless, in the large, it is fairly valid. The background of Canadian secondary school-teachers in most of the provinces is upon the whole equal to, if not better, than that of similar teachers upon this continent. The same cannot be said, however, about elementary-school teachers. In all fairness, it

must be stated that some provinces have taken steps recently towards improvement. In one province it is still possible to become certificated to teach in elementary schools with only six years of elementary-school preparation plus two years of normal school, and in another province after a total school career, combined at its later stages with some teacher training, of only eleven years. Considering that these provinces are still in the unorganized and crude course of study stage, one naturally wonders how much scholarship in history such teachers possess.

If some of the teachers lack scholarship little of the blame may be attached to them when the niggardly financial encouragement which many receive is considered. For example, in 1933-4, the average salary paid female lay teachers in the Catholic system in Quebec was but \$331, and the highest average for five years preceding was but \$402. One regional inspector reported actual salaries of \$75 and \$150 per year.<sup>12</sup> In Prince Edward Island average salaries of all first-class teachers in 1934 was \$657 and for second-class teachers but \$445. In the same year Saskatchewan's rural elementary teachers were getting an average of \$505 upon which to subsist.<sup>13</sup> Fortunately, not all salaries in Canada, or in even Quebec or Saskatchewan, are at that low level. Some provinces have adopted minimum-wage legislation.

A word on the pupil. In order to make the curriculum effective, the ideal situation would be the carrying of all individuals completely through the common school. Many believe that this is essential to the gaining of a general education, and in the light of increased complexity in social relations more so now than ever before.

Although in recent years healthy progress has been made towards this ideal situation, its realization is still far in the future. Because of many causes, the chief of which are economic circumstances and academic selection, many children drop out of school, roughly all the way from grade 6 upwards. A few figures compiled from the *Annual Surveys of*

<sup>11</sup>*Handbook to the Course of Study* (Halifax, Dept. of Education, 1935), 201.

<sup>12</sup>*Report of the Superintendent of Education of the Province of Quebec for the Year 1934-35* (Quebec, King's Printer, 1935), xxiii, 59.

<sup>13</sup>*Annual Survey of Education in Canada, 1934*, p. xiii.



Education in Canada will serve to give a general idea of this loss. It should be noted that the following figures do not take into account the amount of retardation or the few who transfer to private schools. In 1932 in all of the Canadian public schools, except those of the Catholic system of Quebec, there were enrolled 164,987 children in grade 6. The following year in grade 7 there were but 143,676, a drop of 21,311, or 12.92 per cent. Again in 1932 for all the provinces, except the Quebec Catholic system, there were 129,180 pupils enrolled in grade 8, and in the following year there were only 95,644 in grade 9, a decline of 33,536, or 25.96 per cent. Finally, in 1933, there were 64,257 enrolled in the last year of all the public secondary schools of Canada, 28,032, or 62.3 per cent., of this figure were enrolled the following year in grade 12, senior matriculation in British Columbia, or first year in arts in Canadian universities.

It is thus quite apparent that under practical conditions the common-school curriculum must be so organized that the child will get as much of

a general education as possible before leaving. This accounts for the organization of the junior high school and the senior fifth form in Ontario. With the junior high-school organization, courses in history may be arranged in three cycles corresponding to the elementary school, the junior high school, and the senior high school. There can be thus developed three chains of historical development but underlying them there still can be maintained the central core of thought of the rise of civilization. Hence the pupils who complete the entire public-school period would not be sacrificed because of the needs of those who drop out.

Emphasis in this article has been laid upon the proper place of history in the common-school curriculum, and also upon the fact that it constitutes the very backbone of the social sciences. Good beginnings have been made to make history teaching more effective in many of the Canadian schools. Much improvement will still be made, and indeed, has to be made. Some provinces have not started yet; they remain asleep by the sea.

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## A Trip to Japan

By MISS HIDE HYODO, B. C. T. F. Representative at Convention  
of World Federation of Educational Associations

FOR teachers the highlight of a trip to Japan this summer was the Seventh Biennial Conference of the World Federation of Education Associations in Tokyo. Nearly three thousand assembled for this great international gathering, of whom 1000 were foreign delegates.

The brief account given in the October issue of *The B. C. Teacher* by the leader of the Canadian delegation, Dr. E. A. Hardy, is a concise summary of the event as a whole. However, there are some details that could be given which might interest other teachers.

Those who attended the conference will never forget the experience—meeting teachers from so many different countries and realizing that all were striving for the solution of problems and difficulties many of which were very similar to our own. Daily association with these delegates, in and out of sessions, served to deepen the fellowship and strengthen the friendships formed during these days of heightened interest and great inspiration. It served, too, to clarify and impress each one with the responsibility that is his as an educator and leader of the coming generation.

Having spent all my life in Canada it was with deep and mingled feelings that I set sail to visit the land of my forefathers. Stories related by parents, friends, and others who had but recently travelled through Japan had been perhaps my chief avenues of information about this land of the East. Books and magazines about Japan, and other such literature, have been scarce and too meagre for the needs of Canadian-born Japanese.

Consequently it was a great revelation to find the country so modernized, especially in the cities. One would scarcely realize, while strolling down a city street, that he was in a foreign country. Most of the passersby are to be seen in Western attire. Bright Neon signs may flash strange characters but very often they, too, are in English. Numerous modern buildings provided with air-conditioning and other conveniences are to be found everywhere. Transportation facilities are up to the minute and in efficiency and punctuality they can vie with those of any in the world. Traffic is heavy but so well-regulated that accidents are very rare.

The beauty of the country is apparent on all sides. The people as a whole are lovers of Nature. Beauty is cultivated in every possible manner and form. Streets, boulevards and parks reveal the most beautiful trees. Nearly all the larger buildings, including department stores and hotels, have cultivated roof gardens. The other floors of the building are adorned with hanging baskets and with the incomparable Japanese miniature gardens and potted shrubs.

The Conference itself was held at the Tokyo Imperial University. There were 18 sectional divisions, each of which convened for two or three days. This enabled every delegate to participate in at least two different sectional departments. The divisions were as follows: Adult Education, Broadcasting, Colleges and Universities, Commercial Education,

Educational Crafts, Educational Legislation, Elementary Education, Geography, Health, Herman-Jordan, Home and School, Preparation of Teachers, Pre-School and Kindergarten, Rural Life and Rural Education, Science and Science Teaching, Secondary Education, Teachers' Organizations, and Visual Education.

The Canadian Teachers' Federation was represented by delegates numbering about 90. It was indeed a matter for regret that our General Secretary, Mr. H. Charlesworth, one of the Vice-Presidents of the W. F. E. A., was unable to attend. Canada played a prominent part in all the proceedings of the Conference. Among those who supplied addresses and papers were:

Mr. W. J. Dunlop, B.A., B.Paed., "Adult Education in Canada".

Mr. L. S. Beattie, M.A., Toronto, "Commercial Education in Canada and Its Relation to International Service".

Dr. D. D. Macdonald, Toronto, "The Training of Teachers in Service".

Miss Lillian P. J. Payne, B.A., B.Paed., Toronto, "Home and School Section".

Mr. J. G. Althouse, M.A., D.Paed., Toronto, "Teacher Training in Canada".

Dr. E. A. Hardy, O.B.E., D.Paed., Toronto, "The Attainment of Professional Status Through Teachers' Organizations".

Lt.-Col. John A. Cooper, B.A., President Motion Picture Distributors and Exhibitors of Canada, "Visual Education in Canada and Its International Relationships".

Prof. G. A. Cornish, Toronto, whose address was published in the November issue of *The B. C. Teacher*.

I understand that *The B. C. Teacher* has arranged to reproduce others of these numerous excellent papers.

A great variety of interesting and novel programmes had been arranged to show the visitors Japan's art and culture. Students who acted as guides throughout the whole Conference were coached for months previously so that they might at any time be prepared to give necessary information to the visitors.

The whole programme was carried out in English with the exception of a few instances where addresses given in Japanese, German or French, which were translated immediately. Appropriate

explanations were given in English at all times, especially during demonstrations or exhibitions.

Along social lines, plans took into account the difference of culture and arts in the various countries represented. Consequently, a great variety was displayed including the classical drama, music and dancing of the new and old, demonstrations of the arrangement of flowers, the formal wedding, the tea ceremony, the martial arts of judo, fencing, arching, naginata. Beautiful Japanese gardens, so enhancing in their simplicity, were the scene of several colourful garden parties. The delegates were received on one of these occasions at the Kasumigaseki Detached Palace, and were privileged also to witness at the Peers' Club a Noh Drama. Such honour is granted to very few, and was evidence of the respect in which educators are held by the Japanese.

During the week previous to the Conference a Forum on Japanese Culture was sponsored by the Society for International Cultural Relations. The location was especially well chosen for this occasion at Lake Yamanaka, where the visitor was able to view Fujiyama in her various moods. The occasion afforded a splendid opportunity for the foreign delegates to meet many cultured men and women of Japan. Too often, it is felt, visitors to the country make the acquaintance only of shopkeepers and servants. Lectures on various phases of Japanese culture, delivered by outstanding leaders in their especial fields of art or culture, were not only very enjoyable but also enlightening. They served later to give a better understanding and deeper appreciation of the lengthy programme of entertainment that was given in Tokyo during Conference week.

One could not but be impressed by the high standard of education attained in Japan. It is said that she has the smallest percentage of illiterates in the world. Her expenditure for education ranks second highest in the annual budget of the nation. Buildings erected now are all of the modern type. Splendid accommodation is provided for auditorium and gymnasium purposes. Equipment is of the best in the gymnasiums, medical and dental offices and even hospital facilities are to be found in some of the schools. Excellent libraries are placed in all institutions of learning. More and more stress is being laid on practical education and industrial train-

ing. Many factories assist in a practical manner by assuming responsibility for the education of the children of its own employees. The children are trained along whatever lines necessary for efficiency in the industry. A very great stress is also placed on the teaching of morals in all the institutions of learning.

The wide use of English is also quite noticeable. Signs in English are to be found practically everywhere a tourist may go—railway stations and platforms, stores and other public buildings. There are many newspapers and periodicals printed for the English-speaking population. All the English classics and modern books of note are available in bookshops. There are also several cultural groups organized for the sole purpose of furnishing materials to the English-speaking world. One such, the Kokusai Bunka Shinkokai (Society for International Cultural Relations) played a great part in entertaining and educating the Conference delegates with things Japanese. Another, the Oriental Culture Society, maintains an annual summer course for tourists and foreigners. Sessions are conducted in Tokyo and also at other places of note. The Japan Tourist Bureau was organized through the necessity of having information bureaus available for the use of the tourists. Now, they also provide a good quantity of literature—well-illustrated booklets advertising all places of interest throughout the country.

When Japan first opened her doors to the Occident, everything pertaining to the West was avidly accepted in the opinion that all of Western civilization was of the best. But now there is a decided movement to retain such characteristics that are of pure Japanese origin or development. This is especially noticeable in Tokyo, a centre of industry and wide cultural interests. There we

will find the ultra-modern in architecture in the impressive Imperial Diet building and then the quaint Oriental atmosphere in the Kabukiza Theatre. On the same streets that one can see the latest in motor vehicles gliding swiftly by is the cart heavily-laden and pulled by the ox. The most up-to-date machinery has been put into operation by some firms while other folks are plying their daily toil in the same primitive fashion as their forefathers may have done. The same differences are to be found in the cultural world. The old classic forms of entertainment such as the Kabuki Theatre and Noh Drama flourish at the same time as the modern musical revues a la Hollywood at Takaraguka and Lachiku. In music and art, too, the Occident and Orient create a delightful variety and contrast to the visitor, student or artist.

The few weeks available for such a fleeting glimpse of this country of the Orient served only to create a greater desire to see and learn more of its history, the people and their civilization. It is the hope of at least one delegate that an opportunity for a future visit will be possible, when more time will be available to see at leisure a few more points of interest.

On the occasion of this great assembly in Japan this year the whole nation was made aware of the event and everyone exerted every effort to provide a real welcome to the visitors from afar. The great success of the Conference is doubtless due to the whole-hearted co-operation of the Japanese people in every walk of life. W. F. E. A. '37 will be ever remembered by all who were in attendance, guest and host alike. May the friendships that were established serve to remind each one of the common purpose of Education—to make the world more liveable for all men.

## THE HOUSE OF FINER CHRISTMAS GIFTS

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## Home Economics Summer School

By YVONNE LOVE, *Lord Lister Junior High School, New Westminster,*  
and BETH RAMSAY, *Central Junior High School, Victoria*

IN these days when the so-called "practical" subjects—the frills of yesteryear—are in steadily increasing demand, many of the readers of *The B. C. Teacher* are doubtless considering the possibility of sometime qualifying for posts involving certification in Home Economics. For their information, and that of the teaching body at large, this article has been compiled, at the Editor's request, by Home Economics teachers gratefully appreciative of opportunities provided by the Summer School conducted at Victoria under the auspices of the Department of Education.

Many teachers who would dearly like to go to Columbia for their Home Economics course but cannot, enjoyed the happy experience of having Columbia come to them, incarnate in the person of Miss Lillian Locke, B.Sc., M.A., one of the outstanding lecturers at Teachers' College.

Miss Locke gave at Victoria this last summer a most interesting and instructive course in Dress Design and Comparative Study of Foundation Patterns. Mere untaught males who may be reading this article will have to be left guessing as to just what such a course involves, but even they, if summer school students, must have seen evidence that the lectures were a success. The best test of any phase of teaching is to whether it carries over into practice. From that standpoint Miss Locke's courses were certainly successful. So effectively did she emphasize the practical nature of her subject and the psychological effect of clothes upon both wearer and observer that her students began to consider the subject of dress from quite a new angle. One saw them turning critical eyes not only upon shop displays but also upon their own clothing and its accessories. In fact, during the course, a number of complete transformations took place which were regarded by everyone as highly satisfactory!

Each student was required to make a foundation pattern and from it to construct a formal afternoon or dinner dress. Reference books recommended were *Practical Dress and Design* by Mabel Erwin, and *Foundations of Pattern Drafting* and *Pattern Drafting and Grading*, both by M. Rohr. At first it hardly seemed possible that the students would be able to complete all the work assigned them, but as the days flew, so did the fingers, and at the end of five strenuous weeks we all felt that we had been greatly helped, especially in the matter of fitting. During the two final days each student appeared in the dress she had made, and the information gained during the course was made to function in judging the garments. At the close of the summer session, when we left for a well-earned holiday, a bit weary, perhaps, but well satisfied, we carried away with us an eager determination to try out in our classrooms the new ideas gained during the summer.

In addition to the course described above, Miss Locke also gave one on Dress Appreciation, attendance upon which was open to the whole Summer School.

Mrs. Nita Murphy, Provincial Normal School, Vancouver, conducted a valuable course on "The British Columbia Curriculum in Home Economics". This embraced not only examination of the recently revised Programme of Studies in this particular department but also instruction in Methods and Textbook Study. The book selected for special use by members of the class was *Homemaking Education in the High School*, by Williamson and Lyle. The subject matter of Mrs. Murphy's course was so organized that a series of group teaching demonstrations ran concurrently with the curriculum study. There was a feeling in the group that demonstration teaching in the most approved methods should be undertaken with a class of children, and it is hoped that provision will be made for this in the Summer School of 1938. Illustrative material and reference books were discussed in relation to each grade of school work.

The teacher-students analyzed such

aspects of the course as family-sized recipes, classroom equipment, the unit kitchen arrangement, principles of cookery and the matter of shorter and more frequent home economics periods on the school time-table. As a result of the readiness with which the students brought forward their personal problems and advanced constructive suggestions gained through personal experience, class discussions were of the utmost value. Both the oldtimers and the newcomers felt that the Summer School Course provided a basis for the attainment of higher standards in Home Economics than have heretofore been reached in British Columbia.

Teachers interested in this phase of educational work should be informed that the new regulations governing the permanent certification of Home Economics teachers require the completion of 7½ units in two sessions of the Summer School of Education, in addition to the customary two years' experience with satisfactory inspectorial reports.

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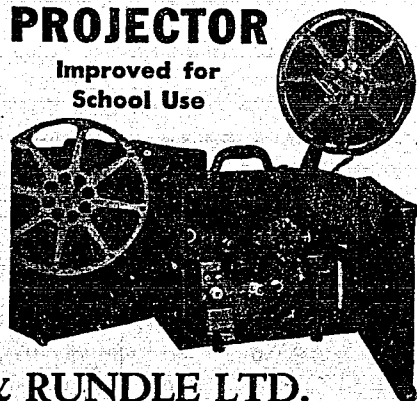
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## As You and I

By NORMAN FERGUS BLACK

SOME twenty years ago, in pride and pain,  
Two peasant mothers each a manchild bore,  
Loving him utterly—as you were loved, and I.

Gay children were they, skilled to snare the heart  
Of whoso gazed upon them; beautiful  
Indeed in eyes of some—as once were you and I.

Good sons they proved, strong, brave, alert and kind,  
Fine lads, like him and him, of whom you think,  
Eager to serve and love and live—as once were you and I.

Then for these twain, hands irresistible  
Were stretched that sent them forth from peace to war,  
And gladly, sadly went they both—like youths you knew, and I.

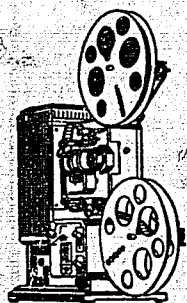
And in a city wet with tears and blood,  
Shell-rent, fire-swept, unknown and horrible,  
Last week they slew each other, as you would have done, and I!

And from their blood will grow pursuing hate  
And crime and shame and piled-up deaths,  
As from the blood so vainly spilled by men you loved, and I.

Unless, unless, dear God! unless . . .  
What will you do?—and I?

One of the most interesting magazines to reach "The Magazine Table" in recent months is *The Journal of Geography* (A. J. Nystrom & Co., 3333 Elston Ave., Chicago, \$2.50). Among the many outstanding articles one in particular is worthy of note in view of what has lately been happening in the prairie provinces. We refer to the

series of articles by Dr. Strong on "The Soil Conservation Service and Its Work" While on the subject *The B. C. Teacher* suggests that certain sections of our own province are definitely in need of such a service before it is too late for us to do anything about it but feel sorry for ourselves.



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SPEAKER: A Progressive Young Psycho-sociologist.

(NOTE: The following is a mere excerpt from a brilliant address that will last 90 minutes and will doubtless be received with great enthusiasm).

"LADIES and Gentlemen, I say again, and say with all the emphasis of which I am capable, that the march of science goes inexorably on. For a time progress may be retarded or deflected, but in the long run no reactionary and no body of reactionaries can stand in the way; inevitably they are crushed and thrown aside. The theories, the pedagogical practices, that were good enough for 1938 are inadequate to the needs of 1988. New facts have been discovered, new generalizations have been formulated to embody these facts, new techniques have been evolved to give expression and vitality to these generalizations. Forever we press forward to the enlarging truth; forever we close our ears to the outworn shibboleths of yesterday. (Applause).

"But we must be specific, my friends. It is not enough that we pay lip-service to psycho-sociological science; we must make fearless application of its principles. I ask you to consider the most fundamental principle of all—that upon which our whole pedagogical philosophy must rest—the matter of motive. Fifty years ago, as most teachers living today are perhaps but dimly aware, there arose and flourished a school of thought that had for its watchword the phrase, Intrinsic Interest. These people believed—and the callow human science of their day very clumsily supported them—that interest is most valuably evoked in the absence of social pressure, that interest (directed in some mysterious manner from within) is but a particular case of adience in general. A deplorable fallacy! my friends, in the light of our present knowledge; but a fallacy very easily explained when one remembers that in those far-off days psychology and sociology were conceived as separate sciences. (Laughter).

"Many an imperishable idea has been beaten to its knees and stripped for a time of its authority by the application to it of a belittling epithet. In the case before us, the epithet was Extrinsic, and it was used to suggest a certain irrelevance, a certain logical hiatus between interest and material. I must apologize for dragging in these old-fashioned terms, but I ask you to bear with me for the sake of what is to follow.

"Psycho-sociology, of course, has no place for either Intrinsic or Extrinsic. The first has long since been discarded as sheer mysticism; the second has long since been broadened into the great concept of socialization. Nothing remains of the old controversy today. What then of motive as we now understand it? A simple question, my friends, and simply answered. We enter the world with the capacity for three basic emotional tensions, and it is by the social stimulation and the socially directed elaboration of these three that our interests come into being.

We are born capable of Love, Anger, and Fear: yet loving nothing, angry at nothing, afraid of nothing. With infinite patience and infinite wisdom, society evokes our love, our anger and our fear in relation to the manifold aspects of our environment, and elevates us at last to its own level. The adult man or woman is 99 per cent a social product. (Loud applause).

"Let me close with a brief review of recent research findings. Professor Bergstein, working in the great psychosociological laboratory at Zurich, reported in 1985 that the intelligent use of fear as a motive resulted in a marked gain in 'thoroughness' for the experimental as over against the control group. He further reported that in this case (high school seniors in the field of Modern History) the advantage was not restricted to concomitant learnings, but was very significant in relation to primary learnings as well.

"Dr. Ira Gladstone, the internationally famous psycho-sociologist of Adelaide, Australia, published in 1986 his brilliant book entitled, 'The Value of Anger as a Classroom Motive'. This book, which is based upon a ten-year research, conclusively shows (1) that anger aroused by a challenging problem has a most important influence upon eventual success in reaching a solution, and (2) that anger in the guise of indignation or resentment is indispensable to social justice.

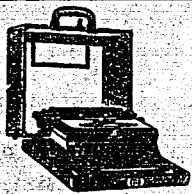
"To come right up to date—and with this case, Ladies and Gentlemen, I bring my address to a conclusion—I have just received from the publishers a remarkable brochure by the hand of Hamish Maxwell Iverach, M.A., Ph.D., D.Litt., LL.D., of Edinburgh University. Dr. Iverach relates that while

conducting a research in the vicinity of Stirling he chanced upon a piece of blackened leather which was identified by a venerable colleague as 'the tawse'. Careful investigation revealed that this was used in olden times as an instrument of social pressure. (Intense interest).

"I need hardly tell you that an experiment was immediately carried into execution; and you must not be surprised to hear that the results of this experiment are of the most arresting character. Here, Ladies and Gentlemen, you have the modern attitude at its brightest and best, and I have no doubt that the findings of Dr. Iverach will reverberate throughout the whole pedagogical world.

"By means of the established experimental-control procedure, Dr. Iverach discovered that no other motivating device can be compared in effectiveness with the tawse. In all types of subject-matter (from ancient languages to art appreciation) and with all types of subjects, the gains made by the experimental groups were such as beggared belief.

"I cannot do better than close with the last paragraph of Dr. Iverach's book: 'I take no particular credit for my discovery, since science in the final analysis is no respecter of persons. I am but the humble channel through which truth has manifested itself. We live in an age of wonders, of vast progress, of expanding knowledge. I merely say that science has now placed a marvellous instrument in our hands. As true moderns we must grasp it firmly and use it as a means to our pedagogical advancement.' (Tumultuous and sustained applause).



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## Rural School Problems

By D. G. MORRISON, Port Coquillam

**“WANTED**—Teacher with Normal School training, skilled in teaching children to read, write, and figure without textbooks if necessary; having general knowledge of farming, able to make fires, get carpentry work done without cash to pay for it, and able to teach children to brush teeth without tooth brushes; resourceful in making instructional materials without expense money; so skilled in human relations that eight grades will work in mutual harmony and mutual helpfulness at a mere command; must be a leader. Salary \$500 per year. Apply \_\_\_\_\_”.

The above is a want-ad suggested by Dorothy Kahn in a very capable article in the November 6 issue of *The Christian Science Monitor*.

Following this advertisement are some very illuminating statistics in rural schools in U. S. A. As many of these present problems similar to ours, six are listed below:

1. In U. S. A. there are 138,000 one-room schools.
2. Over 49 per cent of the school population attends schools in districts classified as rural.
3. About 46 per cent of teachers' colleges give specific training to rural teachers.
4. Federal subsidies are given to all High Schools offering Agricultural Courses. (Smith-Hughes Bell).
5. Rural Schools use books written for city schools.
6. The average salary for all rural school teachers is \$66 per month.

In British Columbia our schools in rural districts have many educational resources, most of which are not even realized. We consider a project on “Eskimo land” or “The South Seas” as being very educational, and frequently overlook the coal mining or the chicken raising industries at our very door. The rural school can far surpass in educational opportunities its urban copy in the wealth of project material. Too frequently however, we forget the axiom “From the known to the unknown” and stress projects dealing with the strange and unusual rather than the commonplace and near at hand.

Specific courses in teacher training are necessary for those teachers going to rural districts. A youth born and educated in urban surroundings will find great difficulty in his first term in a rural school. In many subjects the pupil will have greater knowledge and the ignorance of the teacher in rural essentials and of the pupil in urban essentials naturally result in lack of understanding and mutual respect. The teacher thinks the pupils dumb and the pupils are convulsed at the teacher's ignorance. Training in rural problems and especially in realizing that there is educational material in a rural setting should be a prime requisite.

In considering educational aims for rural schools it would seem that too great stress has been laid on “Worthy use of leisure time”. Rural schools, due to financial stringency cannot always offer manual training, home economics and many of the practical arts. They accordingly emphasize the cultural education, in addition to the fundamentals.

Handcraft and practical handcraft is part of the new programme and is definitely a step in the right direction. High schools in rural districts still have little to offer along practical lines, and the intrinsic worth of French, Latin and Chemistry to the future loggers, chicken raisers, and stump ranchers, leaves much to the imagination.

In concluding this article the following credo is offered:

**CREDO FOR TEACHERS IN RURAL DISTRICTS**

1. I believe that my school is not handicapped to any large degree except by my inexperience and the type of subject I am expected to teach.
2. I believe that there is a wealth of material near at hand, which I could utilize, if I had the imagination to see it and the energy to use it.
3. I believe that teachers expecting to teach in rural areas should be given specific training in rural problems.
4. I believe that an adequate education in urban areas is not adequate in rural districts and that greater

freedom should be allowed in the development of projects suited to the environment.

5. I believe that insistence on eight grades in all rural elementary schools is not sound educational policy. In a one-room school development cannot be cramped into eight divisions.
6. I believe that all my pupils have some ability, and the development of this is my chief concern.
7. Lastly, I believe that I, as a teacher in a rural district, have at least as good an opportunity for service and for personal development as my fellow teacher in urban districts; and so I should not be discriminated against in any way.

Comments on the above article will be welcomed. As the member of the Editorial Board who is primarily responsible for rural school interests, I confess that I have found rural teachers to be most inarticulate. Let us overcome this. If you have problems, send them in. It will be a pleasure to find someone qualified and willing to help you. *The B.C. Teacher* will welcome articles or letters dealing with rural problems.

## CANADIAN TEACHERS TOURS

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## What Seat-Work Involves for Primary Teacher

By ELSIE ROY

IN the recent survey on teacher-load which was carried out in the Vancouver Elementary schools, it was revealed that primary teachers spend more time in preparatory work than any other group of teachers. This finding is apt, if not actually to challenge their credulity, at least to appear enigmatical to all those outside the primary teaching circle. But if the "uninitiated" could understand something of the mental planning and of the physical preparation that are required for the daily primary seat-work programme the opening statement would no longer appear inconsiderate.

To begin with, it may be pointed out that a great *amount* of seat-work must be prepared because practically two-thirds of every primary class has to be engaged in some seat-work pursuit while the remaining one-third is receiving teaching instruction. Unlike the case of older children where the whole class takes its recitation together, the six and seven-year-old child's attention can only be held and his powers of concentration developed when he is one of a comparatively small group. Therefore, seat-work must always be devised for the remainder. Furthermore, as the primary child can concentrate for a much *shorter* period than the older child, more frequent changes of occupation are needed.

Again, the primary classes are, comparatively speaking, "unselected". The examination system has not at this stage weeded out the unready and we have not yet achieved the urgently required standard of a six-year-old mental age for beginners. This is another reason for the planning and preparing of a varied seat-work programme—that is, one that will meet the needs of children ranging widely in mental and manual dexterity.

Thirdly, in order to carry out properly a modern activity programme and to integrate adequately the manual subjects with the academic, the primary teacher must have ready a wealth of materials for the small hands of her pupils to manipulate in order that they may give expression to their own ideas. For, from the restrictions of the three R's, the scope of the school has been widened until it has now come to be "a copy in miniature of the *world* as we should *like* it to be"—that is, a place where people *should* work joyfully collectively—where progress can be made from one stage to the next—where work and play are balanced—where Art takes its place in the life of the individual. And so in a primary classroom there may be such active work going forward as furniture-making (out of apple or orange boxes) which involves nail pulling and driving, sawing and painting, or upholstering, with its attendant cutting, sewing and tacking activities, or kalsomining of a store or playhouse, or toy-making, or weaving or booklet-making, or assembling of cut-outs for mural decoration. These form the type of exercise which has supplanted the traditional and much more easily administered type of mere busy-work now-a-days ignominiously designated as "idiot's delight". The first mentioned are, however, the right type of activities to which to harness the child's natural energy in order to develop his initiative, his perseverance, his



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ability to concentrate and his social impulses. But they are also the type which greatly lengthens the number of hours the teacher must spend on preparatory work, and, undoubtedly, they increase the nervous strain which all primary teaching necessarily imposes on its teachers, at the same time that they diminish the number of hours during which those nervous powers ought to be recuperated.

Then there is also the study type of seat-work for which daily provision must be made by the competent primary teacher and which involves the preparation and printing upon the blackboard of sets of questions based on the reading lessons of each of the three classes. The teacher, of course, must mark every answer very carefully if this exercise is to be of any value, and this further increases the demands upon her time. The adoption of printing in place of cursive writing has enabled the primary pupil to make much more rapid progress in language work including free composition, and in spelling and in reading, and has almost ousted that kind of "busy-work" known as transcription.

Owing to the small child's limitations of vocabulary, both oral and written, the above type of seat-work is supplemented by drawings which the child makes as a further means of self-expression and which also call for careful scrutinizing by the teacher in order to evaluate the child's ideas.

Preparation of silent reading questions as a guide to the children in their study period is also necessary in order that the pupils may form the ability to study properly and as this ability to concentrate on a given problem is the foundation of all future progress it can be appreciated that this particular form of preparatory work is just one more of the primary teacher's really serious responsibilities.

And above and beyond all these tangible works of preparation the truly successful primary teacher must forevermore, through the stuff of her own personality and by projecting something vital of her own spirit into her work, be creating an atmosphere that makes toil not a burden for the beginner but a very real joy.

**M**AY we remind readers that to mention *The B. C. Teacher* when dealing with our advertisers is a service appreciated both by this magazine and the business firms patronizing it.

## News, Personal and Miscellaneous

### A STILLED VOICE

**E**ARLY in November a promising young member of the teaching body passed away when Mr. Ivan Edward Wyman, principal of Port Alice Public School, succumbed to an illness contracted last July.

Well known as "Tex", Mr. Wyman was of a pioneer Royal City family and received his early education in the schools of New Westminster. He completed his high school course in Nanaimo, to which city he and his parents moved in 1926. In 1932 his Normal Course in Victoria was finished and "Tex" was shortly afterwards appointed principal of the Lantzville school. Three years later he went as principal to Port Alice, where he became a prominent and popular figure in the community life. He was very keen on sports and other youthful activities.

To his bride of last June and to his mother and sister, both of Nanaimo, the teachers of the province extend their sympathy.

### U. B. C. EXTENSION ADOPTS RADIO

**T**HE University of British Columbia now has its own Radio Studio. This studio, which is under the control of the newly organized Department of University Extension, comprises one large room, 14 feet by 17 feet, and a smaller control room and an anteroom. The rooms have received adequate acoustical treatment thus making the studio suitable for the broadcasting of speech or music. The studio is connected by direct wires with radio stations CBR and CJOR. At present a series of noon-day farm talks is being given daily over station CBR. Later it is planned to have members of the Faculty give a series of educational broadcasts from the University Campus. The first of these will probably be a course in music appreciation which will commence in the near future.

Though the Department of University Extension the University is offering several evening classes. Two of these are being held in the Vancouver Normal School. This is a new departure for the University and represents a change in policy which will be greatly appreciated by those without facilities for transpor-

tation to the Point Grey Campus. Will the University continue this experiment and eventually establish a downtown centre, as many other universities have done?

The Department of Extension is organizing a Study-Group programme which should make a wide appeal to the communities of British Columbia. Mr. Walter Harwood, M.A., has recently been appointed to assist with this work. Mr. Harwood, who is an economist, has had some experience conducting Study-Groups in Brandon, Manitoba.

This Study-Group programme should prove helpful to P.-T. Associations. The registration fee per group (irrespective of the number of members in the group) is \$3. For this fee each group will receive the following:

1. At least one pamphlet on each topic selected for study. (Additional copies may be obtained at cost. There are over 20 topics).
2. A periodical visit by a representative of the Department of University Extension.
3. Notes, questions, and other mimeographed material.
4. Library privileges.

Further information may be obtained by writing to the Department of University Extension, U. B. C., Vancouver.

### GUARD THOSE EYES!

**T**HOSE of us who have grown worried over the failure of the ingenuity of man to produce an efficient glass eye will welcome *New Knowledge of Seeing in the Classroom*, a booklet which teachers may obtain by writing to the Manager, Lighting Service Department, Canadian General Electric Company, Toronto. Simple and effectual methods of protecting the sight are available to every teacher.

### TEACHER AID OR TEACHER SUBSTITUTE?

**A** MECHANICAL examiner in Athens, Georgia, recently "read" 20,000 freshman placement examinations and made a flawless grading of the entire lot. According to F. S. Beers, the Georgia State University examiner, the robot marked in 10 days the papers that formerly 200 expert teachers took two weeks to mark.

School  
**Teachers**  
and Students

*REDUCED FARES FOR CHRISTMAS AND NEW  
YEAR'S BETWEEN ALL STATIONS IN CANADA*

Fare and one-quarter for Round Trip. Tickets good going Friday, November 26 up to and including Sunday, January 2, 1938. Return to be made not later than opening day of school or college, as shown on the certificate presented, but in no case later than midnight, January 31, 1938.

*Ask the Ticket Agent for further particulars  
or write:*

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**Canadian Pacific**

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The robot "lives" on electricity and used, as would be expected, an electric eye for seeing where, on the objective examinations, the freshmen have placed their "X's".

## NEW CITIZEN

**T**O Mr. and Mrs. Lorne Brown (Kitsilano High), a son on November 21. Congratulations!

## MUSIC FESTIVALS

**M**USIC teachers will note with interest the statement in the official Syllabus of the British Columbia Musical Festival that "all school group entries will perform on a comparative basis, without grading" and that groups recalled for an evening performance "may receive a rating of A, B plus, or B". This is a step in the right direction. For years musical festivals throughout British Columbia have encouraged an unhealthy competition between school choirs and conductors. At last it is being recognized that artistic performances—or attempts at them—should not be marked on a mathematical basis. Many teachers have been inquisitive as to the methods by which adjudicators distinguish the difference in the quality of musical performances by the odd mark in several hundred.

Bravo, somebody!

## CONGRATULATIONS TO MR. GRANTHAM

**I**N *The B.C. Teacher* announcement was made last autumn of a world-wide essay contest on the subject "How Can the People of the World Achieve Universal Disarmament?" The sponsor of the competition was The New History Society of New York, which offered prizes aggregating \$5000.

We are pleased to offer congratulations to Mr. Ronald Grantham, B.A., Ladysmith, as the winner of the \$50 National Prize awarded to the Canadian contestant whose contribution seemed most valuable. By the courtesy of The New History Society, Mr. Grantham's essay will appear in an early issue of this magazine.

The essayists competing were 3208 in number and represented a considerable majority of all the countries of the world and submitted theses in 11 languages. The winner of the first prize of \$1000 is a Dutch lady resident at

Geneva, Madame Catherina Lydia De-Ligt-Van Rossem. In a later issue *The B.C. Teacher* hopes to present her paper.

**A**MONG recent recipients of Coronation Medals is our veteran colleague, Mr. Daniel B. Johnston, who recently retired from the principalship of King George High School.

**A**ONE-DAY Fall Convention of principals of the Lower Mainland area was held in Vancouver on Friday, November 19th. During the morning the principals visited a group of centres representing the various types of elementary and secondary schools within the city of Vancouver. Among the various speeches heard were: "Some Phases of Mental Health", Dr. Geo. A. Davidson, M.R.C.P. of London; "The Formation of a Central Film Library", Mr. J. Pollock; "The Radio in Education", M. J. Radford of the C.B.C.; "Secretarial Help for the Principal", Mr. W. H. Morrow; "Student Report Forms", Miss M. Peck; and "The Need For a School Library Policy", Miss M. Coleman.

## IS THIS YOUR PROBLEM?

**T**HE Vancouver Secondary School Teachers' Association has encountered the familiar difficulty of securing the attendance of a sufficient portion of its membership to be truly representative at its purely business meetings. A special Problems Committee, under the executive of this association, has suggested that the staff of each school hold a meeting prior to each executive meeting to consider and register its decisions upon any important issues appearing on the agenda for the executive meeting. The representative would then be empowered to vote by proxies: so many for and so many against. The results of the executive meetings would be reported to each staff by its representative at a later date. This plan would make unnecessary the calling of meetings except for emergencies or for social or professional reasons.

This same Problems Committee has reported favourably upon a plan of sick benefits for its members. Details of the scheme have not yet been worked out on an actuarial basis, but it is thought that the plan will be ready to put into effect during the current school year.

## SENATE ELECTION

**R**ESULTS of the poll in connection with the election of a British Columbia Teachers' Federation representative on the Senate of the Provincial University have not yet been announced. The ballots were to be opened and counted on November 30th, but the necessary procedure was rendered impossible for the time being by an unfortunate accident, of which Mr. Charlesworth, the returning officer, was the victim. The General Secretary was knocked down in a traffic mishap during a recent heavy fog in Vancouver and his arm was injured. Mr. Charlesworth will be confined to his house for a few days.

## COBBLE HILL AND DISTRICT OFFICERS

**T**HE slate of officers this year of the Cobble Hill and District Teachers' Association includes: President, Mr. M. Dunnett; Vice-President, Miss Gwen Owens, and Secretary-Treasurer, Mr. J. J. Gillatt.

## KELOWNA AND DISTRICT NEWS

**N**EW teachers in the Okanagan area are reported as follows: Kelowna City High School, Mr. Alan H. Cameron of Squamish; Junior High School, Miss Grace Perry of Saskatchewan and Miss Joan List of Vancouver; Elementary School—Miss Ivy Laws of Rutland, Miss Lillian Hunt of Mission Creek, Miss Georgina Meighan of New Westminster, and Mr. Harold Odium of Vancouver; Rutland District—Miss Vivian French of Vernon and Miss Madelaine Cudmore of Saskatchewan; Mission Creek District—Mr. Hooper of Seymour Arm, Miss Thelma Reid of Fir Valley, and Miss Evelyn Henderson of Kelowna; South Kelowna District—Mr. Harry Vogel of Trinity Valley.

Miss Anne Curts has returned to the staff of the Kelowna Elementary School after teaching on exchange in the City of Vancouver.

Mrs. M. Lawson is again teaching after a year's absence due to an automobile accident.

Mr. Arnold Jones of the Elementary School staff is on a year's leave of absence attending Columbia University, New York City.

During the summer vacation Miss Minnie Harvey of the Kelowna Elementary School staff became the bride of Mr. A. H. Mudie of Kelowna.

After many summer spent in a hard grind at Summer School, and the leisure hours of many winters taken up with reading courses, Mr. Roy Stibbs and Mr. Phil Kitley of the Kelowna Junior High received their B.A. degrees from U.B.C. this fall. Congratulations!

This year's executive of the Kelowna and District Branch of the O.V.T.A. is as follows:

President, Mr. D. H. Campbell.  
Vice-President, Mr. H. Daniels.  
Sec'y.-Treas., Miss Evelyn Kenney.  
Representative to O.V.T.A., Mr. Roy Stibbs.

## PRINCIPAL MARRIES

**M**R. M. Dunnett of Sylvania School was married on October 10th to Miss P. Scott of Mill Bay.

On behalf of his colleagues, *The B.C. Teacher* extends very best wishes to Mr. Dunnett and his bride.

## ANOTHER NEW CITIZEN

**C**ONGRATULATIONS are due to Mr. and Mrs. U. J. Logie of Kelowna District on the occasion of the birth of a son, David Christopher, on October 16th.

## FORGOTTEN?

**T**HERE are just six weeks from

Christmas to Education Week this year. Vancouver teachers have already begun their planning and organizing for this week which will be observed throughout Canada from February 6th to 12th. Local teachers' organizations should start preparing immediately, if indeed the necessary preliminary work is not already well under way.

## THE 1938 CONVENTION

**I**T will be recalled that the Executive Committee traversed to the Consultative Committee final decision regarding the place of the 1938 Convention. It has been decided to hold the meeting in Victoria next Easter. Elaborate preparations are being made to insure a Convention of unusual interest.

## DEMONSTRATION OF METHODS

**M**R. Roy Haines of Duncan recently gave an inspiring demonstration to the members of the Chemainus local association of the work of his classes in Practical and Graphical Arts.



VANCOUVER ISLAND DISTRICT  
NEWS

**U**NDER Mr. Jack Bowbrick's guidance the Northern and Central Vancouver Island District Councils held a very successful discussion convention in Nanaimo on October 14, 15, 16. Next year the arrangements will be in charge of Mr. Blanchard of Duncan.

Miss Jiggle of London, England, is on exchange at Cumberland.

Miss Batzold is a new member of Courtenay High School staff and the Misses Kirk and Young are recent appointees to the Comox Elementary school.

The new executive of the Comox District T. A. consists of: President, Mr. Wilton Dalby of Minto; Vice-President, Mr. Tilbe of Courtenay; Executive Members: Miss Steel of Courtenay, Mr. W. C. Kelly of Cumberland, Mr. E. R. G. Richardson of Comox, Miss McNaughton of Fanny Bay, and Mr. C. Rendle and Mr. J. Bowbrick of Tsolum.

The high school teachers are working strenuously through the Rotary Club and the Board of Trade, etc., to secure a consolidated high school for the district in which there are now four high schools within a six-mile radius.

## TEACHERS OF ENGLISH!

**L**ETTER-WRITING will undoubtedly form the chief literary outlet for about 80 per cent of our pupils. This activity is now provided with the motivation of a real-life situation through the good offices of Mr. R. C. Mishek, Waseca High School, Waseca, Minnesota, U.S.A. Mr. Mishek will arrange for American school children all over the United States to correspond with Canadian school children. Send him the names, addresses, ages, and sex of all students who want American "pen pals".

**F**ROM a copy of *Votes and Proceedings of the Legislative Assembly of*

*British Columbia* for November we learn:

1. That the Government spent \$6,432.70 on newspaper advertising during April and May, 1936.

2. That the British Columbia Government holds \$1,608,393.32 worth of Alberta bonds.

3. That Alberta has paid only 2½ per cent interest on over one million dollars worth of 5 per cent bonds or debentures held by the British Columbia Government, an interest payment which our Government "accepted without prejudice and on account only".

4. That there were, in September, on relief in the Province a total of 42,504 of which 5,573 were single men, 874 single women, 9,875 family heads, and 26,182 dependents in families.

5. That the "Jones" tax collected for the fiscal year ending March 31st last was \$1,750,611.57.

6. That the costs per pupil of textbooks exclusive of free textbooks is as follows:

Elementary Grade I, nil.  
Elementary Grade II, 25 cents.  
Elementary Grade III, 75 cents.  
Elementary Grade IV, 25 cents.  
Elementary Grade V, \$1.95.  
Elementary Grade VI, 25 cents.  
Average per grade: 59 cents.  
Junior High Grade VII, \$7.95.  
Junior High Grade VIII, \$1.65.  
Junior High Grade IX, \$2.80.  
Average per grade: \$3.90.  
Senior High Grade X, \$8.45.  
Senior High Grade XI, \$8.05.  
Senior High Grade XII, \$3.10.  
Average per grade: \$6.531-3.

7. That the Government will soon make a medical examination the prerequisite to marriage.

8. That the minimum yearly salary for Elementary school teachers may soon be raised from \$780 to \$900.

9. That no sex education is contemplated as a part of the curriculum.

10. That the two Provincial Normal Schools will eventually be consolidated.

A FORD V-8 FOR 1938 . . .

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## What We Are Reading

**THE World Book, British Empire Edition.** W. F. Quarrie & Co., Toronto. Buckram—price: first 500 copies, \$49.50; standard price, \$79.90.

Binding: The binding is excellent, strong and attractive.

Paper: Good, medium weight, glazed.

Type: Clear, 2-column arrangement.

Number of volumes: Ten volumes;

"The first eight volumes contain the main alphabetical portion of the encyclopedia . . . the ninth or Dominions volume (contains) more detailed information of special interest to each Dominion . . . the final volume is the guide". (Publisher's statement).

A yearly supplement costing \$1 will be available to keep the work up to date, and binders will be supplied each five years.

Harold Skelton, M.A. (Oxon), is the general editor, and among the Canadian contributors are Diamond Jenness, M.A., F.R.I.B.A.; Hector Charlesworth, J. S. Plaskett, D.Sc., C.B.E.; Prof. W. T. Allison, Ph.D.; Lawrence J. Burpee, F.R.G.S., and many others equally distinguished.

The maps and illustrations are particularly good, and there are a great many of them. There are physical and political maps for each province, besides a physical, political, and an economic map of Canada. The colored plates are attractive and new in this edition.

Cross references are numerous and helpful. Scientific names of plants and animals are appended to the articles dealing with them.

This encyclopedia has been completely revised and brought up to date—(there is an article on the abdication of Edward VIII and the accession of George VI)—and the articles are both accurate and interestingly written. Numerous sub-headings assist in finding information in the longer articles.

It is a pleasure to find an encyclopedia which may be unhesitatingly recommended for school use, both in elementary and high schools. The fact that this is a British edition of the justly famous World Book makes it, in the opinion of the writer, first choice among all encyclopedias for Canadian schools.

M. E. COLMAN,

Librarian, Lord Tennyson School.

**THE Home Economics Omnibus;** Harris and Huston; Little Brown &

Company; 604 p.; \$1.60.

This delightful book covers the following topics:

The Well-Fed Family (Foods and Nutrition); 265 pages, 90 of which are devoted to recipes, charts, etc.

The Well-Dressed Girl (Clothing); 100 pages; 20 of which are devoted to fundamentals of sewing, stitchery, etc.

The Well-Planned and Furnished House; 75 pages.

The Well-Managed Home; 35 pages.

The Well-Cared-For Child; 30 pages.

The Well-being of the Individual; 15 pages.

The Well-Bred Girl and Her Social Relationships; 60 pages.

This book was written as a general text for second year high school (U. S. A.) Many teachers would like it as a text for the "CC" course throughout. It is less expensive than "Greer" and has the advantage of covering clothing and other units.

The focus of the book is the girl's own life. The style is informal, challenging the student's interest and encouraging her to carry on further research. The several pages of reference books at the end of each section, and the tests that are provided, should prove very useful in the classroom.

If you are teaching Home Economics, your bookshelf can't be quite complete without a copy of *The Home Economics Omnibus*.

RUTH McALPINE, Nelson.

**"THE Audio-Visual Handbook"** by Ellsworth C. Dent; Society for Visual Education, Inc., 327 South LaSalle Street, Chicago. Paper; \$1.25.

There seems to be a general impression abroad that visual education is a new and highly technical method for imparting knowledge; that it involves the use of complicated equipment; and that it is an expensive undertaking. Specifically, many teachers think of visual education in terms of motion pictures, libraries of films, auditoriums, projectionists, and all the rest of it.

As a matter of fact, by far the greater part of visual education programmes are still very effectively carried on by means of the old stand-bys—maps, charts, blackboard drawings, specimens, photographs and the rest of the familiar equipment. The use of the motion picture is confined mainly to

those larger centres able to afford the cost.

It is of interest, therefore, to those teachers and schools with limited funds to spare for new equipment to find the familiar and inexpensive forms of visual aids, as well as the entire field of audio-visual education ably and thoroughly treated in this handbook. The author, who is Director of the Educational Department of the RCA Manufacturing Company, deals exhaustively with every type of visual aid from blackboard drawings to the latest in sound projector. He deals with such variations of the visual education programme as maps, charts, sand-tables, classroom experiments, school and class journeys, the use of the stereoscope, glass slides, film slides, the phonograph, the radio, silent motion pictures and sound pictures.

Directions for making much of the equipment, and a discussion on pupil participation in the various processes are found, as well as new methods for the use of older forms of equipment. The advantages and disadvantages of all types of visual aids are clearly and concisely tabulated, making much easier the teacher's choice of suitable equipment.

Part I of the book is given to a general discussion of the meaning of visual education, its use in industry and schools, together with reports on ex-

periments in the field. Part VI, the last, contains comprehensive lists of references, addresses of distribution centres, sources of equipment, materials and information.

This handbook can be highly recommended to those seeking information on any or all aspects of visual education.

—VITO CIANCI.

**PRACTICAL Dress Design: A Laboratory Manual in Fitting and Free-hand Pattern Making**, by Mabel D. Erwin (Professor of Clothing and Textiles, Texas Technological College). Published by Edwards Brothers, Inc., Ann Arbor, Michigan; \$3.00.

This is a photo-litho print reproduction of the author's manuscript, including hundreds of excellent illustrations. We can unqualifiedly recommend it to high school Clothing teachers. We have never found between two covers so many answers to a Clothing teacher's prayers. We shall never, any of us, be smart enough to know how to meet all the thousand and three difficulties in pattern adjustment, fitting and dress-making technique which come to us, but this manual will be a ready help to solving at least a thousand of them.

Instruction in pattern alteration and design is made step-by-step clear with clean-cut illustrations of the actual process.

Units of work in the designing of patterns from a foundation pattern seem to have been written especially for teachers of Home Economics BIII. Pages 159 and 160 in our new Course of Study will take on a rosier tint if you have Miss Erwin's manual on your reference shelf.

I. GREEN,

John Oliver High School, Vancouver.

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## Correspondence

OUR BIRTHDAY CELEBRATIONS  
November 29th, 1937.To the Editor of *The B. C. Teacher*:

Acting on instructions of the Executive, a committee is arranging a function which will commemorate in a suitable way the 21st Anniversary of the founding of our British Columbia Teachers' Federation.

This function will take the form of a dinner to be given in the Hotel Vancouver on Friday, January 14th, 1938, at 6:45 p.m., following which a suitable programme will be presented. At this dinner we hope to have as our guests His Honour the Lieutenant-Governor, the Honourable the Minister of Education, the Superintendent of Education, and representatives of all provincial bodies connected with education.

Our Federation is a province-wide organization and it is the desire of the Executive that all members and their friends share in this celebration. With this in mind the committee has arranged that the programme following the dinner will be broadcast over the Provincial network of the Canadian Broadcasting System, and it is suggested that associations whose members cannot possibly attend the central gathering have local functions of their own and "listen in". According to present arrangements this broadcast will be given at 8:30 p.m.

In addition to the Federation's own broadcast, arrangements are under way to have the C. B. S. National Broadcast, "By the Sea", given on the stage in the presence of the guests. This broadcast will commence at 8 p.m.

These programmes are being given to us without cost, and we are indeed grateful to Mr. Jack Radford, Manager of the Vancouver station, and the other officials of the B. C. R. for their cordial interest and co-operation.

Members of distant local associations who may not be able to attend the provincial function are urged to do all possible in organizing local celebrations of our 21st Anniversary. One feature of their programmes might be a "listening hour", when they could share with the rest of us the pleasure of hearing the speeches of our distinguished guests.

The members who are able to attend the dinner meeting would like to feel that teachers in the remoter parts of the

province are sharing in our Anniversary Celebration.

R. P. STEEVES,  
Chairman, Anniversary Committee.

THOUGHTS OF GOODWILL AMID  
RUMOURS OF WAR

Vancouver, Nov. 25, 1937.

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

In addition to the possibilities of developing "international goodwill through geographic education" which Professor George A. Cornish so convincingly demonstrated in the November issue of *The B. C. Teacher*, there is the possibility of producing much mutual understanding and sympathy among the members of the rising generation of the world by utilizing consciously the unexploited inherent values of our present empire and international teacher exchange system.

The article entitled "Echoes from Polynesia" (Observations of Mr. W. M. Armstrong, King Edward High School, Vancouver, and first international exchange teacher from British Columbia) illustrated what an observant exchange teacher is able to do by way of helping his colleagues understand fairly intimately the habits of life and the problems of a distant people among whom he lived and with whom he worked for a year. Indirectly he is helping the children over whom his colleagues are placed.

But such articles or oral expositions or descriptions are rare; and exchange teachers who consciously exert themselves to promote the interests of international peace and goodwill are altogether likely to be exceptions rather than the rule.

Should our teacher-exchange system be more definitely motivated in the interests of such goodwill? Should not our governments, conscious of such motivation on the one hand and of the ever-increasing cost of armaments on the other, encourage an extension of the international teacher-exchange system?

NORMAN RALPH.

## BOOKS STILL WANTED

University of British Columbia,  
Vancouver, November 29, 1937.

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

We thank you for publishing in the



October issue of *The B. C. Teacher* the request of Dr. W. G. Black, of our Education Faculty, for disused textbooks and old educational reports that might be of use to university students and others engaged in educational research. Donors who acted upon this invitation have been thanked individually and it is hoped that this letter may stir other readers of your magazine to similar helpfulness to the University.

We wish to associate with this appeal our special acknowledgement of your personal generosity in donating to our Library the splendid file of the Report of the United States Commissioner of Education, 1888-1916. The material in these reports is extensively used by our students and the file will be an invaluable reference set.

JOHN RIDINGTON,  
Librarian.

TEACHERS' SERVICE BUREAU  
Crescent Valley, B. C.,  
November 15, 1937.

Editor, *The B. C. Teacher*:

*The Grade Teacher* (annual subscription \$2.50), one of the best magazines for classroom teachers, published at Darien, Connecticut, conducts a Teachers' Service Bureau by means of which suitable material for use in project and seatwork, in seasonal and other programmes, and in socialized activities, can be obtained either without charge or at a nominal charge for postage and package. Teachers will find this service extremely helpful.

WALTER ABROSSIMOFF.

RESEARCH COMMITTEE  
Box 873, Vernon, B. C.,  
November 16, 1937.

Editor, *The B. C. Teacher*:

I wish to express my appreciation of the excellent work being carried on by the Research Committee of the Elementary Teachers' Association. Being close to the clearing house for this recently organized department I have had the opportunity to browse through the material on hand and observe its scope and value, especially in the line of Social Studies.

As I am anxious to obtain prepared units on the course in Grade IX Social Studies, similar to that found on the shelves of the Research Committee for the Elementary Schools, I am going to risk being accused of inconsistency, and ask for your help in locating the chair-



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man in charge of this work in the Secondary department.

H. J. THORNTON.

### AGAIN WE PURR!

Topeka, Kansas,  
November 17, 1937.

Editor, *The B. C. Teacher*:

Somewhere close behind *The B. C. Teacher* is a personality whom I should like to meet. From such a meeting I should hope to absorb something of what makes your publication fascinating beyond any of the other professional magazines which I take—and I take them all!

Somehow you get variety, grace, liveliness, and personal appeal that some of us editors are trying to get.

Congratulations.

Cordially yours,

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

Nelson, B. C.,  
November 10, 1937.

Editor, *The B. C. Teacher*:

At the recent West Kootenay and Boundary Teachers' Convention, held in Trail, one of the resolutions which was most heartily endorsed by the general body of teachers read as follows:

"Be it resolved that the West Kootenay and Boundary Teachers' Convention congratulate Mr. Norman F. Black and the staff editors of *The B. C. Teacher* on the very great improvement which the publication shows".

May I add my personal commendation as well regarding the value of the Magazine.

Yours truly,  
(Miss) PATRICIA CAMPBELL,  
Sec.-Treas. District Council.

THE NEW HISTORY SOCIETY  
132 East 65th Street,  
New York, N. Y.

Editor, *The B. C. Teacher*:

We beg to inform you that our World Competition, in which we have been engaged for more than a year, has now come to a close, and that we are in a position to offer to you the Winning Paper, chosen from among 3208 entries

submitted in 11 languages. This, the work of a native of Holland, was chosen practically unanimously by a distinguished award committee, and we feel that it was well worth the vast effort which we expended in securing it.

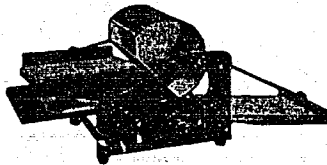
In offering a competition on the subject, "How Can the People of the World Achieve Universal Disarmament?" the New History Society was aiming at two things: Further light on the subject involved, and knowledge of how far Peace Education had spread among the inhabitants of the earth. After close study of the papers received we can say that we are more than satisfied with the results.

It is astonishing to discover how far Peace Education has spread in just a few years. Launched, as it was, without the backing of school, or state, or press, it has gone on its way from mouth to mouth, from heart to heart, until now it has become a force most seriously to be reckoned with. The ideas which, just a few years ago, were pronounced only by idealistic recluses are now demands made on every countryside.

Any of the winning essays will most gladly be mailed on request.

Very sincerely yours,

MRS. LEWIS STUYVESANT CHANLER,  
President.



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## Highlights of the World News

**P**REMIER Mackenzie King on November 2 announced the three Alberta bills reserved by the Lieutenant-Governor were being referred to the Supreme Court of Canada to determine their validity. A week later he added Premier Aberhart's questions on the right to reserve bills to the same reference.

The Canadian Premier warned on October 26 that unless people guarded their liberties well, the battle between dictatorship and democracy being fought in Asia and Europe might be fought here as well. In Montreal on November 9 to 11 police padlocked two printing offices, raided an office, a book store, and a lending library, and padlocked the home of a former C.C.F. candidate. The cabinet minister who defended Cardinal Villeneuve against charges of being the hand behind the Government in such actions was forced to apologize to the Cardinal.

Rev. Charles W. Gordon, "Ralph Connor", died October 31, aged 77.

An Australian federal election on October 23 returned Premier Lyons' United Australia-County Party coalition with 43 Representatives to Labor's 31 and one Social Credit member.

Rt. Hon. James Ramsay MacDonald died suddenly on November 9 while bound for South America on a health cruise. He was 71.

According to a Government coal bill announced November 11, all coal in Great Britain will become property of the Crown by July 1, 1942.

Britain and France on October 15 jointly warned Italy to cease its dilatory tactics over withdrawal of "volunteers" or they would open the Franco-Spanish frontier. The demand was highly applauded in the British press, as was the demand of France that withdrawal be in the ratio of number of volunteers in Spain, four Nationalists to one Loyalist. On October 19 Eden even went so far as to hint occupation of the Balearics, but when next day Mussolini offered "token" withdrawal in equal numbers they hastened to accept.

After a fortnight's further delay the British Government revealed its true position when the Prime Minister expressed a warm desire for a friendly

understanding with Italy and Germany. Two days later arrangements were announced for exchange of agents with the Spanish Insurgents and for Lord Halifax, Lord President of the Council, to visit Chancellor Hitler.

Premier Mussolini marked the 15th anniversary of the march on Rome on October 28 by announcing peace to be the watchword of Fascism for the next year. Peace would have to be based on (1) elimination of Bolshevism from Europe, and first from Spain; (2) revision of certain "unjust and absurd" clauses of the Versailles treaty; (3) return of her African colonies to Germany; and (4) opportunity for Italy to develop and exploit Ethiopia.

On October 19 Italy announced a 10 per cent capital levy on all stock companies and a half per cent increase in the sales tax.

General Franco's troops entered Gijon on October 21. Approximately two-thirds of Spain is now in his hands. A week later Franco announced a complete blockade of the Loyalist coast.

On October 24 a French merchant vessel and the next day a naval ship were sunk by a submarine and an aeroplane respectively, both in the Mediterranean, some distance off the Spanish shore.

On October 30 the Spanish capital was moved for the second time, now to Barcelona.

The Van Zeeland cabinet resigned on October 25 and after Henri de Man of the Belgian Socialist Party failed, Paul Henri Spaak became Premier of Belgium on November 8.

Andre Tardieu on October 26 and November 15 declared in court that as Premier of France he had subsidized Francois de la Rocque, while he was leader of the Croix de Feu, with Government money in the sum of 250,000 francs. On the second occasion he called La Rocque a "traitor".

Dr. Hjalmar Schacht on October 26 announced he had definitely resigned as Minister of Economics but three days later it was learned that Hitler had refused to accept the resignation, presumably because of possible effects on the business community.

Czechoslovakia on October 20 tested the hostile treatment in the German press of the action of Czech police in breaking up a forbidden demonstration by Konrad Henlein's Sudeten Deutsche Partei. Goeying's official organ on October 25 said German citizens of other countries must be organized to support the fatherland.

Announcement in the Soviet press of the sentencing of 70 more "enemies of the regime" to the death penalty brings the total of executions in the Soviet purge to 1031 according to published reports up to October 20.

A plot to separate the Southern Abkhazian Republic from the Soviet Union, accompanied by two attempts on the life of Stalin, was alleged in the trial of 13 former officials on Nov. 3.

The twentieth anniversary of the Revolution was celebrated in the Soviet Union on November 7.

At Rome on November 16 Italy signed an anti-Communist pact which made her an adherent of the German-Japanese pact in the same way as if she had been an original signatory of that agreement, signed November 25, 1936. Two days later the Soviet Union lodged an official protest at Rome against this unfriendly act.

At Brussels on November 15, fifteen nations declared Japan, in invading China, was "out of step with the rest of the world" and should discuss her course with her fellow guarantors of Chinese integrity in the Nine-Power Washington Treaty. Italy alone voted against the resolution at which Germany and Japan had refused to attend.

One British soldier was killed by a Japanese aviator who fired on defence lines in the International Settlement at Shanghai on October 24, and three more were killed by Japanese shell-fire on October 30.

Chinese troops evacuated Chapei after two months' attack on October 27, on November 9 Shanghai itself fell to the Japanese, and three days later all but the International Settlement had been occupied by the invaders.

While Arab anti-Jewish terrorism assumed the most threatening proportions in the history of the British mandate, military courts were empowered on November 10 to exact the death penalty from gunmen and bombers in the Holy Land. On November 15, 45

Jewish Revisionists as well as scores of Arab extremists were arrested. On October 20 Jewish immigration was ordered restricted.

On October 18 the Grand Mufti of Jerusalem, en route to Rome to seek Iraqi aid, said: "Let the English be on their guard. The policy they are following in Palestine is alienating the sympathies . . . of all countries of Arab race and of all the Mohammedan world."

"Tom Sawyer" was among the subversive and Communist books ordered removed from libraries and schools of Brazil on October 26.

On November 10 President Vargas dissolved all Brazilian legislatures and assumed dictatorial powers indefinitely. He also promulgated a new constitution for a corporative State and suspended payments on all Government debts abroad.

President Cardenas of Mexico on November 4 decreed the nationalization of Standard Oil's 350,000-acre lease as part of a 2,000,000-acre oil land nationalization scheme. On November 12 he signed a concession to Shell-controlled Esso Oil of the remainder of the Poma oilfield, second richest in the world.

Tammany took its worst defeat in history on November 3 when Fiorello La Guardia was returned to New York's City Hall with a landslide that also returned all his chief supporters.

A committee which included a Nobel Prize winner and several professors of Harvard and Yale Medical Schools published a declaration of 430 outstanding American physicians in favour of "a national health policy directed toward all groups of the population" as a "direct concern of the government". The proposal was overwhelming rejected by the American Medical Association last June.

Figures published by the Bureau of Statistics on November 15 showed a sharp rise in the sale to Japan of Canadian materials which might be used in the manufacture of war materials. The figures were:

	1936 (12 month)	1937 (9 month)
Material—		
Aluminum .....	\$1,494,039	\$1,855,870
Lead .....	3,142,296	3,925,739
Nickel .....	1,223,677	2,889,687
Zinc .....	1,097,737	871,332

—J. E. G.

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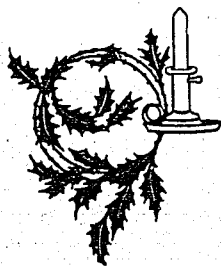
Explains how music is used to express thoughts and feelings or to tell a story. Folk songs, church music, operas, light operas and modern suites are all dealt with in this text.

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