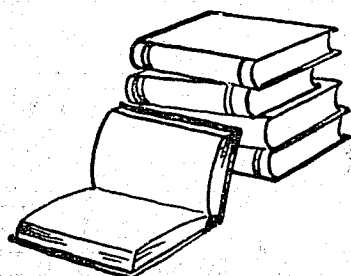


THE B · C · TEACHER



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

VOLUME XVIII.

JANUARY, 1938

NUMBER 5.

EDITORIAL: The Sorcerer's Holiday — Federation Party — Education Week —
Sabbatical Leave — Amendments to the Public Schools Act.

OUR MAGAZINE TABLE.

IN MEMORIAM.

BRITISH COLUMBIA TEACHERS' FEDERATION AND KINDRED ASSOCIATIONS:

British Columbia Secondary School Teachers' Association Council — Sick
Benefit — University of British Columbia Senate Representative — Goodby
to Group Insurance? — Accredited High Schools.

HOW ACHIEVE PEACE? — A SOCIAL STUDIES PROJECT

BRITISH COLUMBIA TEACHERAGES

PROPAGANDA ANALYSIS — THE REVISED TYPEWRITING COURSE

A VACATION COURSE IN EDUCATION

A DAY WITH A GIRLS' COUNSELLOR

A PRIMARY TEACHER ASKS QUESTIONS — CERTAIN UNCERTAINTIES

PAIDAGOGOS DEMANDS CLARITY

HUMANIZING FRENCH INSTRUCTION

THE TRAINING OF TEACHERS IN SERVICE

NEWS, PERSONAL AND MISCELLANEOUS: New School at Vernon — A New

Inspector — University of British Columbia Graduates — New Citizens —

Visual Aids — On Pension — Secretary to New Minister — Remember This!

British Columbia Musical Festival — Honorary Degrees.

WHAT WE ARE READING.

CORRESPONDENCE.

WORLD NEWS.

VANCOUVER, B. C.

MUSIC . . .

Authorized for use in the Elementary and Junior High Schools
of British Columbia

THE CANADIAN SONG BOOK

By Sir Ernest MacMillan, D.Mus.

ORIGINAL EDITION—Teacher's book containing over 100 songs especially selected for school use and containing piano accompaniments. Cloth boards. Price \$1.50.

MELODY EDITION—Pupil's book with melodies only. Descants have been added in a number of cases and some of the songs have been arranged in two and three parts. Attractive paper covers. Price 45 cents.

ART . . .

TEACHING CREATIVE ART IN SCHOOLS

By R. and A. Eccott

Mrs. Rosalind Eccott, who has written this book in collaboration with her husband, is a pioneer in this form of Art training in the school. The authors describe their own experiences in teaching a wide variety of Art projects and discuss methods of presentation, the treatment of pupils of varying aptitudes and the use of materials and tools. Price \$1.35.

DRAMA . . .

PRACTICAL PLAY PRODUCTION

By Mary Richards

A simple and comprehensive guide to every aspect of amateur play production by an author who is a teacher, a playwright, a producer and an adjudicator. Price \$1.25.

J. M. Dent & Sons (Canada) Ltd.

Publishers

224 Bloor St., W.,
Toronto, Ont.



1300 Robson St.,
Vancouver, B. C.

THE B. C. TEACHER

Official Organ of the B. C. Teachers' Federation

PUBLISHED IN THE FIRST WEEK OF EACH MONTH, EXCEPT JULY AND AUGUST, BY THE
B. C. TEACHERS' FEDERATION.
ALDINE HOUSE, 1300 ROBSON STREET, VANCOUVER, B. C.

EDITORIAL BOARD:

BRITISH COLUMBIA TEACHERS' FEDERATION

FRANCIS C. HARDWICK, ACTING EDITOR
AND SECONDARY SCHOOLS,
7 EAST SIXTH AVENUE, VANCOUVER

EMBLEY L. YEO, BOOK REVIEWS

3947 WEST 14TH AVENUE, VANCOUVER

ROTH G. GORDON, MAGAZINE TABLE

2743 WEST 15TH AVENUE, VANCOUVER

F. A. ARMSTRONG, ELEMENTARY SCHOOLS

2044 QUILCHENA PLACE, VANCOUVER

J. E. GIBBARD

1756 WEST 57TH AVE.

VANCOUVER

NORMAN F. BLACK, EDITOR (ON LEAVE)

W. F. HOUSTON, ADVERTISING MANAGER

1300 ROBSON STREET, VANCOUVER

MISS ELIZABETH JACK, PRIMARY WORK

342 EAST 10TH STREET, NORTH VANCOUVER

RALPH O. NORMAN, NEWS

2505 WEST SEVENTH AVE., VANCOUVER

D. G. MORRISON, RURAL AND VILLAGE SCHOOLS

PORT COQUITLAM, B. C.

SAMUEL NORTHROP, NEWS

3576 WEST KING EDWARD AVE.

VANCOUVER

DAVID R. JONES

3108 WEST FOURTH AVENUE

VANCOUVER

J. R. LEASK, MAGAZINE SUBSCRIPTIONS

2890 WEST EIGHTH AVENUE, VANCOUVER

COPY INTENDED FOR PUBLICATION IN THE CURRENT ISSUE MUST BE IN THE HANDS OF THE
EDITOR BEFORE THE SECOND DAY OF THE MONTH.

ANNUAL SUBSCRIPTION - - - \$1.50 FEDERATION MEMBERS - - - \$1.00

PRINTED BY WRIGLEY PRINTING COMPANY, LTD.

VOL. XVII., No. 5.

JANUARY, 1938

VANCOUVER, B. C.

THE SORCERER'S HOLIDAY

"THE Sorcerer's Apprentice" is an item of programme music depicting an interesting situation. The sorcerer takes a night off and the apprentice, in the absence of his master, does a little private experimenting, with disastrous results to the furniture. Our friend the sorcerer returns just in time to prevent a general collapse of the two-by-fours—figuratively speaking—and the apprentice dives for shelter.

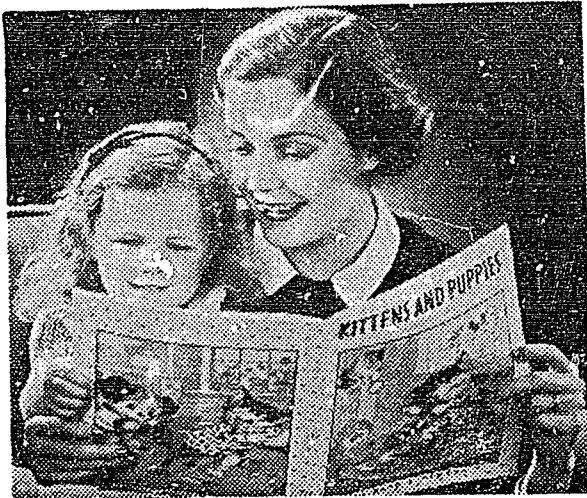
Dr. Norman Black, long the wizard of this worthy journal, having a well-needed holiday from his magazine duties, and the apprentice is in charge. The latter is eyeing in a speculative manner the test tubes and chemical compounds. He hopes that, by the time Dr. Black returns from his busman's holiday, at least a portion of the magazine architecture will still be in a fair state of preservation.

Federation Party

By R. P. STEEVES, Chairman, Anniversary Celebration

REPORTS from the schools in Vancouver and the Lower Mainland indicate that the Federation Anniversary Dinner to be held in the Hotel Vancouver on Friday, January 14th, 1938, is going to be a great success. Practically every school will be represented and many schools report a prospective attendance of 100 per cent.

This is just one way that the teachers of Vancouver and district have of showing that they are Federation-minded and not interested merely in their local affairs. Although the thousands of members outside Vancouver



SIGHT IS PRICELESS LIGHT IS CHEAP

**A 100-watt lamp costs only 1 cent
for 5 hours burning and gives
double the light of a 60-watt lamp.**



**BETTER LIGHT
BETTER SIGHT**

**Send for the girl with the Sight-Saving
Kit. Phone B.C. Electric, Seymour 5151.**

L & P9-37

will not be able to be present at the dinner they will be represented by their Executive members, who will be in the city to attend the regular Executive meeting to be held on the following day.

Practically every member of the Federation will be able to share the after-dinner programme, as, through the kindness of Mr. Jack Radford, manager of C.B.R., the programme will be broadcast over the provincial network of C.B.C. In addition, Mr. Radford has volunteered to bring to the dining room one of his outstanding network programmes and show us how broadcasting is done. This programme will be broadcast beginning at 8 p.m., with the Federation broadcast from 8:30 to 9:00 p.m.

It is reported that many Local Associations in different parts of the province are planning celebrations of their own and, in addition to their own programmes, will turn on the radio and listen to the big party in Vancouver.

The committee in charge of the dinner would appreciate it very much if such outside groups would take out time and send in a wire telling how the Vancouver programme is being received.

Teachers may obtain tickets for themselves and their friends from the staff representative of their school or by telephoning the Federation Office, Seymour 2814.

Guests of the evening will include various government and civic dignitaries as well as Federation past presidents no longer actively engaged in teaching.

EDUCATION WEEK

THE first week in February will be observed throughout Canada as Education Week. Trustees and teachers should co-operate in planning programmes and in obtaining the interest of civic organizations in the work of our schools. The public must be made to realize the importance of education not only to the individual but also to the nation.

It is the duty of trustees and teachers to keep public education and its meaning before the people. British Columbia is sponsoring a new course of study. The general public should be informed of the contents and aims of this new programme.

We hope that all teachers, whether in large city school systems or in small centres on the educational firing line, will encourage parents to visit the schools. No one can lose in the establishing of closer relations between the educational system and the public.

SABBATICAL LEAVE

THE Editor has at hand a memorandum on sabbatical leave published in Washington, D.C. The pamphlet contains a list of sixteen major city school systems in which teachers are granted leave of absence for professional improvement, for travel, or for rest. In the majority of the cities listed, teachers may avail themselves of sabbatical leave by accepting

their regular salaries less the amount paid for substitute services. In most cases provision has been made so that the teachers on leave will not receive an annual salary in excess of \$1,000.00. In Boston, Mass., a teacher receives no salary during leave of absence, but obtains a \$350.00 increase a year for each of the three years following his return to services.

THE Editorial Board continues to undergo transformations. Miss Mary D'Aoust, who, for the best of all possible reasons, has resigned from her position in charge of the primary section, has been succeeded by Miss Elizabeth (Betty) Jack, B.A., of Lord Nelson School, Vancouver. Mr. David R. Jones, B.A., on the staff of Britannia High School of Commerce, Vancouver, has also been enticed into the magazine fold. He will assist in prodding secondary school teachers into sending contributions to *The B. C. Teacher*. We know that no teacher would wish to see the abilities of these newcomers atrophy through disuse.

THE recent Public Schools Act amendment concerning compulsory arbitration, invites careful consideration at the hands of teachers. It should be used with discretion. If the Department of Education finds itself inundated with requests for arbitration, we may rest assured there will soon be an amendment to the amendment.

A RECENT item in a Vancouver paper gave the comforting news that British Columbia citizens during the Christmas season would consume \$2,000,000 worth of liquid cheer. Just suppose the same people who performed this feat were asked to donate—say—\$500,000 towards the expansion of library facilities, or the purchase of necessary musical equipment for our schools, or for some other really worthwhile social undertaking such as the building of a civic auditorium for Vancouver. But we must remember that necessities take precedence over luxuries.

Canadian Teachers' Federation News

FILMS IN THE SCHOOLS

A REPORT, received from the London County Council, outlines a recommendation concerning the universal provision in London schools of facilities for projection of films in classrooms. The report also refers to the plans for equipping rooms for the reception of broadcast lessons and for general listening programmes.

LARGER ADMINISTRATIVE UNITS

THE *C. T. A. News* refers to an address by Dr. C. E. Ackley, an educationist of Pennsylvania, in which the necessity of immediate emphasis on the larger administrative units is stressed. Dr. Ackley feels that educators must not wait for public opinion to effect a move towards larger attendance units, but must strive immediately for the advantages of the larger administrative unit with its provision for special services, supervisors and school nurses.

EDUCATIONAL FINANCE

THE N. E. A. research director emphasizes the fact that land no longer serves as a reliable or justifiable source for school taxation purposes. Incomes and other sources, states the director, are the proper sources for such taxation.

Amendments to the Public Schools Act

ALL of us are familiar with that satisfied feeling when we round off a smart amendment to the motion before the house. Usually everyone is a wee bit hazy about the implications of our modification to the original resolution—but votes “aye” so that we may reach the next order of business.

This month we present the official 1937 amendments to the Public Schools Act. The mere reading of these sections outside their contexts is not highly enlightening. We therefore publish, with what we hope are appropriate illuminating comments, fragments of the amendments.

Minimum Salaries—

For the past few years, numerous experienced rural and suburban teachers have had their salaries maintained at the legal minimum figures. This situation has been an unhealthy one; a modification of the act suggests a change in this state of affairs. Is it wishful thinking on our part to assume that the department intends to recognize the just claim of an experienced and successful teacher to a measure of financial consideration somewhat beyond that provided for the tyro from Normal School or University education class? The amendment reads:

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

Insurance—

Amendments concerning insurance by school boards against liability for accidents to pupils and board employees are self explanatory. They read:

“The Board of School Trustees of each municipal school district shall have power to provide for the insuring of itself against liability for accidents to its employees in the course of their duties and for accidents to pupils on school premises during school hours.

“The Board of School Trustees of each municipal school district shall have power, with respect to any school in its district and under regulations having the approval of the Council of the municipality in which such school is situated, to provide for a system of school patrols whereby pupils may assist in the control of motor-vehicle traffic upon highways adjacent to such school so far as such traffic may affect pupils going to or from such school. No action shall be brought against any member of a School Board personally in respect of personal injuries sustained by any person arising out of the operations of such school patrols.”

Probationary Appointments—

Every Federation member is concerned with the legal situation concerning appointments to probationary positions and to vacancies caused by the dismissal of teachers. Here is the amendment giving boards the right:

“To select and appoint properly qualified persons as teachers in the school

district, and to suspend any teacher for cause; and every appointment made by any Board of School Trustees, except probationary or temporary appointments made pursuant to the regulations of the Council of Public Instruction, shall be deemed to be and to constitute a continuing engagement until terminated pursuant to the provisions of this Act; but no appointment made to fill a vacancy caused by the dismissal of a teacher who within fifteen days from the receipt by him of the written notice of dismissal sends by registered mail to or serves on the Board written notice of his intention to appeal to the Council of Public Instruction shall be valid or binding unless the action of the Board in dismissing that teacher is confirmed by the Council of Public Instruction."

Arbitration—

For some years teachers have had the legal right to demand arbitration in respect of their agreements with school boards. But this right has been cold comfort in view of the fact that boards could refuse to enter into negotiations. This situation is now changed; compulsory arbitration proceedings may be requested by either party. A portion of the amendment reads:

"If the Board of School Trustees and the teacher, teachers, or association fail in any case to enter into an agreement, either of them may by notice in writing to the other demand arbitration in respect of the matter; and the notice shall be deemed to be a submission of the matter to three arbitrators pursuant to the 'Arbitration Act', and to be binding on the Board and the teacher or teachers in respect of whom arbitration is demanded. Such arbitration shall be concluded and the award made in case of a municipal school district on or before the fourteenth day of February of the calendar year in which the award is to come into effect, and in the case of a rural or community school district on or before the fifteenth day of September of the school-year in which the award is to come into effect. The award of the arbitrators shall be final and shall be binding on the Board and the teacher or teachers in respect of whom arbitration was invoked."

SCHOOLS IN CHINA

THE Sino-Japanese conflict has already resulted in serious damage and disorganization in the Chinese schools and universities which, to a large extent, have inspired the Chinese national movement in recent years. The new education, with the assistance of foreigners, especially Americans, has developed enormously. In a little more than a decade the primary school population has increased from six millions to twelve millions, and that of the secondary schools from 160,000 to 600,000. The number of university students more than doubled in the same period. In the face of these figures it may well be that the Japanese will have to reckon with the Chinese schools quite as much as with Chinese armies.—*National Education*.

ADULT EDUCATION

A RECENT study of Adult Education in New York State indicated that the majority of adults participate in educational activities to increase vocational efficiency—perhaps an obvious assumption. Many people, states the survey, pursue studies to escape from monotony, obtain recreation and secure an opportunity for self-expression.

TELEPHONE: SEV. 5224

CARS AND TRUCKS

A. B. BALDERSTON LIMITED

AUTHORIZED FORD DEALER

1190 WEST GEORGIA ST. and 9 KINGSWAY

VANCOUVER, B. C.

Our Magazine Table

DURING the past three months teachers have made a considerable saving by ordering their professional magazines through "Our Magazine Table". Definite arrangements have been made with several publishers whereby teachers are offered special rates for the magazines listed below. All money orders and cheques should be made payable to J. R. Leask (2890 West Eighth Avenue, Vancouver, B. C., telephone Bayview 3933-R).

Full subscription rates should be sent for any publications *not herewith listed*; refunds will be made as soon as arrangements have been made with the publisher. Delay in receiving magazines should be reported to Mr. Leask.

<i>The Teachers' World</i>	\$3.89
<i>Pictorial Education</i>	\$2.77
<i>Pictorial Education with Supplements</i>	\$3.52
<i>Child Education</i>	\$2.77
<i>Child Education with Supplements</i>	\$3.52
<i>Arts Craft Education</i>	\$2.76
<i>La France</i>	\$2.39
<i>The Music Teacher</i>	\$3.14
<i>The Piano Student</i>	\$1.64
<i>The Woodworker Magazine</i>	\$1.64
<i>The School (Elementary or Secondary)</i>	\$1.39
<i>The School (Both editions)</i>	\$1.99
<i>School and Society</i>	\$5.39
<i>The Journal of School Geography</i>	\$2.29
<i>School Progress Magazine</i>86
<i>School Activities</i>	\$1.99
<i>The Education Digest</i>	\$2.34
<i>Times Educational Supplement</i>	16s. 2d.
<i>The Instructor</i>	\$1.80
<i>The Grade Teacher</i>	\$1.90
<i>The Grade Teacher (two years)</i>	\$2.75
<i>Journal of Home Economics</i>	\$2.65
<i>Geographical Magazine</i>	12s. 9d.
<i>The Social Studies</i>	\$2.00
<i>Music Educators' Journal</i>	\$1.14
<i>School Arts</i>	\$3.00
<i>The English Journal</i>	\$3.20
<i>Educational Screen</i>	\$1.50
<i>Educational Screen (two years)</i>	\$2.25
<i>School Science and Mathematics</i>	\$2.65
<i>St. Nicholas</i>	\$2.40

Ontario Secondary School Teachers' Federation publishes *The Bulletin*. The problem of raising school funds is always perplexing. *The Bulletin* offers the suggestion that a special matinee or theatre night be arranged when the school might secure a portion of the proceeds. "Fire Over England", "Lost Horizon", "The Plainsman", "The Great Barrier", "Romeo and Juliet" are named as films that would fit in with history

and English classes and suit adolescent tastes.

The same issue also mentions that nine new Canadian one-act plays by Nathaniel A. Benson, are now available for performances by schools, church and little theatre groups. Thomas Nelson & Co. of 91 Wellington W., issue four of these dramas, and Maynard Robinson, publisher, 128 Burgess Ave., Toronto, is preparing to issue the remaining five.

"Men's Group Insurance" and the "Proposed Constitution of the Ontario Secondary School Teachers' Federation" are other topics that will interest many British Columbia educators.

* * *
In view of the recent Vancouver school building by-law the following poem from *The New York Teacher* seems quite appropriate:

ON OVERCROWDING

"This class is not too large", quoth he,
"Why there are only fifty-three;
In fact I think I'll add one more,
'Twill make it only fifty-four".

"There is no room", quoth she, "just look!

Why every cranny, space, and nook
Is occupied". "Humph! we'll see later!
Meanwhile there's room on the radiator"
—(A. J. S.)

* * *
We welcome a new arrival to "Our Magazine Table" in the *Journal of Home Economics* (American Home Economics Association, Washington, D. C., \$2.75). After looking over the November issue we find ourselves saying "Where have you been all our life?" From the very first article on "Home-making for Boys and Men" (not a typographical error on our part) to the concluding "News Notes", the magazine

is brimful of information to anyone interested in the major operations of mastication and assimilation—and that means you, brother, and me, too! Five minutes after my wife began thumbing the seventy-odd pages of this publication she clinched an argument concerning diet which had been "hanging fire" for a month. Speaking personally, I was most interested in two articles, "The School Lunch" and "Marionettes in Parent Education"—the latter a sketch in which "the dolls of the adult" are made to present a skit illustrating the wrong and right methods of house-keeping.

No teacher in his right senses can afford to ignore the potent educational forces inherent in the modern cinema and the radio. Children spend many hours each week under the spell of either or both influences. But all we can hope for with respect to their leisure-time pursuits is to guide them in their selection of programmes. The "pros" and "cons" of the movie section of this problem are discussed by Edgar Dale in "Child Welfare and the Cinema". A constructive suggestion for motivating composition is offered in "The 'Still' as a Writing Stimulus". Both these articles appear in *The English Journal* (University of Chicago Press, 5750 Ellis Ave., Chicago, Ill. \$3.35).

Even with a pile of magazines in front of me, each a gold mine of information, it would be difficult, even when space is limited, not to sing the praise of that most noteworthy Canadian publication, *The School* (Ontario College of Education, 371 Bloor St. W., Toronto, Can., \$1.50, or both editions to one address, \$2.25). Both Elementary and Secondary Editions feature Mr. T. A. Brough's "Health and Physical Education in British Columbia Senior High Schools" and W. P. Percival's "The Next Big Forward Stride—Visual Education". The title of the latter article comes as something of a shock to many of us who consider visual education almost "old stuff" by now—but when we consider how little the theory of it is actually being put into practice in many schools perhaps the designation of "next" is more than deserved. What use are you making of visual education? High school Mathematics, Art in Grade IX, Chemistry, Social Studies and English, all receive

attention in the same number of *The School*.

"Hoarfrost", the picture illustrating this month's Art Appreciation lesson in *The Instructor* (F. A. Owen Publishing Co., Dansville, N. Y., \$2.50), is, in my humble opinion, an exceptionally inspiring reproduction. Enough smaller copies are provided for a large class to have individual miniatures for study. This in itself is worth the price of the November number.

For any teacher of Elementary grades who may be a bit shaky on just what is meant by a "unit" in a given subject *The B. C. Teacher* hastens to suggest a subscription to *The Grade Teacher* (Leroy Ave., Darien, Conn., \$2.50). In that publication material for the organization of units is to be found in abundance. Another excellent feature of the magazine is the frequent use made of dramatized lessons—so beloved by children of all ages.

The holiday number of *School Arts* (Davis Press, Worcester, Mass.; \$3.25) is full of good things for the Christmas season, such as "Christmas Marionettes and Play" and "Toys in Cut Paper".

"A Fact a Day About Canada" is the somewhat uninspiring title of a very inspiring pamphlet published by the Dominion Department of Trade and Commerce. The issue on my desk is for October and some of the titles for the thirty-one "facts" for the month are as follows: "Our New Coinage", "Bilingual Money", "Fish Stories", "Pemmican", "Streets of Gold", "The Eighth Wonder of the World". You are really missing something if you don't subscribe to this series. The price is only 25 cents per annum.

Another publication by the same department is Education Bulletin No. 5, 1937, on "The Extent of Language Study in High Schools". After English the predominant second language, of course, is French. The third language is Latin. German comes next, followed by Spanish. The total enrolment for classical Greek amounts only to some 500 students. Nearly all of these are in Ontario. Other languages studied are Gaelic in Nova Scotia, Italian in Ontario, Icelandic and Swedish in Manitoba.

To my mind one of the outstanding articles in "*The Canadian School Journal*" (30 Bloor St., W., Toronto 5, \$1.00) for November is "Vocational Guidance"—a paper presented by Mr. M. A. Sorsoleil before the Supervising and Training Department of the Ontario Educational Association, 1937. The history of vocational guidance from mention of it in Plato's *Republic* to its present status in Toronto is briefly but interestingly sketched. Despite the fact that we should derive our greatest happiness from our work he maintains we still leave the selection of occupation largely to chance.

"Some follow family tradition and inherit a business; many yield to economic pressure and take the first thing that turns up; some accept the occupational limitations of the community; some yield to the wishes of parents and that, frequently on the basis that some jobs ensure social status and that certain other jobs elicit social contempt; some observing that an acquaintance has done fairly well at a certain type of work, imitate. Thus do we supposedly intelligent beings enter into the most significant undertaking in our lives."

"*The Education Gazette*" published under the authority of the Minister for Education of New South Wales is mentioned more as a "Hands-across-the-sea" gesture than with the hope of suggesting a subscription. Personally I found of interest an article on school broadcasts, another on electrical safety at the home, and especially one on "The Dreaded Shark". It came somewhat as news to me that all fishes are very shortsighted and sharks have a very keen sense of smell. The author goes on to state that the shark is naturally timid and cunning and that it is only extremely rarely that a bather is molested. By the way, did you know that the whale shark which grows to the length of 50 feet is the world's largest fish?

Is the large school superior as an educational institution to the small school? Is the greatest benefit from a Shakespearean drama to be obtained by allowing the students to perform the play for themselves? Should any school which is large and progressive enough to have a library also have its own museum? Academic freedom—are we ready for it?

"*School and Society*" (The Science Press, Grand Central Terminal, New York City, \$5.00) is a weekly journal, attractive in typography and in appearance in which the answers to the above questions may be found—one in each issue from November 20 to December 11. The discussion concerning the question of academic freedom is especially interesting. "If all the addresses", begins Mr. H. H. Kirk, the author, "that have been delivered upon the subject of academic freedom within the past five years were laid end to end they would reach only a short distance along the way towards a satisfactory solution of this problem". Don't miss this article! It's a dandy!

Most of the articles in the "*Journal of Chemical Education*" speak a strange language as far as I am concerned, with my "little physics and less chemistry", but "The Science Teacher's Job" as outlined by A. J. Courier was written in the King's English as all who run may read. How about more of us coming out into the open with a frank definition of "The English Teacher's Job" or the "Social Studies Teacher's Job"?

"As Others See Us" by W. L. Carr in "*The Classical Journal*" (450 Abnapp St., Menasha, Wis., \$2.75) discusses the well-known conflict between the classics and other subjects for a place on the modern curriculum. Mr. Carr concludes: "It is the task of teachers of Latin and Greek to become increasingly clear in their own minds as to what are the valuable educational objectives of their subjects and to intelligently and sympathetically, by precept and example, lead their students to realize these objectives in their own lives. If we do this, the youngest teacher here today need not worry about how others see him as that picture is revealed in the columns of the newspaper tomorrow, or sixty years from tomorrow".

Not many states of America or provinces of Canada have curricula prepared directly by their own teachers-in-service. British Columbia teachers may well be proud of their achievement and probably by this time are quite familiar with such publications as the "*Curriculum Journal*", (George Peabody College, Nashville, Tenn.; \$2.80) issued eight times a year. The December number mentions a "Geographic News Bulletin" published

by the National Geographic Society, Washington, D.C. The annual subscription for one year, including thirty issues, costs 25 cents. The bulletin is advertised as being indispensable for teachers of current social problems.

* * * * *

"Of Canadians it might be said that the English mistake us for Americans and the Americans mistake us for English". I quote from "D' You Talk English" by J. H. Simpson, represented from "Saturday Night" in "The Educational Courier", official organ of the Ontario Public School Men Teachers' Federation and the Federation of Women Teachers' Associations of Ontario. The article goes on to demonstrate that the most consistent difference between English and American pronunciation lies in the placing of the emphasis on certain syllable words. The American emphasizes the first syllable.

Teachers of social studies could do worse than write to the secretary of Columbia University, New York, N.Y., for additional copies of another article in this same magazine. The reference is "The Paradox of Despotism" by Nicholas Murray Butler. In this address the main thesis holds that "the Fascist form of government has a seductive power which the despotism of Communism does not share".

* * * * *

Not every magazine wishes all its readers a Merry Christmas in nine languages! "World Affairs" (26 Granville Street, Toronto; \$1.00) is packed with up-to-the-minute information on current events for Canadian schools. Of particular interest in view of present international situations is the table on "How the World is Governed". Remember the time when a history or geography book could actually be relied upon for at least a year? Today we await the common use of facsimile broadcasting in order to be quite sure our information is reasonably correct.

* * * * *

The dearth of easy reading material for average and slow readers in secondary school has called into being a new magazine for use in English classes, "Everyday Reading".

Headquarters for this education publication is the American Education Press, Inc., 400 South Front Street,

Columbus, Ohio. The price is not mentioned in "Public Education", the Pennsylvania Journal from which the information was taken, but presumably may be obtained upon request.

"Consumer Education, an Urgent Need Today" is an article from the same journal. The fact is stressed that often the average person "invests" in a few minutes the savings of many years simply because of the "line" of some high-pressure salesman.

Most readers of "The B. C. Teacher" have, of course, received their professional learning within the province. It is interesting, however, to read about "Preparing Teachers in England" in "The School Review" (Department of Education, University of Chicago, 5835 Kimback Ave., Chicago, Illinois; \$2.70). "Records of Boy Scouts and Non-Scouts" gives information valuable to anyone associated with scouting.

* * * * *

"Our Magazine Table" hastens to congratulate the compilers of "Training for Life's Work" on their short talks on how best to prepare in school for specific occupations. This fascinating booklet was first published as a series of weekly articles in "The Globe" (later "The Globe and Mail") by members of the Ontario Secondary School Teachers' Federation to provide young people as early as possible in their school careers, with information about the world of work which they must some day enter. At least a hundred occupations are outlined in full as to their fields, qualities necessary for success and preparation required for entering them. The price of the booklet is 10c or 5c when 20 or more are ordered. Address orders to J. M. Paton, Convenor O.S.S.T.F. Publicity Committee, Room 406, 30 Bloor St. W., Toronto 5, Ont.

Social education of a practical nature—what next? The "Washington Education Journal" (707 Lowman Building Seattle; \$1.50) outlines "A Course in Manners and Dress". It appears that the idea back of the course is that children are hungry for the opportunity to improve themselves in the eyes of their associates. "No Tents!" by John A. Viele, states that the discarding of the textbook in the classroom seems to be going on at an accelerated pace just now but that he is personally opposed to the idea of doing away with these valuable aids.

In Memoriam

DR. E. B. PAUL

IN the passing last month of Dr. Edward B. Paul, the teaching profession of this province lost one of its most distinguished members. Of fine Scottish ancestry and training, Dr. Paul lived an astonishingly full and varied life. As a young man he was for some years in the British Consular Service in Japan. Later he came to British Columbia and found a place for himself as a teacher. After some years' experience he went to Victoria and held successively positions as Principal of the Victoria High School, Principal of McGill College in Victoria, Superintendent of Schools in Victoria, and Principal of Victoria College. He was singled out by his Alma Mater, the University of Aberdeen, and by our own provincial University to receive from each the honorary degree of Doctor of Laws.

Beyond and above this inadequate recital of his achievements stands the fact that Dr. Paul was a kind gentleman. The years had given him wisdom and understanding, in consequence of which he wore his learning lightly and graciously, he met life with humour and courage, he was invariably tolerant and sympathetic in his dealings with his fellow men.

The teachers of British Columbia do well to salute the memory of so outstanding a colleague, knowing full well that

"When the high heart we magnify,
And the rare vision celebrate,
And worship greatness passing by,
Ourselves are great".

INSPECTOR H. C. FRASER

EVERY teacher who has ever come in contact with Inspector H. C. Fraser will learn with regret of his recent death. As a friend and counsellor he had few equals and no superiors.

Born in Prince William, York County, New Brunswick, Mr. Fraser first taught in the elementary schools of New Brunswick. A graduate from Dalhousie University, Halifax, he entered the Presbyterian ministry and had one or more charges in New Brunswick.

His first marriage was to a Miss Ross, daughter of Rev. William Ross of Prince William. She died about a year after marriage. Mr. Fraser gave up the ministry, came West and taught for several years in the elementary schools

of Vancouver. Later he returned to the ministry and preached in Chilliwack.

He next accepted a call to a large Presbyterian church in St. John, New Brunswick.

His second marriage was to Miss Henderson of Chilliwack. Returning to British Columbia he accepted the principalship of Chilliwack High School. Later came his appointment as Inspector of Schools with headquarters at Prince Rupert, in which capacity he served until he was moved to Victoria several years ago.

For the above information we are gratefully indebted to Mr. J. B. De Long, Inspector of High Schools.

WE regret to announce the death of Miss Vida B. Robb, Home Economics instructor of the New Westminster teaching staff. Miss Robb taught in Mission from 1921 to 1923, transferring in the latter year to New Westminster where she served until her retirement through ill-health in 1937. The Federation found Miss Robb a faithful supporter of the teachers' organization; she had an unbroken membership since 1923.

THE death of Miss Mary Gladwell, retired for several years, is mourned by her former colleagues. Miss Gladwell, before her retirement, taught at Prince Rupert, Port Moody, Upper Sayward and Cowichan.

ANOTHER teacher, Miss Margaret Pullinger, recently retired from service, passed away in November. Miss Pullinger taught in Burnaby from 1924 to 1929, and had since then been teaching in a private school. Mr. Percy Pullinger of the Burnaby teaching staff is a brother of the deceased.

TWO generations of Vancouver citizens lament the passing of Miss Minna MacKay, pioneer city teacher, who died December 26th, at her home in Vancouver. Joining the city teaching staff in 1891, Miss MacKay served the cause of education for 39 years and nine months before retiring in 1930. She was one of the first city teachers to specialize in Primary work, holding to the belief that the first years of a child's school years were the most important ones from an educational point of view. Miss MacKay taught first at Strathcona School, later serving at Florence Nightingale, General Gordon and Cecil Rhodes, where she concluded her teaching career.

B. C. T. F. and Kindred Associations

B. C. S. S. T. A. COUNCIL IN SESSION

THE second Council meeting of the British Columbia Secondary School Teachers' Association was held in Vancouver on December 20. Mr. J. S. Burton of North Burnaby High School reported on the Department of Education's replies to Easter Convention resolutions. Professor C. B. Wood told of his recent inspection of the secondary schools of California.

Mr. Burton is in charge of a committee obtaining information on infractions of the regulations concerning the length of the school day and the classification of teachers according to the type of school in which more than fifty per cent of their teaching time is spent.

The Science Committee reported the sending of Chemistry tests to teachers throughout the province and the Social Studies section announced progress in the work of distributing mimeographed material on various units of the new course.

Mr. F. Wilson of Prince George resigned as a geographical representative on the Council.

V. S. S. T. A. SICK BENEFIT

THE Vancouver Secondary School Teachers Association committee investigating sick benefit schemes hopes to present during January definite proposals for a benefit plan. It is understood that in the event of a member's illness his sick benefit would approximate his current salary and that the contributions to guarantee the benefit would be surprisingly low.

B. C. T. F. REPRESENTATIVE TO U. B. C. SENATE

MR. J. N. BURNETT, president of the British Columbia Teachers' Federation, is the new Federation representative on the University of British Columbia Senate. Because of his numerous official duties, Mr. Burnett has decided to petition the provincial Government to institute a 10-day week and to do something about the 24-hour day.

CONSULTATIVE COMMITTEE

A JOINT meeting of the Consultative Committee and the Salaries Committee appointed by the Fraser Valley Teachers' Council was held in the Federation offices on Tuesday, December 28th, 1937.

For a period of three or four hours plans were carefully considered for the most efficient procedure in presenting to the various school boards in the Valley the salary requests of the teachers.

It is inadvisable to discuss in this magazine the various points raised and the procedure suggested. However, a question such as "Why should a teacher be paid less than the man who pushes the bottles across the counter in a liquor store?" gives a clue to the tenor of the discussion.

During the progress of the meeting a member of the Salaries Committee requested that the advice of the Consultative Committee be followed; she stated she had found from experience that the advice of the Federation group reflected a wider knowledge of conditions than that possessed by the average teacher.

Several of the Valley districts were not represented at the meeting—a remarkable state of affairs. It should be obvious that the effecting of better salary conditions throughout the Fraser Valley, and similar sections of British Columbia, demands a united front on the part of the teachers concerned.

INSURANCE: AVE ATQUE (MAYBE) VALE

FIVE years ago the Federation introduced a group sickness and accident insurance plan. A year's work had been put on it by a committee under the supervision of the Consultative Committee. It is the first and only attempt to give to every teacher in the province the benefit of group purchasing power. This power is well shown by the fact that under this policy anyone can purchase for \$39.50 complete protection that would cost a man \$52.75, or a woman \$65 to purchase as an individual.

In the last three years over \$10,500

has been paid in amounts ranging from \$10 to \$1000 to teachers who have availed themselves of this protection.

In the event of serious illness or accident, any teacher not supporting this plan is placing himself and his dependents in constant danger of incurring heavy bills, loss of salary and a consequent debt load to worry and retard him during convalescence.

The future of the plan is endangered in as much as the claims paid have been so large, and the number joining so small, that the present situation cannot be maintained. One of three things must eventuate: raising of rates, dropping the scheme, or increasing the number in it.

The third is the only desirable alternative. Dropping the plan would prevent extension of this co-operative principle to similar undertakings, and an increase of rates might further limit its usefulness.

The Federation Committee feels that no teacher can afford to neglect such insurance, and that an investigation of the plan will disclose its superior benefits. Additional information concerning group insurance will appear in the next issue of *The B.C. Teacher*. In the meantime inquiries will be welcomed by the Crossley Insurance Company, or by the Federation Office.

ACCREDITED HIGH SCHOOLS

IN a previous issue of *The B.C. Teacher* Dr. F. N. Black dealt with the matter of the accrediting of high schools; in his own words of a previous article he suggested that the carping critics of the plan "keep their basic garments in close juxtaposition to their epidermis". The personnel of the committee has now been named. It includes Dr. S. J. Willis, chairman; W. H. Morrow, W. R. Pepper and Dr. Black from the British Columbia Teachers' Federation; Dr. D. A. Buchanan and Mr. Ira Dilworth of the University of British Columbia; and Inspector DeLong and Dr. H. B. King of the Department of Education. Mr. J. L. Watson is to be secretary of the group. The committee has already held one meeting. *The B.C. Teacher* hopes that an announcement concerning the accrediting of British Columbia high schools will be issued in the not too distant future.

EDUCATORS . . .

are you
receiving dividends
on your
fire insurance?

The mutual plan of fire insurance has completely changed the theory of fire protection under which thousands of modern men and women insure.

Once wholly absorbed as the necessary cost of protecting valuable assets, fire insurance can now be made to earn annual dividends that substantially reduce the overall cost.

This is done by adopting the mutual plan, under which all profits, after losses have been paid, are returned to the policyholder in the form of annual dividends.

Full particulars will gladly be supplied by applying to our nearest office. . . . It is as close as your 'phone.

NORTHWESTERN MUTUAL FIRE ASSOCIATION

Vancouver Kelowna
Trinity 4266 Telephone 675
Victoria
Garden 7641

How Achieve Peace?*

By RONALD GRANTHAM, *Ladysmith, B. C.*

FOR thousands of years humanity suffered the ravages of disease, practically helpless before the onslaught of unknown foes. Today the enemy is known, and science, by attacking the causes of disease, has met with almost incredible successes. In fighting the plague of war, however, human technique is still in a pre-Pasteur stage: good resolutions are carried around as once horse-chestnuts were by those who would ward off rheumatism; and pious speeches have no more effect than did the incantations of the witch-doctors of old. The theory of spontaneous generations, whereby pieces of cheese bundled with old rags would conspire to produce a mouse, has its counterpart in the theory that men and nations being what they are upon the earth, war must from time to time result. If the people of the world are to achieve disarmament, they must recognize and attack the causes of the plague of war.

The more monstrous war becomes, the nobler become the professed aims that obscure the real causes. Vengeance for insults, defense of treaties, self-protection, propagation of a superior kultur, salvation of democracy, have served their turns. But today there is overwhelming evidence that behind all these pretexts lies one great general cause of war: economic necessity, as conceived by ruling classes in artificially insulated states having economic systems operated for private profit.

Out of medieval chaos came the national state which the rising bourgeoisie first helped to build as an orderly region where all could conduct their businesses—a larger fair—and then proceeded to capture, as a political unit to be operated for their common benefit. A small ruling class with its middle class supporters controls the modern nation, exploits it for profit, and uses it as a base for operations against corresponding capitalist groups in other lands.

Under these conditions, peace is impossible. At best, there can be only an armed interlude of bluffing and bullying. In both domestic and foreign policy, a ruling class must have mailed fists, however softly gloved.

Consumers cannot buy all the goods produced: the owning class piles up surpluses with its profits. Surplus goods must be sold abroad, and since every nation cannot have a so-called favourable balance of trade, all compete strenuously for limited foreign markets. Surplus capital, invested abroad, must be protected to ensure safety and good returns. Control of sources of raw materials brings assurance and relative cheapness of supply. For these reasons, war and the threat of war are indispensable instruments of foreign policy under capitalism.

Necessary not only to profit-making systems, armaments are essential also to the prosperity of great sections of the national economy: recent revelations have abundantly shown how munition makers and their allies control newspapers and governments, wreck peace conferences, to whip up demand for their deadly goods. Their interests may or may not coincide at the moment with those of the ruling class in general, but as an

*Awarded a prize as the best Canadian essay submitted in the recent world competition conducted under the auspices of The New History Society.

integral and vital part of the system, the "salesmen of death" must be kept well nourished.

Ruling classes have built up tremendous popular psychological support for their war-creating policies. As nations took form, people in more or less distinct geographic and ethnologic regions developed a strong group awareness—nationalism. This tide of national feeling, though often rising with the struggle for liberty and democracy, was harnessed by the ruling classes to furnish motive power for their enterprises: nationalism became mystic and militant; it expanded into imperialism; it was, historians say, a fundamental cause of the Great War.

Even before 1914, many argued that outmoded nationalism was brewing an economically futile war. Since capitalism is international, war hurts interests in all countries; since trade is wanted, it is stupidity to ruin good customers; no matter who rules a region, the products must be sold, and anyone may buy. So ran the arguments; and so, backed by illustrations from recent experience, they run today. Yet nationalism is now developing to a degree unknown before; once again it rouses the peoples to the arbitrament of bombs and gas. The fact is that—as Japan has found in the case of India—sources of supply and markets for sales are not open to all on equal terms. War is but the most violent phase of a continuous economic struggle for privileges. In a crisis, individual capitalists must sacrifice profitable international relations in the national and imperial interests of their own group. In unity is strength: but if all were unity, against whom would strength avail? A completely internationalized economy would require such intelligence that capitalism would be destroyed in achieving it—unless means were found for exploiting the Martians.

Needing a more stirring battle-cry than "protect our profits", ruling classes constantly enrich this cult of nationalism: decorating their cause with patriotic, idealistic, religious trimmings, they present it as the national cause: they personify whole nations as heroes or monsters; they bloat natural patriotism into jingoism; fan ignorance into suspicion and hate, whet simple pride of achievement into appetite for glory; and all this perversion of human nature, this betrayal of the real interests of

mankind, is accomplished to give protection and power to cliques of exploiters in Berlin or London or New York.

Militarism is obviously of great domestic service to a ruling class: it hypnotizes the masses by martial display; it represses "subversive" elements; in depressions, it conjures from patriotic pockets money for "defensive re-armament" programmes that relieve unemployment and pour profits into languishing corporations; it enables the staging of crisis and wars to distract public attention from internal affairs.

In all these ways, militarism has never been more useful and necessary than now: with science offering plenty for all, capitalism has come to its last and most violent stage. Striving to maintain scarcity, ruling classes weld nations into more efficient profit-yielding units, drill and arm them as more formidable champions in the international arena. Democracy, a luxury permissible in the palmy days, is now a menace; for if it be defined as a system of government under which the people manage their own affairs, the economic significance of its further development is only too clear: socialization. Fascism, the form of control suited to the last stand of privileged groups, already grips many nations.

Realistic peace programmes can be based only on understanding of the relation between capitalism and war. Failure to disarm has been due not to lack of peace sentiment or of machinery, but to a process of betrayal and sabotage, beginning with the secret spoils pacts among the World War allies and the Machiavellian Treaty of Versailles, continuing with the seizures of Manchuria and Ethiopia, the breaking of treaties, the hamstringing of collective security. At first the victors could afford to talk of peace, using the League as a noble camouflage for the old game of power politics: but, with the deepening crisis, the pirates turned from the gambling table to fortify their personal strongholds. Significantly, the League has done best in non-political activities: it is clear that political action is determined largely by economic interests, and that the League cannot succeed politically while economic conflicts remain unresolved: it is clear that until the causes of war are removed, disarmament must remain a dream.

In the light of this analysis of the

causes of war and the reasons for the failure to end competition in armaments, it is possible to suggest a programme that should lead to eventual disarmament. Obviously, this programme must be based on national and international organization. Obviously, the people must do the organizing: ruling classes have shown that types of organization dominated by them are merely means of defending or promoting their interests.

In 1914 a world-wide popular movement for peace could be hoped for: the greatest difficulty today is that in many countries political democracy has been strangled. Therefore the people in nominally democratic nations must act first. Their programme must have three aims: to ensure peace among themselves, to provide defense against Fascist imperialism, and to undermine Fascist rule.

To achieve the first aim a two-fold effort is necessary. National economic life must be so organized that production will proceed according to needs, and work will be so distributed and purchasing power so equated to production that the people can consume all they produce, except for such surplus as is required in exchange for goods provided exclusively, or more economically, or more skilfully, by other nations. A system of this kind can be realized only under social ownership and operation of banking and key industries, and social control of all economic activity. Under this system, no private person, no exploiting class, would be able for selfish reasons to drive the nation toward war.

Having set their own houses in order, the democratic nations could expect real achievements in international affairs. A reorganized League of Nations would provide machinery for dealing with matters of common concern. Members would have to give this League more power and more money than the niggardly grants of the past. They would have to help it take root among the people—through powerful broadcasting stations, newspapers, magazines, moving pictures, of the League's own. The League would facilitate trade among nations for mutual benefit, not for the profit of private speculators. It would take over dependent empires, free such peoples as could take care of themselves, allot backward regions to progressive nations for development as mandates. It would promote all forms of international co-operation. Such a

League could give a focus to public opinion, form a rallying point for collective endeavour.

Although by these policies the democratic nations would have eliminated all cause for war among themselves, they could not yet disarm. They would concurrently have to be achieving their second aim: defense against Fascism. Able to trust one another—at present impossible—these nations could unreservedly commit themselves to a defensive alliance, making clear that an act of war against one would be an act of war against all. The League could help co-ordinate plans to protect civilization against Fascist thuggery, and might be given military power of its own.

While organizing themselves and their protection, the democratic nations would put into effect a policy for undermining Fascism. This would involve seeking the co-operation of Fascist countries in meeting international problems; giving these nations equal opportunities of access to natural resources and raw materials; offering them shares of the common responsibilities; endeavouring to win the friendship of their citizens. In so far as Fascism thrives on sense of injustice or inferiority, in so far as it arises out of economic disabilities, it could be weakened. Either Fascism would reject all overtures, precipitate war, and be crushed by organized democracy, or in due course the people in Fascist states would rearrange their own affairs.

Success in undermining Fascism would enable the people of the world to conclude the programme by disarming. Internally, they would have so organized their economics as to end exploitation of class by class and to provide for all the high standard of living made possible by modern technique. Internationally, they would have organized trade as a service and a convenience. Armed robbers no longer, they would have become trustees for civilization in developing backward lands. No cause for war would exist among them. The people of the world would have achieved universal disarmament.

NOTE: Mr. Grantham considers his essay to represent widely-held opinions. He offers his ideas as a contribution to current discussion on a subject of vital importance to civilization. He challenges those who disagree with him to analyze the world situation—and suggest other fundamental causes of war.—(EDITOR).

Industrial Revolution As a Social Studies Project

By RUTH A. MACWILLIAMS, *Richmond High School*

SOCIAL mindedness being the order of the day, I wish to share one of my teaching experiences with my fellow teachers.

From those who are veterans in the project method, this report of my effort requires a little kindly toleration; my conceit is the prerogative of the novice.

This is how it happened. After teaching to two Grade XI classes the history of the Industrial Revolution last year, I proceeded to review in the ordinary routine way. The results were far from encouraging—especially as I had flattered myself on the interest I had aroused while teaching the unit. But there was no mistaking the apathy that was there. What could I do? A night's concentration resulted in one of my infrequent "brain waves".

Of course, the students had to be taken into the scheme. How would they like to do a project illustrating, in concrete form, the progress and development arising from the Industrial Revolution? They were delighted,—anything for a change! We discussed ways and means and drew up plans. The two classes were divided into committees to handle transportation and communication; industry (mining, farming, ranching, poultry raising, lumbering, pulp and paper making, fishing, textiles, electricity, distribution and preservation of foods, and other allied topics); science, its destructive and constructive nature (modern munitions and armaments; modern preventive medicine: X-ray, radium treatments, surgery); social changes (modern education, pensions, insurance, prison reform and the like).

The whole project broadened under discussion—it became truly a Social Studies project. The pupils met in groups, discussed the phases of their subjects, adopted some ideas and discarded others. Division of labour was agreed upon. Some sought pictures, others wrote letters to industrial plants for samples of wool, silk, rayon and mineral products in various stages of production. The spirit of co-operation became manifest. I found to my surprise new facets showing bright in the characters of pupils formerly listed as unenterprising and backward. The Japanese students, in particular, distinguished themselves by doing excellent printing, and drawing good maps for the various groups.

Exhaustive detail would be tedious. We worked for a month and at the end had over 40 panels showing various phases of modern industry (with the major emphasis on Canada), of transportation, of health and of education. Maps showed the most important broadcasting stations, the chief sea and air routes of the world. (A minor tragedy occurred when the finishing touches were being put to a map of the fishing banks of the world—the black paint was spilled, ruining the whole). Charts showed the development of electric power in Canada since 1906; panels revealed old and new methods of sowing and reaping; statistics convinced us of the value of scientific feeding in egg-production. Various types of Canadian wheat were shown in pictures. From Trail came samples of "raw" ore

British Columbia Teacherages

By ELEANOR ORMKOD, B.A., *Sir-Iair Mills*

THREE years ago I taught in a rural school with eight grades, 40 pupils, the minimum salary and extremely poor board at \$40 a month. Let that be my excuse that I am now such a strong supporter of the teacherage plan.

Many teachers along the northern line of the C. N. R. have become firm supporters of the "live alone" life and would not consider boarding again. There are, of course, a few disadvantages. Some people simply cannot bear their own company. Others wish someone with whom to talk over events, local or world-wide. And a few find the work too onerous. Such often wisely arrange to have one good meal a day at a neighbour's home. But by far the most enjoy the housework as a change from teaching. As for fear—a girl in such a place is certainly as safe as in any large city I have known.

There are many advantages in such a life—so many, in fact, that a few school boards are paving the way by building teacherages and charging a nominal rent. The heavy furniture and some cooking utensils and bedding are usually included. They feel they obtain a more stable, contented teacher under such a system. The teacher can avoid the petty

(lead, zinc) and of the refined products, along with fertilizers, by-products of the industry. From Ontario came samples of, and valuable information on, Canadian nickel, and on the production of worsted cloth and woollen fabrics made from Canadian wool. Ocean Falls sent us samples of, and information on, pulp and paper. The Goodyear Tire Company loaned us a splendid display board showing the various stages in the manufacturing of rubber, and two reels of motion picture film dealing with the complete story of rubber from planter to tire manufacturer. Then, too, we had the pleasure of seeing modern invention being applied to daily life when we spent an afternoon as guests of the B. C. Telephone Company, going through their Douglas-Seymour Exchange.

Perhaps one of the most interesting units was that on medical progress. The boys working on this collected pictures and pamphlets revealing or discussing delicate eye operations, cancer research, the latest scientific methods of conducting operations, the "iron-lung", blood transfusion, and social diseases.

The group dealing with the destructive features of science set up a modern battlefield complete with devastated

landscape, anti-aircraft guns, trench mortars, barbed wire and tanks. Their pictures of modern cities after bombardment and their graphs revealing the loss of men and money in the last war spoke volumes.

"Social Changes" proved to be a wide field. Pictures showing modern sanitation, schools (academic and technical) and the latest developments in physical education, were mounted. Information on the Borstal system, pensions, health and accident insurance, newspapers and their circulation, as well as related topics, proved very interesting.

This project, as I have said, took us a month. I feel that the time was well spent. When we had finished, the pupils knew a great deal more about the Industrial Revolution than they had learned from our regular class work. In addition, they had learned to work together and to appreciate one another's ideas. I had gained a new insight into many characters and a new realization that book knowledge was not the final evidence of initiative and intelligence.

The project was displayed in the school gymnasium on two occasions, so that the other pupils could share in the benefits of our activity. Naturally, the Grade XI students were happy to explain everything.

bickering and rivalries so often evident in rural districts. She can follow her own pleasures without undue comment or exasperating comparisons with predecessors.

For the young married teacher it is ideal and might tempt more young men to devote themselves to that neglected field: rural and sometimes, adult education. The formation of clubs for adolescents is much easier when one has a home untouched by the varied politics of the countryside.

The women like to drop in for an evening's chat, for it is easier to become acquainted when one need not consider one's landlady's prejudices. These friendships formed often have powerful effect in the classroom.

For the teacher it means more work. There are fires to keep, rooms to clean, meals to prepare. They are a pleasant change, however, from the school routine and most teachers who batch look so well they are a perpetual advertisement for their own good cooking!

The chief advantage, I find, is financial. Rural salaries are small. Fares to isolated areas are large. Savings are difficult to manage on such a basis as \$40, or even \$30, board from a \$78 salary.

Alone I have fresh milk and fruit daily, something no boarding house ever supplied. I live very comfortably on less than \$20 monthly in an area where foodstuff is considered high! This includes a rent of \$3.75 which in itself includes fuel.

Suppose, in reforming our rural areas, we chose to build better schools and a teacherage near by. What a different situation would result! There would be an opportunity for the teacher, who is expected to teach home-building at school, to put her lessons into definite effect. This would demand more of the teacher and perhaps might effect a different attitude to the much-despised country teacher. There's still a big field of service untouched. I refer to the young adult who is just beginning to realize how much he didn't learn at school. It can be dealt with—there are isolated cases of such work being done. I believe a wider support of a plan to free the teacher from parochial politics would be a big step in the right direction.

There is much criticism of the present school board system. This is a challenge trustees might well consider. If they have reason to complain of their teachers the fight could be carried back into their territory by a simple statement of the unbearable conditions prevailing in some of our rural schools. Would not much of this be eliminated by the establishment of teacherages where the teacher remains friendly to all yet lived alone and liked it?

RELIA FOR YOUR FRENCH CLASSES

Material fresh from Paris, written by competent young French authors, familiarizes your students with French customs and social life, and at the same time provides excellent supplementary reading.

For particulars apply to

MISS KATHLEEN F. BRAIN, B.A., PUBLISHER, LETTRES DE FRANCE
1735 Penderill Street, Vancouver, B. C.

Propaganda Analysis

THE Institute for Propaganda Analysis, to whose monthly letter reference has been made in "Our Magazine Table," is a non-profit corporation organized for scientific research in methods used by propagandists in influencing public opinion. The Board of Directors and the Advisory Board include many distinguished educators. The list being headed by the name of Charles A. Beard, the historian.

Inseparable from propaganda analysis are periodic appraisals of controls over the channels through which opinions and propaganda flow: press, radio, motion pictures, labor unions, business and farm organizations, patriotic societies, churches, schools, and political parties.

What convictions, biases, and interests do these channels represent or express? Do these channels, by reason of bias, support and disseminate certain opinions or propagandas, and facts and alleged facts relating to them? Are other opinions or propaganda opposed by means of distortion, false emphasis, or censorship? The Institute for Propaganda Analysis will try to set up standards for appraising channels of propaganda as well as analyzing propaganda itself. It will give particular attention to "press agent" releases and "planned news" which flood editorial offices.

Dr. George Gallup, director of the American Institute of Public Opinion, in May, 1936, polled the nation on the question: "Should schools teach the facts about all forms of government

including Communism, Fascism and Socialism?" Dr. Gallup's findings were that sixty-two per cent of the voters say the schools should teach the facts about all forms of government, including Communism, Fascism and Socialism.

Last August, 1937, several professors at Teachers College, Columbia University and The School of Education of New York University collaborated on a survey of teacher opinion with regard to propaganda analysis by students in high schools and colleges. They put the question to 500 teachers representing all states in the Union and all types of schools. Ninety-eight per cent advocated a critical study in the schools of propaganda which would help prepare young people to function as intelligent citizens in discussing and voting on controversial issues; they said that in treating such issues in the school, teaching pupils how to think is more important than teaching them what to think.

Study units on how to detect and analyze propaganda will be used this year in Horace Mann and Lincoln Schools of Teachers College, Columbia University and in various other important and representative high schools and colleges. These study units will be made available to teachers receiving the Monthly Letter.

The Institute, by methods of education and scientific research, will help the intelligent citizen detect and analyze propaganda so that he may form his own judgment as to what is good and bad.

DE LUXE CRUISES TO THE ORIENT!

CRUISE NUMBER ONE — "EMPRESS OF JAPAN"

Hawaii - Japan - Korea - Manchukuo - China - Philippines

59 DAYS — June 25-August 22, 1938 — 59 DAYS

CRUISE NUMBER TWO — "EMPRESS OF ASIA"

44 DAYS — July 9-August 22, 1938 — 44 DAYS

EDUCATIONAL!
SENSATIONAL!
INTERNATIONAL!

Dr. W. J. Sipprell, Conductor
2001 Beach Drive
Victoria, B. C.

MAKE YOUR
RESERVATION
EARLY!

The Revised Typewriting Course

By A. T. ALSBURY, (*Magee High School*) Chairman,
Typewriting Revision Committee.

THE decision to write this article was reached as a result of a recent meeting of the Commercial Curriculum Revision Committee. It became quite evident from the discussion which took place at that meeting that there are many unanswered questions in the minds of typewriting teachers concerning the new course and the text book, which they would like to have discussed. If this is true of teachers in the Greater Vancouver area, who have many opportunities for exchange of ideas and problems with others teaching the same subject, it must be even more so in the case of teachers in rural areas who are isolated from contact with others teaching commercial subjects and who are, for the most part, forced to meet their problems and difficulties alone. It is in the hope that the latter will find something of value in what follows that these lines are being written.

Inasmuch as "Stuart Typing", the textbook adopted by the Typewriting Revision Committee, marks a departure in approach and methods from those formerly in use in this province, possibly a discussion of the underlying principles on which it is based is in order.

It undoubtedly is true in the teaching of typewriting, as in other subjects, and possibly to a greater extent, that traditional methods have persisted. Particular methods of teaching have come to be followed, and little or no attempt has been made to justify them on the basis of their soundness with relation to psychological principles.

We have, of course, the opposite tendency, which is equally undesirable. It is one to which we as typewriting teachers seem to be peculiarly susceptible, of hastily adopting the latest "fad" in teaching the subject and overworking it until such time as it is replaced by a still newer one.

A large number of studies have been made of the psychology of skill. These studies have established fairly well certain fundamental principles which govern the acquisition of skill. The text represents a genuine attempt by the author adequately to apply these principles to the teaching of the subject of typewriting, and, in the opinion of the writer, a large measure of success has been achieved in this direction.

The arrangement of the text and the teaching techniques are based on the accepted findings of research workers regarding the acquisition of skill; namely, that there exist certain definite learning stages or levels. The terms "letter-association level, the syllable and word-association level, and expert or automatic level" are possibly the most commonly used and are self-explanatory.

Since the last named is the goal of typewriting teaching, the arrangement of a text or course should be one that will provide for economical and effective learning in the three learning stages by which a typist progresses. Dr. Book, as well as Bryan and Harter, concluded that all habits, both the lower and higher order, develop simultaneously. In "The Psy-

chology of Skill" Dr. Book says, "The lower-order habits were perfected in and through the formation of the higher, as a further development of the higher was dependent upon the final perfection of the lower." Again, Bryan and Harter state: "With increased ability in taking sentences there comes, without doubt, increased ability to take isolated words and letters."

An article entitled "The Acquisition of Skill," by Dr. James L. Mursell, Ph.D., appeared in the December 1936 issue of "The Business Education World." Dr. Mursell, who is carrying on research in psychology, is an accepted authority in his field of specialization, and his comments on the development of skill as applied to typewriting are so interesting that we quote them at length:

"The beginning typist is compelled to think about, look or feel for, and react to the separate letters. After a while he reorganizes himself to a point where he reacts in terms of whole words and groups of letters. "The" ceases to be "t" followed by "h" followed by "e". Indeed, he well nigh ceases to be conscious of the separate letters, and reacts in terms of a single unit, a single pulse of rhythm and impulse.

"In a word, his skill has become transformed. And as he becomes better and better these pulses of rhythm become longer and longer, and more and more smoothly knit together, until he is able to react with a continuous flow of well-placed impulses.

"Now, one of the great secrets of rapid advance in learning is to hasten the organization of larger and larger rhythmic units and to build them together into a continuous flow. How shall we bring it about? Shall we have the learner practise and practise on the smaller units—the letters, for instance—until he has them perfectly, and only then let him go on to words? This does not seem to be the proper procedure.

"In general, we should push for the establishment of the larger units of control and response just as rapidly as we possibly can. When we say the typist has acquired mastery of the keyboard, what we mean is not at all that he has learned the names of some four dozen levers, each separately from the rest. What we mean is that he has learned it as an arena for rhythmic

action and significant organized response. The flow of good-sized rhythmic units is the aim and end of all our efforts, and the more directly we move toward it, the more rapid will be our reward."

Let us again refer to Dr. Book, who expresses the matter concisely in these words:

"Learners of typing should always practise with the highest order of habits that they can successfully."

Stuart Typing is merely an application of these psychological principles to the teaching of typewriting and this is the basis of the plan of attempting to build up, from the outset, automatic patterns for words of high frequency. In its arrangement and content, it represents a genuine attempt to permit the learner to progress on the letter-association level, the syllable and word-association level, and on the expert or automatic stage all at the same time. In consequence, students are required to spend only a minimum of time upon the writing of isolated letters or nonsense letter combinations, or even upon writing isolated words.

A detailed analysis of the text reveals that in the first stage, termed the "keyboard learning" stage, the pupil learns the keyboard incidentally, while mastering a group of efficient movement-patterns for letter-sequences in the 100 most frequently used words. This mastery is acquired by learning the reach for the new letter and then combining this reach with others which have been previously learned. In this way, two learning processes proceed simultaneously—the mastery of the movement-pattern for a high-frequency word and also the reach for a new letter. Thus the student progresses rapidly through the various learning stages.

There is no "keyboard learning" in the traditional sense. No letter is presented until it is needed to write a given word.

Three other features of the text which mark a departure from the older type of teaching are:

First—The reach is taught separate from the stroke.

Second—Manipulative mastery of the keys before teaching the letter-associations for them.

Third—Learning the keyboard by mastering word and phrase patterns rather than the traditional keyboard learning.

In other words, effort is directed towards mastery of the keyboard by placing emphasis on movement concepts instead of visual concepts.

Another feature of the textbook is the provision for daily assignments. The "budget" plan of teaching type-writing has long been in popular use and it has many advantages. Another plan, which is rapidly coming into favor and for which the text provides, is one in which assignments are given for comparatively short periods. Daily assignments, rather than weekly or monthly budgets, tend to encourage promptness, to ensure economy in the use of time, and to stimulate pupils to attempt to secure their maximum output every day; furthermore, the teacher is in a better position to check the progress of pupils daily, to deal with individual or class difficulties at the time

that they arise, and to plan remedial work.

This does not mean that all students are reduced to a dead level and that the more capable are held back and forced to work at the pace of the slower pupils. The "overtime" assignments, which accompany each job, provide ample scope for individual differences. For a more extended discussion of the merits of "budget" and the "daily assignment" plans, readers are referred to Page 15 of the Commercial Course of studies.

Because of the limitations of space, it has been possible to deal with but a few of the features of the present textbook. Obviously it is impossible to cover the many aspects of the text and the new course within the space of a single article. The foregoing discussion may, however, be of assistance in throwing light on at least a few of the questions which have, no doubt, arisen in the minds of teachers who are using the present course and text for the first time.

The New Grade Nine Geometry Scheme



Is entirely covered in the Third (Revised) Edition of Hotchkiss' Grade IX Geometry Exercises and Work Book. The new edition is complete in one book with 40 selected work sheets, divided into four Work Units—The Line; The Angle; The Triangle; The Quadrilateral—each unit followed by a well selected Review Exercise. The form of the book calls for the minimum of explanation by the teacher.

Authorized by Department of Education.

The book is now in use in 16 High and Junior High Schools in Vancouver and Victoria and in 28 other centres throughout the Province.

Price: 35 cents per copy, delivered free.

WRIGLEY PRINTING CO. LTD.

578 SEYMOUR STREET

VANCOUVER, B. C.

City of London Vacation Course in Education

By GERTRUDE REID, *Kamloops High School*

THIS summer my sister and I visited England and France, and while across the Atlantic attended the City of London Vacation Course. If other teachers or their friends are visiting England, they could not have a finer introduction to the country than through the medium of this course. There are contacts with teachers from all over the world, and with people prominent in Educational and Civic life in England and on the Continent. Trips are planned to many historically interesting places in England. In addition to lectures, there are special demonstrations of the newer aids to learning, such as broadcasting, the film, and the gramophone.

The programme included a General Course of Lectures attended by all students; 12 courses of lectures on teaching method and practice from which students made a choice of four; classes in physical training, one for men, and one for women; practical classes in modern art, teaching, book-binding, woodwork and metalwork; special classes including discussions, demonstrations, and exhibitions.

I list the subjects of the General Lectures, and the names of the speakers: "Experience and Values", by Professor W. G. S. Adams, Principal of the Course and Warden of All Soul's College, Oxford; "Physical Health" by the Right Hon. Lord Hoarder, K.C.V.D., Physician in Ordinary to the King; "Faith and Knowledge" prepared by Rev. N. Micklen but, due to his illness, read by Mr. Goodall; "Health of Mind", due to the death of Professor A. Adler, was given by his daughter, Dr. Alexandra Adler; "The Good Citizen" by Mr. Ramsay Muir, Litt.D.; "The Happy Teacher" by Mr. Frank Roscoe, M.A., Senior Tutor of the Course.

Each day at lunch we listened to varied talks. Mr. V. S. E. Davis, Headmaster of Latymer School, Edmonton, spoke briefly and invited us to visit his school, one of the largest co-educational institutions in England. The visit had been arranged for, and that afternoon we, over 400 of us, visited Latymer School. We had a thoroughly enjoyable afternoon watching classes being conducted, having tea served by the pupils, and listening to an excellent programme of plays and dancing.

Mr. Kenneth Lindsay, new Parliamentary Secretary of the Board of Education, gave a talk on "The Relation of Education to International Affairs". Mr. David Seth Smith, the "Zoo" man, told us anecdotes of his travels and experiences in his work. Emile Cammaerts, C.B.E., Professor of Belgian Studies and Institutions, spoke on Art. Mr. Wickham Steed, at one time correspondent, and Foreign Editor of *The Times*, spoke on "International Affairs". Captain Hugh McDermott, traveller, writer, and broadcaster, gave a talk on his experiences in strange and out of the way places. Miss Nancy Price, actress and director, told us something of her work. Sir Albion Rajkumar Banerji discussed "The Youth of India".

Then there were the lectures on teaching. Mr. J. W. Marriott, well-known essayist, novelist, and critic, gave a series of three lectures. I do

not remember attending lectures more enjoyable than these. His ideas on the teaching of composition were particularly good. And I find they work! Miss Phyllis Bentley, author of "Inheritance", ranks among the best modern writers. Her three lectures on "The English Novel" were models from the standpoint of arrangement and content. Miss M. Cobby, L.G.S.M., gave three lectures on "Speech Training". She is a vital person, and is thoroughly familiar with her subject. The last course of lectures was one arranged for "foreigners". We were not exactly "foreigners" but the subject was of particular interest to us, "English Life and Institutions". This series of talks was given by Mr. Frank Roscoe, Senior Tutor, one of the most interesting personalities associated with the course. Mr. Roscoe insisted on knowing all the "foreigners". He saw to it that the "foreigners" became as well acquainted as possible with England, during the brief space of the course.

Now come the visits! There were so many of these that it was impossible for one person to take them all in. The first day of the course we all went to the banquet at the Great Central Hotel where we were received by Mr. and Mrs. W. G. S. Adams, and Sir Robert and Lady Evans. My sister and I arrived at what we thought was the end of the line and were horrified to find that we were at the head! So two Canadians were the first to be presented. After the reception we went to the Wharnccliffe Room to the banquet. Mr. Frank Roscoe, in an exceedingly witty speech, proposed the toast to the "Visitors". Admiral Sir Edward Evans replied to this, and gave a talk on his trip to the Pole with Captain Scott—this was Scott's last expedition. The address was vivid and forceful. Sir Donald Somervell, D.B.E., K.C., the Attorney-General, proposed the toast of "Education". Professor Adams replied to this. During the evening Miss Dorothy Bennett and Eric Starling sang most acceptably.

Sunday, by invitation of the Dean, we attended service at St. Paul's Cathedral. Later we went through St. Martin's in the Fields. (We attended service there the following Sunday). We had lunch at the Florence Restaurant in Piccadilly Circus and listened to Professor Adams speak. After lunch Mr. F. J. Carter took a party of 20 members to visit the museums of South Kensington.

Others were invited to visit the parks of London, the Victoria and Albert Museums, the Science Museum, the Tate Gallery, the Geffrye Museum, and the Bethnal Green Museum. The Senior Tutor took a small party of us on a tour of points of interest in London. We saw Fleet Street, the Old Lady of Threadneedle Street, Bedlam, the Tower of London, London Bridge, Buckingham Palace, the Houses of Parliament, Westminster Abbey, the front and back of the Horseguards Building, and St. George's Inn, the meeting place of Mr. Pickwick and Mr. Weller. Then we went along beautiful Regent's Street to Bedford College, where we had tea.

Monday was an interesting day. We lined up outside the Guildhall to cheer the arrival of the Lord Mayor of London, who had given up part of his holiday to extend to us an official welcome to London. He drove up in semi-state. We delighted in the colour and pageantry of it all! Inside Guildhall we were welcomed by the Mayor of London. The Right Hon. Sir Kingsley Wood, M.P., as Minister of Health, spoke on his own work. After this address part of the group was invited to have tea in Guildhall, the other part with the Worshipful Company of Grocers. My sister and I went to the latter. We found that the "Company" had nothing to do with groceries, but was a charitable institution. Judging by the tea we had they must have known something about groceries as well!

For the official visit to the Houses of Parliament, the course was divided into four groups. The leader of our group was Sir C. Barclay-Harvey, M.P. for Aberdeen and Kincardine. We seemed to have the best guide, for we visited the House of Commons, the House of Lords, and the Crypt where Guy Fawkes intended to build his historic bonfire. The other groups missed the last two items on our itinerary. As we left the Parliament Buildings, our guide waved us a friendly goodbye.

We visited Oxford, leaving Bedford College in buses at 9:30 a.m. We went by way of Maidenhead and Henley. We lunched in Nettlebed Wood, so called, we believe, because there are no nettles in it. At Oxford, members visited Magdalen, Merton, Christ Church, St. John's, St. Mary's, Queen's, Corpus Christi, Oriel and other colleges. How they did this, I do not know, but it must have been done for everything planned

on this course was done. My sister and I had spent ten days at Oxford before going to London, so we deserted the party to meet Mrs. Roy Vollum (known to U. B. C. graduates as Ella Crozier). We visited the Botanical Gardens, and the world-famous water lily pool. Later we went to a reception and tea at All Soul's College by kind invitation of Professor W. G. S. Adams. Professor Adams took us through All Soul's Chapel, told us its history, and the story of the finding (not more than six years ago) of the exquisite Reredos behind a plain plaster wall. We returned to London by way of High Wycombe and Beaconsfield. A small group of us visited the Zoo that night. We saw the white bears and the penguins in the flood lights. The flood lighting of the Zoo was one of the Coronation celebrations.

Friday came the visit to Windsor Castle. In the Cloisters of the castle we attended an evening party given by the Dean of Windsor. As we approached the castle we could see the King's Standard flying from the Round Tower. The King and Queen were in residence in the East Terrace. We did not see them as they were resting after their extended visit to Scotland. We drove through Henry VIII's gate, got out of the buses and walked to the entrance to St. George's Chapel. Here we were met by the Dean of Windsor and taken into the Cloisters. While we were being served refreshments, eight members of St. George's Choir sang. We then went into St. George's Chapel, and after an address by the Dean, listened to an organ recital. The beauty and grandeur of the Chapel will remain in our memories for long. From there we went into the Chapel of the Knights of the Garter. The light of the candles (electric) shone on the golds, reds, and blues of the banners which hung over each chair, and faded into the dimness of the high roof of the Chapel. We wandered around for an hour or so, and were then invited to partake of refreshments again. As we had had refreshments six times that day we slipped out of the Cloisters and wandered about the Round Tower (which is *not* round), the State Apartments, through the Horse Shoe Cloisters to a terrace from which we looked over Windsor by night.

We visited Hampton Court and enjoyed it but perhaps not as much as our trip down the Thames. For the second of these trips we left Paddington

Station at 10:30 a.m. for Taplow. From there we walked to Maidenhead Bridge and then embarked on a private launch for Marlow. At 11:30 we arrived at Cliveden, the home of Lord and Lady Astor. We were taken by Lord and Lady Astor and their daughters over the estate. Lord and Lady Astor proved interesting contrasts, Lord Astor was very quiet in speech and manner while Lady Astor was here, there, and everywhere, shouting most of the time. She gave us an amusing talk, a clever take-off on the speeches usually made to teachers. We lunched on board the launch and sailed on up the Thames, passing through three locks, and through superb scenery. At Marlow we were welcomed by the Mayor and, after his address, were tendered a civic reception-tea on the lawn. We went back to London by train. That evening a few of us went to the Open Air Theatre to see Milton's "Comus".

Then there was the day of small party visits to St. Albans, Croydon, Inns of Court, Liberty's Shop, Philip & Tacey's Educational Apparatus Shops, The Tower of London, The National Gallery, The British Museum, Reeves and Cons' Works. My sister and I went to Inns of Court, where we visited the round Temple church and saw the effigies of the Crusaders on the floor. We tried to open the huge door, but were not successful. The key to the door was nearly two feet long, and almost a foot wide at the broad end. We lifted it and put it in the lock, but could not turn it. We came to the conclusion that no one ran away with the keys in those days!

While trips and lectures were going on so were entertainments. There was a "Getting Acquainted" evening in Tuke Hall, Bedford College. We found that the odd four hundred of us came from 23 countries. The groups from England, Scotland, Ireland and United States (40), each sang a song for the assembly. The smaller groups went up to the platform and were introduced as a group, and then as individuals. There were five Canadians.

Theatre parties were also in order. The performances scheduled were: The Regent's Park Open Air Theatre, "A Winter's Tale", Aldwych, "The Housemaster"; Playhouse, "Whiteoaks"; "His Majesty's", "Balalaika"; Lyric, "Victoria Regina". Of these we saw "A Winter's Tale". (Continued on page 237)

A Day With A Girls' Counsellor

By JESSIE E. CASSELMAN, B.A., Kitsilano High School

THE introduction of the new course of studies has developed new interest in the problem of providing students with needed vocational and educational counselling. At the request of the Editor I have endeavoured to give some picture of the daily duties devolving upon the counsellor, basing it upon the notes of a typical day's work.

A teacher specializing in duties of this type is known in our school as the girls' counsellor. She is sometimes entitled "Girls' Adviser" or "Dean of Girls". Whatever her official title, she is the member of an administrative staff who officially represents the girls of the school and whose duties involve coordinating their various academic and social interests, acting as their spokesman and sponsor and serving in an advisory capacity both to groups and to individuals. In brief, she is the general personnel officer for the girls of the school. The variety and scope of her advisory and administrative functions are indicated in the following summary of activities demanding her attention in a single representative day:

8:15—On my arrival at school I met with the boys' counsellor and the executive of the boys' and girls' leagues to draw up the list of committees necessary for the forthcoming school party.

8:45—A new girl, Mary Robinson, arrived without credentials, from Chicago, Ill., as to her standing. Counsellor arranged to write for these and in the meantime obtained as much information from the student as possible and placed her temporarily in Grade XI. Took Mary to her class and made an appointment with her for the end of the week to learn how she was progressing and fitting into her new environment. Left Mary in care of her home room teacher, who arranged for the class President to look after her during the first day or two.

9:15—Mrs. Jones telephoned to see if the Counsellor could secure a high school girl to do part-time work in her home. Put notice in tomorrow's Bulletin advertising the position.

9:30—Kept an appointment in the principal's office with the administrative council, a body composed of the principal, vice-principal, the nurse and the two counsellors. The meeting had been called by the principal to discuss ways and means of adding to our scholarship fund for indigent students.

10:00—Arrived back at my office and found Jean Jones waiting for me. She is leaving our city for New Mexico. After reading her note from home explaining this, gave Jean her withdrawal form on which to obtain her teachers' signatures. Sent her to complete the form.

10:15—Our school Matron reported untidy conditions in one of the girls' washrooms. Sent a message to Prefect in charge of girls' washroom asking her to drop into my office after lunch.

10:30—The Senior girl on duty in the Girls' Restroom (next to my office) rapped on my door to say that her patient was much worse. Consulted school nurse, who advised the patient to go home. She was much too ill to go alone, so Counsellor takes her in her car.

11:15—On arriving back, find the 11 o'clock appointment waiting. This is Sally White who has been falling down in her school work. She was reported to Counsellor by her teachers as not working up to her ability. During the interview, Sally and Counsellor come to conclusion that the main cause of the difficulty is that she does not know how to study. The chief factors in the problem seem to be:

1. Her home does not provide a quiet atmosphere for study.
2. Her reading ability is poor. The techniques that would enable her to read more quickly without sacrificing comprehension.
3. She has no systematic plan or schedule for her studies.

There was no time to exhaust all needed suggestions at this interview. Made appointment for Sally to come to Counsellor every day this week during her study period for extra help on How to Study. Also made appointment for her Mother to come to see the Counsellor tomorrow at 10 a.m. in order to discuss the whole problem.

11:45-12:15—Lunch.

12:15—Washroom Prefect came to office as requested. The washroom situation was discussed. She decided that perhaps a little more prefect supervision in that particular lavatory would clear up the difficulty. Prefect agreed to attend to the matter. Left it in her hands.

12:30—Jean Jones returned to the office with her withdrawal form completed. Counsellor gave her a transfer and dismissed her with good wishes.

12:45—Sarah Brown, a Grade X girl, had made an appointment with the Counsellor to discuss her course. Had just decided that she wishes to train as a nurse. Chemistry is a pre-requisite and it was not on her programme at present. As it was now November, it did not seem wise to start in on this subject at this date, but it was agreed that she should take General Science for the remainder of the term as a good foundation for Chemistry next Fall. In order to fit General Science in it was necessary to drop a subject. As Sarah takes private lessons in both vocal and instrumental music it seemed best that she should drop the school music course for the present. Sarah was instructed to talk this over with her parents in the

evening and come to the Counsellor with their joint decision in the morning.

1:15—A neighbourhood storekeeper called at the office complaining that certain children from the school, while waiting for the street car, were in the habit of marking up her windows with their hands. As both the Principal and Vice-Principal were engaged, this matter was referred to the Girls' Counsellor, who promised to take the matter up with the Principal.

1:30—Spent the next hour with a Grade X orientation group.

2:30—Fifteen minutes free for accumulated clerical work.

2:45—Mrs. Clark, mother of Edith, came to ask Counsellor's advice on Edith's vocational possibilities. The mother was "set" on Edith becoming a medical missionary and had ingrained this desire in Edith as well. Edith's mental ability is just average and she is a little old for her grade. The Counsellor pointed out the following facts to Mrs. Clark:

1. It takes exceptional ability to become a doctor.
2. The training is long and expensive.
3. The prejudice against women in the field makes it very difficult for a girl to succeed in medicine. In view of all these things, the Counsellor advised that Edith should think of another vocation. She suggested to the mother that perhaps Edith could gain just as much satisfaction from becoming a nurse in missionary service and in this field have more chance for success. After considerable discussion, the mother seemed to realize that it wasn't being fair to Edith to encourage an ambition which the girl could never achieve. She promised to talk the whole matter over at home and suggest to Edith that she drop in to see the Counsellor.

3:30—The dismissal bell brought to the Counsellor's office various people with miscellaneous routine matters for her consideration.

3:45—Held a case conference with a Home Room Teacher, the Nurse and Vice-Principal relative to discipline problem.

5:30 p.m.—Arrived home.

The Girls' Counsellor in a high school of more than a thousand girls does not

Printing vs. Manuscript Writing

By EDNA M. PARKIN, Courtenay, B. C.

PPROMPTED by Miss Mary D'Aoust's appeal for contributions to the Primary column of *The B.C. Teacher*, I have decided to submit for discussion the problem of Printing versus Manuscript Writing in the first two grades. We are told that it is not yet compulsory to teach printing in these grades, but that it may be compulsory in the future. I support a move in this direction; and would welcome comments from other Primary teachers on the matter.

During my experience in a two-room school, using the former course of study, I found the children loath to change to cursive script just when they had mastered the print form and were ready to use it satisfactorily in their work. Fortunately, the new curriculum permits us to continue our instruction of the manuscript form.

I should like to present to my colleagues in Primary work a series of questions. Are teachers continuing to use manuscript writing? Have they experimented with the new method? Has teaching print made instruction in writing simpler? What are the opinions of Grade 3 teachers as to the products of the first two grades? Would a reduction in size of Grade 1 printing interfere with the teaching of the large form of writing in Grade 2? When the children are using lined books is it possible to reduce the size of printing, just as full-space writing is minimized? Finally, are we inclined to emphasize too much finger movement in this grade?

I hope I have posed sufficient questions to stimulate responses from other Primary teachers. To me the problem seems a vital one and I should appreciate a discussion of its various aspects.

expect to work on a five-day week or on a six-hour day, so she was not surprised when at 7:30 she suddenly realized that this was the night of a monthly meeting of the Parent-Teacher Association. As it is one of the Counsellor's duties to contact parents whenever possible, 8 o'clock found her back at school again.

I hope that I have shown that the duties of a Girls' Counsellor are not only exceedingly varied, but also highly interesting. This is a special department of school work that is sure to command increasing attention as the basic purposes of education become more generally realized. While it does not come within the compass of this paper it will discuss the similar duties devolving upon the Boys' Counsellor. Their importance goes without saying. Here is an attractive field, calling for the best wisdom and skill that the teacher may possess. The need for more trained workers is sufficiently evident.

CITY OF LONDON (Continued from page 234)

Tale", "Victoria Regina", and "Bala-laika". The whole course was invited to the Royal Academy of Dramatic Art where an amateur performance of "The Immortal Lady" by Clifford Bax was given. We went as a group to see "The King's Pirate" at Golder's Green Hippodrome. And last of all came the Students' Concert which, in spite of an exceedingly busy fortnight with little time for practise, was very good indeed.

This is a sketchy account of the activities of the course. The whole thing was perfectly organized. We were never late starting, and never late arriving anywhere. This part of the course was handled by a very able secretary, Mr. Hugh W. Ewing. The course continued from July 24 to August 7. And I am still amazed when I think of what we did in that short time. At the end of it all, after a thoroughly happy time, we were presented with certificates!

Certain Uncertainties

By A PERPLEXED TEACHER

PERHAPS I have been unduly depressed. There is no reason for it of course, for we are assured by the Dominion Minister of Finance that Canada is in a more prosperous condition than in any year since 1929. That prosperity has not stretched down to me yet. In fact, I am not very certain of it, nor am I about various other matters. But for the present I will confine myself to a few observations concerning our new Programme of Studies and that more or less heroic body of men and women charged with the difficult task of putting it into effect throughout the length and breadth of this vast province.

I have wondered for a long time if all the talk about the tremendous advance in educational methods in our province is warranted, or if the truth is not to be found in the sentence on page 6 of Bulletin 1, "the new courses do not constitute a radical departure from the past". There would appear to be some uncertainty in several quarters.

One is also tempted to hint that the farther away people are from the classroom and the actual contact with the ordinary pupil the easier it is to lay out a programme; that only in the quiet and solitude of one's study can a logical outline, with sections and subsections be evolved. What a different situation confronts the classroom teacher, facing 40 living, active personalities, each differing from the others in character, outlook, ability, power of concentration, and interests. These refuse to be catalogued. Regimentation is the antithesis of self-expression and development. Is there any uncertainty about this?

The pupil is more than the subject. But it is difficult to test the pupil; it is comparatively easy to test his achievement in subject matter. It would appear that most examinations are set to test the latter, and they usually follow the traditional and outmoded type. But because the results thus obtained are easy to evaluate, and development in the other characteristics eludes measurement, the teacher is tempted to teach for "results". No one disputes that results count, but there is room for very great difference of opinion as to *what* results count, and certainly too much emphasis can be placed on examination results. So with uncertain objectives, uncertain methods, and uncertain tests there is assuredly uncertainty.

There is one angle of the third objective laid down in the Federation Constitution that I should like to discuss. One hears of the importance of equal opportunities for the pupils. Very good, but what of equal opportunities for the teachers? If the new Programme of Studies is such a problem for the city school, graded, and with teachers sometimes specializing in one or two subjects, what must it be for the one-room rural school? What an insupportable burden the teacher must face! Lack of equipment, lack of libraries, lack of opportunity to discuss matters with colleagues; eight different grades, and each of importance; often a minimum salary, with no schedule, no increments and no chance of any. Summer school will enable him to get better standing,—but he can barely

(Continued on page 243)

Ramblings of Paidagogos

BEYOND ALL THINGS—CLARITY.

THE other afternoon I listened with interest and profound agreement to the observations of a lady very prominent in Vancouver educational circles. She said in effect—and her opinions carry the weight of professional as well as administrative experience—that the susceptibility of homo sapiens to propaganda and abuse of logic is perhaps the greatest problem with which educators are faced. She felt, however, that the problem is not one for mass attack. Sound attitudes may be established in the class-room, but the thorough-going exploration of current sophistries is best effected in small homogeneous groups.

Being seized with the truth of all this, I am emboldened to disturb complacency by presenting herewith a few variations on the old tune of *ex nihilo nihil fit*.

There is probably no more maddening characteristic of the human mind than its bland way of reverting to exploded fallacies. No matter how utterly an idea may have been disproved, laughed out of court, relegated to the status of an intellectual curiosity—let it but be brought forward in new trappings and half the world will gape it back into high favor. The deceased theories of science, provided they lend themselves to the purposes of the charlatan or the cloudy thinker, are never finally interred: after a while they are galvanized into a twitching semblance of life to deceive the eyes and bewilder the mind of the uncritical beholder.

This in itself would be quite sufficiently irritating, but it is not all. By virtue of a superior air and by grace of a mystical farrago of words, these purveyors of bar science assume and for a time are accorded a considerable leadership. The pose of contemptuous intellectualism is very effective: it stifles analysis in every man who is afraid of being thought obtuse, and engages the support of every man who is anxious to be thought clever. Since few people are left unaccounted for by this rather cynical classification, the poseur is reasonably certain of his place in the moon.

Of course we have been told often enough and truly enough that there is no royal road to anything, that achievement is always measured in dust and sweat. But we are lazy creatures at bottom and it is easy for us to delude ourselves with an appearance of activity. We prefer to do our mountaineering at second hand and our intellectual adventuring by means of magic carpet. Thus, instead of thinking our way to a solution, instead of advancing toward wisdom by the arduous and only method of holding fast to clear-cut and simple ideas, we float off into the empyrean and presto! we have arrived. Where we have arrived is by no means evident, because we are surrounded by clouds; but at least we can look over our noses in the general direction of the poor snails who have advanced a genuine inch or so since our spirited departure.

Depth and obscurity—what a world of difference and what a prodigious intellectual chasm lies between these two! Yet we continually mistake the second for the first. Very readily can a new truth be manufactured out of

an old error when this weakness of ours is borne in mind; and since the formula for our bamboozlement has been thoroughly standardized, there is no reason why it should not be set down in plain English for all to see:

(a) Ransack the scientific rubbish-heap for a suitable discarded notion—going back to Plato where possible.

(b) Envelop this notion in vague and impressive words.

(c) Assume an air of supercilious wisdom.

Doing these three things really well, our fog-maker will soon be mistaken for the prophet of a new and shattering evangel.

But there is need to illustrate, so I come back to the *ex nihilo nihil fit* to which I referred a few paragraphs ago. Equally good illustrations are to be found on every hand—more's the pity.

Of all the specious notions that have had their day and that have been refused a decent burial despite every evidence of dissolution, the doctrine of innate ideas is perhaps the most influential and exasperating. Against it, we appeal largely in vain to the logic of John Locke or to the verified findings of modern psychology. Its implications are so entrenched in the popular and even the semi-enlightened mind that one is never done meeting it in one guise or another. Three instances will be sufficient to show what is meant—a complete expose would require a book.

1. Notwithstanding the fact that heredity is known today to refer to structure and to nothing but structure, we are plagued with categorical assertions that children are born with modes of response to the environment which are peculiar to their family or race, and which are not determined by structure. Freud's theory of the "racial unconscious" is a capital case in point. Clearly this is a short-cut. Instead of investigating the effects of multitudinous and elusive social pressures, the whole question is begged by appeal to the mystic (and hopelessly abused) term, heredity. We are simply "born that way", and there is no need for fur-

ther research. If one be permitted to choose his assumptions like this, he can "prove" anything at all!

2. Then there is the closely related theory that children are born with a "moral sense", that they possess without acquiring it an ability to distinguish between right and wrong. The proven fact that knowledge is the fruit of experience is ignored. The convincing circumstance that even the elementary decencies of life have to be learned is pushed to one side. If this theory does not rely upon the doctrine of innate ideas, it relies on nothing but an affirmation.

3. Nowhere is loose and mystical thinking more prevalent than in the sphere of the arts, and nowhere does it assume a more disdainful front. We have with us today what may euphemistically be referred to as a school of thought that ranges itself under the banner of "Creative Art". According to the extreme view put forward by some members of this school, children are to be taught nothing, to be shown nothing. Left entirely to their own devices, these uninstructed and inexperienced babes will then originate from within their immaculate minds such form, color and design as will exalt us to a speechless admiration.

Here the term "creative" is obviously used as a fog-word. It is used in the divine rather than in the human sense. For your artist, being human only, does not evoke substance from the void; he interprets and reorganizes the elements of his experience in terms of his own unique personality and outlook. He does not initiate; he recombines.

It requires no profound thinking to see that in this case also we are brazenly confronted with the doctrine of innate ideas in one of its protean shapes. No doubt it has a thousand others. No doubt it will furnish the essential datum of a new cult tomorrow. And if we are not extremely careful, we may be so beguiled by this new cult as to wake up the following morning to find that we are numbered among the proselytes. "Even so, even we".

TEACHER OATHS IN THE U. S. A.

A REVISED report on teacher oaths has recently been released by the Research Division of the N.E.A. It contains information from 48 states, Hawaii, and the District of Columbia. Twenty-four states require, through statute or state board regulation, the taking of a pledge of loyalty or oath of allegiance by teachers.

Humanizing French Instruction

(Continued from November, 1937)

By KATHLEEN F. BRAIN, *Publisher "Lettres De France", Calgary*

ONLY those who are really eager to learn French should enroll for this course. It matters not whether pupils have any apparent ability or not—if they really *want* to learn French they will make some progress simply because the language itself has an attraction. By joining a class pupils thus express in the subject an interest which we should strive to retain and heighten through effective instruction, based not on traditional methods of teaching but on the needs of adolescent boys and girls.

We have talked much about making our French classes interesting, but is there any reality about it? Think of the dozens of texts crammed with rules and long lists of words as unrelated as series of telephone numbers, perplexing irregular verbs, and reading materials which have little bearing on the activities of normal high school boys and girls. Very frequently classes are overcrowded, and consequently most of the instruction is given in English. In short, emphasis has been on talking *about* French instead of becoming acquainted with the language in its natural setting of related sentences, paragraphs, and stories. We have given our pupils lists of words and rules and they have proceeded to manufacture an original language which no one understands. Instead, they should be imitating interesting models of correct French.

At most teachers' conventions we hear a clamor for more demonstrations. Teachers want something concrete and practical. Our pupils of French are equally anxious to be taught through a natural method. If the teacher cannot demonstrate the French language to her pupils in all its beauty of inflection, then it is wise to rely on good gramophone records, that have been produced in France by real French young folk of culture and refinement. Begin with a few simple lively folk songs to introduce an atmosphere of happiness and naturalness. The average boy or girl enjoys a good lively song—why not sing in the French class as well as in the music class? It will not only broaden our students' musical horizon but enable them to acquire unconsciously a vocabulary of a great many words and idioms used in their natural setting. Next the class will enjoy memorizing bits of French conversation and later, lines of a simple French play. Again gramophone records may be used to aid pupils in acquiring the correct pronunciation. At first there should be no attempt on the part of the class at original conversation. In learning the piano or the violin children are not expected to compose even simple pieces—they become familiar with good musical structures through copying a number of little tunes created by people who have a mastery of music. Similarly our French pupils should spend the first few months in memorizing sentences which have been constructed by those who have a command of the French language.

After pupils have been speaking French for a month or six weeks they will next want to commence reading the material which they have

been hearing. To introduce speaking and reading together is confusing—the natural way of learning a language is to listen, then imitate through speech, and later to read. The content of all reading material should be based on the interests of adolescent boys and girls, while the vocabulary used should contain words corresponding to those our pupils would naturally use in their English conversation. Those teachers who attended the French section of the last Easter Convention at Vancouver will recall a very inspiring address by Miss Bollert from the Vancouver Normal School. In this talk Miss Bollert emphasized that in primary reading teachers arouse interest by such devices as using bulletin boards on which are posted announcements of important school events, writing on the blackboard short sentences telling how to make things (because with primary children the constructive urge is very marked), and giving them simple interesting stories about pets, animals, etc. Acting upon this suggestion, the author tried the plan of writing in French interesting notices relating to the high lights of activities in our high school, jokes, and riddles on the blackboard, and gave the class interesting hektographed paragraphs relating to French sports and outdoor life. These topics seemed to fascinate the pupils with the result that even the weaker students soon showed a marked improvement in their ability to read simple French at sight. Pupils who are really interested in their French reading will desire to continue the subject after they leave school, and hence continue to broaden their knowledge of the French language indefinitely. Shortly after school closed this year the author received letters from two of the members of last year's class asking if they could purchase copies of back numbers of our French magazine, the addresses of some young people in France, and the names of newspapers or magazines published in France which would not be too difficult for them to read. One of these pupils had done very outstanding work all year, but the other was quite mediocre and made only 54 per cent. on the final examination in French. Yet because of this latter student's intense interest in the subject he will yet acquire a better grasp of the French language than others who made more brilliant marks but were merely taking the subject to obtain credits or to fill in time.

At first students should attempt no written composition of their own. One of the most natural and interesting forms of French composition is to have the class write real letters to real boys and girls in France. This is an adventure for most young people for it gives them an opportunity to use French in practical situations. Recently a young lady in Grade X, who attends a Paris High School of some 700 students, wrote us that she had won the first prize in English on essay writing in her school, and she attributed her success to the practice in English she had received through corresponding with two young Canadians, and reading the illustrated pamphlets, booklets, and catalogues which they had kindly sent to her.

The introduction of interesting methods and materials into the French classroom does not imply pure entertainment. Worthwhile habits of industry and thoroughness should be acquired in this as well as other subjects. It is better to know a little French really well than to race through

a great many books or sentences and retain only a foggy conception of what has been covered. If our pupils learned only a few songs, plays, and stories, yet learned them perfectly, they would not only acquire a true impression of the French language, but also cultivate habits of thoroughness and industry in the study of French. By thoroughness we do not mean monotonous teaching. If the work is presented in the form of a series of challenges, with the use of a *variety* of methods based on the needs and interest of the pupils, classes will sparkle with vitality. If there were more informality and naturalness in our teaching of the French language, the pupils would enjoy it much better; and what they enjoy they remember. They would want to learn more French after school days were ended, and would come to take a genuine interest in the French-speaking peoples in our own Dominion and elsewhere. Let us not forget that one of the main purposes of learning languages is to enable one to understand and appreciate the activities, achievements, and viewpoints of our sister nations.

NOR is the problem of saving the schools merely that of rescuing them from difficulties, of increasing their facilities and raising their standards. Throughout the entire study of the educational problem there is apparent the need of a greater public consciousness of education and a deeper understanding of its services. There is a word for that from which the schools must be saved—and the word is apathy. And thus it is to the understanding of education, to a greater concept of its problems and opportunities, to an appreciation of the meaning of teaching and the contribution of the teaching profession, that *The Monitor's* series of educational articles is dedicated.—*Christian Science Monitor*.

CERTAIN UNCERTAINTIES—(Continued from page 238)

manage to scrape together enough money to keep out of debt. No wonder he asks if the summer courses are worth the trouble. Are they not chiefly "out of books", and along the traditional university lines that arouse so much adverse criticism by the public now-a-days? Do they not deal too much with matter and not enough with human problems?

Finally, while I am satisfied that education is, of necessity, in a state of flux, it should not be in a state of chaos. And I am uncertain as to whether the disruptive effects of the revolutionary changes in the new Programme offset the constructive benefits of its evolutionary character.

Japan - China - Philippines

• "Empress of Asia" •

44 Days ALL INCLUSIVE TOUR 44 Days
JULY 9 to AUGUST 22, 1938

Owing to limited accommodations reservations should be made as soon as possible.

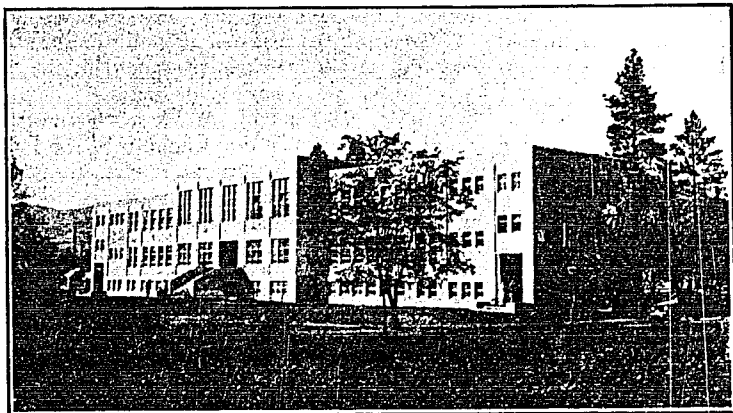
For further particulars,
phone or write

MISS ANNE STEWART

909 East 28th Avenue, Vancouver, B. C.

Phone: Fair. 2855-L

News, Personal and Miscellaneous



NEW SECONDARY SCHOOL AT VERNON, B. C.

MR. W. R. PEPPER, PRINCIPAL OF
VERNON'S NEW SECONDARY SCHOOL

A DREAM FULFILLED

TO the city of Vernon we pay tribute. For a number of years a new school has been the dream of citizens, teachers and students. On December 17 that dream was realized with the official opening of the new \$125,000 high school pictured above. The structure is built along the most modern lines, with well-equipped classrooms, science laboratories, counselling rooms, a cafeteria and a spacious library.

Of the many people who have worked faithfully to have the school erected particular mention must be made of Mr. W. R. Pepper, the principal (incidentally a member of the High School Accrediting Committee); Mr. A. S. Matheson, Inspector of Schools; Dr. MacDonald, M.L.A. for the Okanagan district; and Dr. G. W. Weir, Minister of Education, who obtained from the Provincial Legislature a grant of one-third of the cost of the new structure.

The building of the school should prove an incentive to other interior centres—not to mention the coast cities—in the necessary modernizing of school buildings at present unequipped to meet the demands of the new curriculum.

A NEW INSPECTOR

MR. C. J. FREDERICKSON, for the past two years supervising principal of Powell River school system,

is to be congratulated on his elevation to the educational peerage. He is now an inspector. Mr. Frederickson received his secondary and higher education in

Vancouver at King Edward High School and the University of British Columbia, taught in various rural areas, in Nelson and in Kelowna. Best wishes.

December 11th; Mr. and Mrs. A. McKie, a son, Kenneth James, December 11th.

VISUAL AIDS

AMONG THE U.B.C. GRADUATES
UNIVERSITY OF British Columbia graduates, who in their college days were members of the Letters Club and Players' Club, are invited to join the Corresponding Graduate Club. Mrs. E. Davies of 1638 West 41st Avenue, Vancouver, is corresponding secretary for the Letters group and Mr. J. A. Gibson, Department of Economics, University of British Columbia, for the Players' Club.

"Boy Meets Girl", a provocative play—we hear—is to be presented by the Alumni Players' Club in the University Theatre on January 15th.

Mr. L. A. Wrinch of Vancouver is steering the Graduate Historical Society through a series of papers and discussions on "Nationalism in the Far East". *The B.C. Teacher* hopes to publish excerpts from several of the papers.

CHEMAINUS

THE inadequate Superior school, at Chemainus, is soon to be replaced by a modern structure to accommodate eight divisions.

NEW P.-T. associations have been formed at Stillwater, Pender Harbour, Port Moody, Port Alberni, and at Richmond High and Junior High School, Lulu Island. A number of inquiries have been received from Saskatchewan concerning the formation of parent-teacher associations.

NEW CITIZENS

MR. James Gordon, principal of Kitsilano High Schools, Vancouver, recently congratulated his staff on their efforts in two directions: doing their bit to assure the passing of the \$400,000 school by-law and helping to provide for the necessary school population of six years hence. Three members of the staff—and their wives, of course—are receiving congratulations on the arrival of new citizens: Mr. and Mrs. H. H. Dunmore, a daughter, Barbara, December 6th; Mr. and Mrs. G. G. Harris, a daughter, Marilyn Anne,

AT the December dinner meeting of the British Columbia Teachers' Federation Art Section, Mr. Vito Cianci, Kitsilano Junior High School, gave a demonstration of the use of film-slides in developing art appreciation. Using a number of slides of his own making, Mr. Cianci dealt with the sculpture and vase paintings of the Greeks and the works of Van Gogh and Diego Rivera.

ON PENSION

THE Federation extends its best wishes to the following teachers who have in recent months retired from active teaching: Mr. L. A. Campbell, Miss C. M. Long, Mr. H. A. Plenderleith, Miss K. Scanlan and Miss J. Thompson of Victoria; Mrs. F. A. Coombs, Miss R. Gordon, Miss M. E. Brundrett, Mr. E. A. Hemsworth, Mr. D. B. Johnston and Mrs. J. C. Turner of Vancouver; Mr. W. M. Govenlock of New Westminster; Mrs. E. Jones of Haney; Miss I. M. Pearson, Miss M. Clark and Miss L. G. Roth.

VANCOUVER TEACHERS

MR. CORKUM, King George High School, is on leave to Nova Scotia till June to study. Miss A. J. Hall is travelling in California on three months' leave of absence. Miss G. A. Taylor is also away on leave. Misses Gladwell and Pullinger have retired because of ill-health.

SECRETARY TO NEW MINISTER

MR. James Sinclair, Rhodes scholar, rugby player and a member of the West Vancouver High School teaching staff, has been appointed secretary to Hon. W. J. Asseltine, Minister of

D. GESTETNER LTD.

Manufacturers of
WORLD'S PREMIER DUPLEX
660 SEYMOUR ST., VANCOUVER
Phone: Sey. 5880

Mines for British Columbia. Mr. Sinclair's colleagues wish him a happy and useful career in his new position.

REMEMBER THIS!

(Taken from Editorial in *The Vancouver Sun*, April 2, 1937)

THE Civic Employees' Federation is preparing to approach the Vancouver City Council with the request that all civic employees' pay cuts be fully restored. . . .

"Without pretending to lay down any principle in the matter of current wage schedules, there are two points to be emphasized:

"The first is that Vancouver civic wage reductions have been greater than those of any other Canadian city or municipality. They have been so extensive, in fact, that the total wage cuts since 1932 have actually been greater than the cost of relief in Vancouver during the same period".

Restoration of salary cuts to teachers and municipal employees throughout British Columbia is long overdue.

B. C. MUSICAL FESTIVAL DATES

THE sixteenth annual competition of the British Columbia Musical Fest-

ival will be held in Vancouver from May 10th to May 21st, 1938. Entries close on March 19th, 1938, at 570 Seymour Street, Vancouver, B. C.

Among the adjudicators will be Sir Hugh Robertson of Glasgow, Scotland, Stuart Wilson, and Maurice Jacobsen, both of London, England.



SCHOOL SPECIAL

The new HAMILTON DUPLICATOR complete with supply kit (full price) **\$29.50**

Takes all work from postcard to full legal size. We carry Stencils and Ink for all makes of Duplicators. Ask for price list.

REMINGTON RAND Ltd.

547 Seymour St., Vancouver, B. C. Trin. 2568

HONORARY DEGREES IN U. S. A.

A SURVEY of the June, 1935, honorary degrees dispensed by colleges and universities again fails to disclose that these higher institutions have given consideration to the teaching profession or felt it desirable to honor outstanding leaders in elementary and secondary education. The wreaths and the diplomas went to those whose chief merit lay in their position, generally a matter of accident, or their achievement and their potentiality for institutional support. Some few university teachers were recognized.

The urge for publicity, so apparent in our once stately institutions of higher learning since their employment of "high-pressure press boys" as publicity counsellors, seems rather out of keeping with the fundamental worth of their work. However, if the universities desire to cheapen themselves and grasp the hazy and gossamer value of the front page by trading a degree for a story, it is presumably their right. It is also the full and perfect right of a public to read between the lines and weigh the issues. It does, however, seem too bad that not one first-class institution is willing to establish a policy and do honor annually to two or three of the outstanding public school teachers and administrators within its area.—*The Nation's Schools*.

Three-fourths of the habitable globe is in the hands of six nations. The other quarter is divided among the remaining sixty-odd countries. All told, there is only 57,000,000 square miles of earth, good, bad and indifferent. Of that the British control 13,172,000 square miles, or approximately one-quarter. The second largest landholder is the Soviet Union, with 8,144,000 square miles—about one-seventh of the total. France ranks third with nearly 5,000,000 square miles, and China fourth with some 4,250,000. Brazil comes fifth and the United States last, each with something like 3,000,000.—William Phelps Simms in *N. Y. World-Telegram*.

What We Are Reading

By E. L. YEO

MANY, many years ago the wise Ecclesiasticus wrote: "Of the making of many books there is no end". To that sentiment your reviewer would add a hearty "Amen". For to his desk have come some seven or eight in the course of the last two days. Apart from two of these, reviews of which appear below, they must wait, however, for the attention of someone far more skilled in the art of music, of painting, and of dress-making than the writer. The booklets to which reference is made and which we hope to have reviewed in an early issue are:

Music Enjoyment and Appreciation, Part I, by John H. Yocom; The Ryerson Press, Toronto; 40 cents.

Clothing Design and Drafting, by Helen Crighton; The Ryerson Press, Toronto; 50 cents.

A Key to the Heart of the Children— A Compilation edited by The Institution, the Children's Friends, Amsterdam, Holland.

Cornelius Krieghoff, by Albert H. Robson; The Ryerson Press, Toronto; 50 cents.

Le Voyage De Monsieur Perrichon, edited by Isidore Goldstick; Thomas Nelson & Sons, Toronto.

The same wise old preacher to whom reference was made above added: "Much study is a weariness of the flesh". That thought must be your reviewer's excuse for directing your attention, in this issue at least, towards some books that must be regarded as purely recreational. Your reviewer, then, is happy to recommend at least three books for your casual hours of leisure—if you are fortunate enough to have such things still.

The first book is a novel by Marcia Davenport, known to many, no doubt, as the commentator on the Saturday morning broadcasts from the Metropolitan. The book entitled *Of Lena Geyer* is the story of the life of a grand opera star, her humble beginnings, her period of arduous training, her fame and, finally, her retirement and death. Of Mrs. Davenport's competence to speak in the field of opera there can be no question as she is the daughter of Alma Gluck and has spent practically her whole life in and around the Metropolitan. Such a background is ample assurance of the authenticity of the setting for the book.

Structurally the author has tackled a difficult problem in having the story told by no fewer than four narrators, Geyer's publisher friend—the David of the book, a sweetheart of her early days—to put it as euphemistically as possible, a woman companion of her prime, and her American business manager. Such an array of spokesmen naturally tends to a certain incoherence of style that at first seems a trifle annoying though it soon develops into the inestimable charm of variety. One should add that when she speaks as each of these characters in turn Mrs. Davenport achieves a remarkable individuality of idiom.

To those who like a well-told story, illuminated by a brilliant character analysis against the glittering background of the Metropolitan *Of Lena Geyer* by Marcia Davenport will come as a very great pleasure.

The opera and the theatre go so closely hand-in-hand that one's thoughts turn rather naturally from the Geyer story to Mr. Noel Coward's autobiography *Present Indicative*. Here is a book written in the pleasant free and easy conversational style that one would almost naturally expect from such a consummate master of dialogue as Mr. Coward.

From its first striking sentence to its final description of a most memorable performance of *Cavalcade*, the book moves along at a fairly even pace. One difficulty that is more apparent than real is the immense number of people who pass in review. Mr. Coward's habit of referring to his various colleagues by their Christian names is a bit disconcerting at first though one soon gets to know Gladys, Jack and Stoj quite well.

As far as one can judge Mr. Coward writes of himself and his work with rare objectivity. He seems neither to

"extenuate his glory, wherein he was worthy" nor to "enforce" his offences. His description, for example, of the opening night of *Sirocco*—"the bloodiest failure in the history of the English theatre"—offers no alibis or false sentiment. Similarly his recounting of the triumph of *The Vortex* and of *Cavalcade* is marked by the same good judgment of relative values.

Another great merit of this book is the clarity of the pen portraits of various people of more or less importance on the English stage that are to be found throughout the work. For a thoroughly enjoyable week-end try *Present Indicative* and if it does nothing else it will send you back to *Play Parade* with a renewed interest in that delightful collection of Mr. Coward's plays.

The third book for the really leisure hour is Dr. Cronin's *The Citadel*. Here is a tale with all the merits and all the defects of *Hatter's Castle* and of *The Stars Look Down*. We have the same missionary fervour for a cause, the same occasional lapse into stark melodrama but withal a moving and gripping tale. Here is the material for what the erudite Sedgewick has called "a literary debauch"—a fire, this book, and whatever concomitant suits your taste. If this book does nothing else it may serve as a wholesome corrective for those of us who are too ready to accept the medical profession at its own valuation.

—E. L. Y.

* * *

KENT, A. T., *Sing a Song of Canada*; Nelson & Sons Ltd., Toronto, 1937. Price, 60c.

It is indeed news when a usable and interesting music book comes into the hands of the Primary teacher—especially when it is written about our own Canada and for our own Canadian children. This book offers 27 delightful songs for the small child. The lyrics were written by Charlotte McCoy and Anne Sutherland Brooks, who have a remarkable understanding of the small child's world.

The songs can be divided into two main classifications: (a) Nature Songs—Lily Bells, The Roly-poly Polar Bear, The Prickly Porcupine, The Worm and

the Caterpillar, and (b) Social Study Songs—The C. N. R., Laura Secord, The Eider Duck, etc.

Many of the songs can be incorporated into the project work of the early grades. There is a noticeable lack of easy Indian songs and this little book supplies us with delightful ones such as Tomahawk Joe, Indian Lullaby and Little Brown Squaw.

Musically, these little songs are gems for little people. All of them have simple basic harmonies, wide and simple intervals and bold marked rhythms. Every piece has a definite characteristic which the composer has suggested with such directions as "smoothly and with a swinging rhythm, pompously, breathlessly, deliberately, boldly, in a prickly style and clumsily".

There is a lovely balance between words and music. The rise and fall of the interval and phrase follow the meaning of the lyrics. Humour is found both in the words and in the music by means of interval leap and syncopations, e.g., the sneeze in Tomahawk Joe and the walk in The Circus Elephant.

The teacher who is looking for additional musical material for the Primary Grade will find this book invaluable.

—H. M. BONE.

* * *

PUPILS and teachers will derive help and pleasure from Thomas Pickles' latest addition to his geographical works, *Map Reading* (\$1.50), J. M. Dent & Sons. It features beautiful reproductions from the British Ordnance Survey Maps for drill in the interpretation of contours and of conventional signs, the representation of relief by hachuring and other means and the identification of pictured scenery with map locations. The association between spring lines and settlement is interestingly demonstrated. Various types of valleys, river basins, watersheds, and gradients are illustrated by photographs, diagrams and maps and dealt with in the text. Particularly in classrooms not equipped with Bygott's somewhat similar but larger and somewhat more expensive book, Pickles' little book will justify purchase.—NORMAN F. BLACK.

THE financing of *The B. C. Teacher* depends in part upon the receipts from advertising. Our readers are requested to patronize, when possible, firms advertising in this magazine.

Correspondence

A MUSIC TEACHER'S WORRIES

Editor, *The B.C. Teacher*:

Dear Sir,—Music holds both an enviable and an unenviable place among the subjects on the curriculum today. I wish to take a few lines of your correspondence columns to discuss the unenviable position. Here goes.

Even in the larger centres, teachers feel they are not justified in attempting to offer an extensive course in Music Appreciation because of the lack of funds to procure necessary equipment.

It takes more than a piano, an odd set or two of books and a capable teacher to make a success of the music department. (A Science teacher requires more than a few test tubes). A gramophone, preferably with a pick-up arm for use of the radio speaker, is the first requirement. Another minimum essential is the easy access to a library of records suggested in the new course. Do you know of such a library?

The new programme has been planned by able educationists—but at the present time it is to the average teacher like a mirage—beautiful to look at but impossible of realization. And another thing: Where orchestra work is undertaken the problem of obtaining music is usually left to the ingenuity of the teacher—and the pocketbooks of the students. Here again a well-stocked central library of orchestral literature would be of infinite assistance to the usually harassed music department.

I am not really "agin the government", but I do look forward to the establishing of more adequate facilities for the presentation of this most interesting and enjoyable subject.

Sincerely,

A MUSIC TEACHER.

DRAFT BILL

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

After carefully reading the articles in the November issue of the *B.C. Teacher* relative to Compulsory Membership it seems to me that the case "against" contains a number of basic weaknesses. Firstly, there is much material that is wholly irrelevant. Statements are made as alleged arguments for the

Bill—statements which the proponents have not advanced—and then these statements are attacked. For example, supporters of the Bill have never stated that by some "sleight-of-hand" or other device salaries will be boosted as soon as the Bill goes into effect. Again supporters of the Bill do not claim that by the Act "teachers will be elevated overnight into the . . . status enjoyed by the medical . . . legal professions". Still again supporters of the Bill do not aim to ensure that benefits of the Association shall apply only to those who have secured them. Under the Act all teachers will benefit by any Association gains and all will share at least in the financial burden. There is no occasion to charge supporters with a "dog-in-the-manger" attitude.

Reference is made to legal difficulties encountered in Saskatchewan in changing the scale of fees there. This argument has no bearing on the case in B.C. for our Bill does not include scale of fees or other clauses relating to the internal set-up of the Association.

Reference to some "boot-licking" minority getting control of the Association under compulsory membership is as absurd an argument as it is objectionable in its phraseology.

The Bill positively does not give the proposed Association power to put teachers out of their jobs. Any disciplinary action will come only through by-laws of the Association passed at an annual convention.

The attempt at an alternative scheme is perhaps the weakest part of the case against compulsory membership. Work on the salary problem can still go on though more effectively. Amendments to the by-laws and constitution can be made as at present without any restriction.

Setting-up "straw men" to knock down, irrelevancy, suspicion, and attempts to build up fears of some improbable future situations which presuppose the absence of much common sense on the part of teachers constitute the bulk of the argument against compulsory membership.

Yours truly,

H. E. BLANCHARD.

FRENCH SUMMER SCHOOL
McGill University, Montreal, Canada,
November 19, 1937.

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

For some years past McGill has conducted a French Summer School the curriculum of which is designed not only to meet the needs of those studying the language for the first time, but to provide special instruction for teachers and courses for graduates proceeding to higher degrees. The course lasts for six weeks in accordance with the usual summer school practice and commences on the 4th of July, the date being selected to meet the convenience of Canadian teachers. The Director for the current year will be Professor Rene Du Roure, Head of the Department of French at McGill University, who will have under him a competent staff. Special arrangements have been made to enable students to make pleasant contacts with French-speaking residents of Montreal.

I enclose herewith a booklet giving all necessary information concerning the school. You will note that arrangements have been made for reduced rates from all points in Canada.

We should be very grateful if you would make this School known to your teachers and possibly facilitate their attendance. I am glad to inform you that the University is prepared to consider an application recommended by the Minister of Education from one teacher of your province for a scholarship of \$100.00 (One Hundred Dollars). This, in view of the reduced fare, should aid materially in travelling expenses and we assume that in considering applications you will take into account the financial needs of the teacher concerned.

Yours faithfully,

WILFRID BOVEY.

Chairman of Committee on French Summer School.

MYSTERIOUS AIMS

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

Dear Sir,

The sections of the new Programmes of Studies dealing with the definition, functions, and aims of social studies teaching in B. C. are so vaguely and ambiguously worded, so filled with inferences and half-truths, that the honest

teacher is genuinely perplexed as to just what definite objectives his teaching must gain.

So devious are the circumlocutions in the phrasing of these sections that any direct statement upon which to base a criticism is difficult to find. It would seem that all the aims have been expressly qualified to make them "safe" from all the probings of those who would know their correct interpretation. For example, take the sentence: "While pupils should have a proper pride in the heroism of their ancestors, they should understand that war is an evil, and a threat to our civilization." Why is the qualifying clause tacked on to the perfectly clear principal statement, unless there is some connection in the writer's mind between heroism and war—a connection which hypocrisy or stupidity will not allow him to reveal? A true statement of the author's position could be made in two statements, such as: (1) Pupils should have a proper pride in the war-time heroism of their ancestors; (2) Pupils should understand that war is an evil, and a threat to our civilization. The inconsistency of the aims would then be apparent, and one or the other would have to be deleted, leaving space for a concrete assertion of what a teacher must teach about wars, and so eventually what a pupil must think about wars.

When many such statements are found among the aims of social studies teaching, one is led to believe that the compilers of the programme have some very purposeful philosophy which they wish to be taught in the B. C. schools, but which, owing to their own timidity, they are content to insulate from understanding by the use of mere words. Taking advantage of this mental paralysis in our school system, the church, the newspapers, the I.O.G.E., the Boy Scouts, the neighborhood standard of morality all concentrate the force of their intolerant, narrow-minded beliefs upon the child's unformed mind. How can any mind, at the mercies of this organized superstition and deceit from the time of birth, be impressed with the half-hearted strivings of teachers for an "attitude of open-mindedness and an appreciation for truth"? It is small wonder that our pupils rush home from the unreal sophists of the classroom to the "realities" of the funny paper and Cab Calloway's swing band.

It is too critical a period in world

(Continued on page 253)

The Training of Teachers in Service

*Extracts from a paper delivered by DR. D. D. MACDONALD,
at W. F. E. A. Conference, Tokyo, Japan, 1937.*

A NUMBER of years ago, well within the memory of some of us, teaching was used as a sort of stepping-stone to the other great professions. There were in those days very few opportunities for advancement in professional knowledge or academic attainments. Too many of the teachers were satisfied to continue "keeping school" in spite of the fact that they had only the minimum of equipment both professionally and academically. There was in fact no public demand for high standards of knowledge and professional skill in teachers. Today the public is insisting upon the highest qualifications of scholarship, professional skill, and personality in the teachers selected for their children. In fact much is expected of the teachers of today, and rightly so, for on them much depends. It is not sufficient that a teacher be well equipped for service as a teacher when he secures his position, but it is also required of him that he keep abreast of the times and improve his standing and skills in teaching technique throughout the years of service. The opportunities for this advancement it is our purpose to discuss briefly in this paper.

The Dean of the College of Education in Toronto in discussing recently the subject "The Teacher Trainer Changes His Mind" told the story of the rail tapper who had been tapping wheels for 40 years. He was being congratulated on his faithful service covering this extended period of time and was indeed quite proud of his long record of useful service. Just at this point someone inquired of him, "What is the purpose of tapping wheels anyway?" After thinking hard for some time he said "I'm damned if I know".

The Dean then went on to say, "The teacher trainer might well be compared with the wheel tapper". In the past he has been more concerned about his job rather than in what he was doing or why.

Teacher training has not developed as fast as education generally. Until quite recently little definite progress has been made. It is true that the training period was greatly extended and academic standards materially raised.

During the last couple of years, however, conditions in training schools have been greatly transformed. Medical examinations are eliminating the physically unfit. Less time is being spent in lectures and much more time is being given to practical work in the classrooms over extended periods. The talk, talk, talk method is fast disappearing. The presentation of fool-proof methods of instruction in all subjects is giving place to an emphasis upon practical experience. Lectures are now being based on conditions as they arise from lessons which have been taught. Continuous practice teaching is at present the order of the day and the single lesson unit is being discontinued.

It has always been a difficult task for the training college to dispose of those teachers in training who are earnest, intelligent, hard working people but who are utterly lacking in those inspirational qualities which

are so necessary to ensure success in teaching. In the past far too many of these marginal cases have been given certificates and have been allowed to join the ranks of the teaching profession. It is clearly the business of the training schools not only to train teachers but also to select those capable of teaching with a reasonable degree of success. Ability to pass written examinations is no guarantee of fitness for teaching. Personality is the dominating factor in a teacher's qualifications.

During the first three decades of this century there has been a tremendous increase in the number of university extension courses for teachers. By this means large numbers have been able to obtain degrees extra-murally which otherwise they would have been unable to secure. The purpose of most courses of this kind is to give teachers a higher standing academically and professionally. The attainment of a degree is perhaps the chief objective. The time is now opportune for a more flexible type of course which would tend to broaden the general outlook and cultural background of teachers in service. Courses should have a high level of functional value in the lives and work of teachers rather than in the satisfaction of obtaining credits and degrees.

A principal is responsible to some extent at least for the professional growth of his teachers. As a leader he must set the pace and supply the incentives for the professional advancement of his staff. He should encourage professional reading and classroom experimentation as a means of growth.

A principal will delegate professional duties to members of his staff as a means of stimulating effort. Groups of teachers should be enlisted to carry out mass attacks on professional problems. Facilities and training should be provided for creative school work.

Principals should encourage the development of a scientific attitude toward education and school supervision. Teachers should be encouraged by the principal to make contacts with community and cultural agencies. Opportunities to render special services should be secured for his teachers by the principal. A principal should endeavour to preserve the professional morale of the beginning teacher. Finally, principals should endeavour to assist teachers to

analyze the prerequisites of teaching success.

* * * *

An inspector ought to be a supervisor of instruction and a professional leader among his teachers. He should endeavour to be in the best of good health and in the best of good humour at all times. It is his opportunity to bring to teachers and pupils encouragement, suggestion and inspiration. Good work on the part of teachers and pupils must be recognized and duly commended. Almost every classroom has something to show in the line of good work by the teacher or pupils which the inspector will be able to commend. It is quite important that fitting commendation be given wherever it is deserved.

It is desirable that there should be a friendly attitude on the part of the inspector towards the children. This will help to bring about the best results of the visit. On occasions there will be opportunities for the inspector to become for a time the inspirational teacher. A stimulating talk to the pupils for a few minutes by the inspector at another time may be quite helpful to teacher and pupils.

Perhaps the most important phase of an inspector's visit is the frank discussion and criticism of the work of the teacher. Extreme care should be taken not to discourage. Any criticism that is given should be offered in the spirit of constructive suggestion. A careful balance should be maintained between those things of minor importance and those of major significance. Arranging for a teacher who needs assistance to spend a half-day with an outstanding teacher in another school may quite often be a happy solution to the difficulties of the former. It is also the business of an inspector to encourage his teachers to experiment with new methods, to keep abreast of current thought and practice in education. If there is no growth there will be stagnation.

If an enthusiastic inspector or supervisor shows himself to be a friendly, capable, helpful co-worker, stimulator and advisor it will inevitably follow that his visits will be productive of some satisfying results in the training and development of his teachers.

* * * *

Another means of training teachers in service is through the exchange system. During the last 12 years more than 2000 teachers have been enabled to spend a

year in some parts of His Majesty's Dominions other than their own. Of the advantages to the teachers professionally there is no doubt. There is much evidence also of the great gain to the children as they receive information first-hand concerning the British Empire and its peoples.

Training through intervisitation of teachers may be carried out in various ways. One method would be to use a part of the time during the local Teachers' Convention. If the Convention is being held in a nearby city, small groups of teachers might be allotted to observe other teachers of recognized ability in their own particular grades. Another method would be to send an individual teacher at any time to visit a specific classroom where there would be the opportunity for the visiting teacher to receive inspiration and help to solve her problem.

Intervisitation among small rural schools is just as desirable and effective as in larger centres. It is, in my opinion, quite important that teachers should have ample opportunity of seeing other teachers at work. A teacher who is in any sense progressive and ambitious to succeed in his profession will always be able to profit from a visit with a wide awake teacher of the stimulator type.

The end of school education is to fit the young to become maximally efficient members of society. It is desirable that the child will be prepared for complete living and that he will become socially efficient, having a well developed moral character and an adequate training for citizenship.

There are three essential elements involved in the process, viz., knowledge, skills and attitudes. The first of these, *knowledge*, is provided for in school curricula for which Departments of Education are responsible. Under *skills* will be included skills of language, bodily skills, mental skills. The third element, *attitudes*, is by far the most important to the life of the child. Included in these will be the child's attitude to his playmates, his home, the activities of the school, his teachers, constituted authority, religion, etc.

The development of proper ideals and attitudes in children is pre-eminently the highest type of service it is possible

for a teacher to render. Herein lies the opportunity of making an invaluable contribution to the good of society and the happiness of mankind.

What higher tribute to the work of a teacher could be given than the following:

"I do not remember the lessons in Grammar, Arithmetic or Geography that he taught me, but I know that he gave me an appreciation of what is good in Literature and Art, he opened my eyes to the beauty and harmony of nature, he taught me to think logically and independently, to be generous to others and tolerant of opinions opposed to my own".

MYSTERIOUS AIMS (Continued from page 250)

history for the Department of Education to shirk its responsibility by not providing immediately a consistent set of aims or objectives—or philosophy, call it what you will—which must be taught to the children of B. C. in the social studies programme. It is most important now that children be taught what to think, in order that they may, through their reasonable, progressive views, give some deadly blow to the organized forces of ignorance and prejudice which assault them from every quarter when they leave school.

I am sure that any member in charge of the drafting of the social studies programmes, or the writer, would be glad to receive statements of such aims from progressive teachers, those who feel that the subject of this letter is one calling for action.

Yours truly,

JACK GRANT,
Esquimalt High School.

"Your Health" (198 Hastings St. W., Vancouver; \$2.00) is the official organ of the British Columbia Tuberculosis Society. In view of the recent X-ray examination of every teacher-in-service in Vancouver schools the articles in this publication will at this time have more than usual interest. "The safest person", states the December issue of this magazine, "that we can associate with is the man or woman who has been through the tuberculosis mill and who has been trained in the hard school of experience how to prevent tuberculosis."

Highlights of the World News

ONE disadvantage of democracy is the vote of the unemployed, Hon. Dr. Manion told a meeting of Conservative business men in Toronto on December 7, in an address on reorganization and revision of policy of the party.

The president of the Canadian Chamber of Commerce suggests that all succession duties should be applied to the reduction of Canada's capital indebtedness.

The Rowell Commission completed its hearings in Manitoba on December 8 and in Saskatchewan on December 16. Among important suggestions in the first province were re-allocation of revenue sources and social service responsibilities between provinces and the Dominion, a survey to determine the uneconomic areas of the prairies, from which settlers should be removed, and the warning of the Native Sons of Canada that "the liberties of the subject are no longer completely safe in the legislative hands of the provinces". More than half the population of Saskatchewan must receive government assistance this winter, its premier told the commission. Its agricultural population has about reached the saturation point and is greater than in corresponding areas in the United States. Increased Western representation in the Senate, Dominion control of marketing and large insurance companies, and a national scheme of contributory old age pensions payable at age 65 regardless of individual need were the chief proposals of that province.

Quebec does not intend to be burdened with relief offices for the benefit of the West, and the five eastern provinces should make common cause to protect their provincial rights and resist increase of Dominion powers, Premier Duplessis declared on December 16. Ontario and Quebec are in agreement on all "main economic points", it was announced on December 13.

The Canadian Wheat Board has disposed of all the wheat it held, including the 200,000,000 bushels it inherited in 1935, it was officially announced on December 8.

William Gibson of Ladner, B. C., on November 29 won the World Wheat King title at Chicago in the name of his son, Gordon, aged 13.

Negotiations will open shortly for a new reciprocal trade pact between Canada and the United States, though the present agreement has another year to run, it was announced on November 18. On the same day it was formally announced that Great Britain and the United States had agreed to negotiate an unconditional most-favored-nation reciprocal trade agreement.

Also on November 18 Viscount Cecil of Chelwood, acknowledge at 73 to be the leading British spokesman for disarmament and the League of Nations, was awarded the Nobel Peace Prize for 1937.

Lord Halifax, special British envoy appointed during the absence of Foreign Secretary Eden in Brussels, arrived in Berlin on a friendly goodwill mission on November 17.

Premier Chautemps and Foreign Minister Delbos of France on November 30 concluded "reassuring conversations" with the Prime Minister and heads of the Foreign Office in London. M. Delbos visited Warsaw on December 5, where he was told the Franco-Polish mutual assistance pact agains unprovoked aggression was a permanent fundamental in Polish foreign policy, and Berlin on December 6, where the French Ambassador had just been told Germany would tolerate no bargaining over colonies.

After a year of conversations with the Swiss Government, France seeks to scrap that section of the Versailles treaty which forbids her to fortify her Swiss border, National Defence Minister Deladier said on December 2.

Italy formally withdrew from the League of Nations on December 11.

* * * * *
Discoveries of large secret arsenals of La Cagoule, French rightist hooded society, made by agents of the Surete Nationale, November 18 to 26, confirmed suspicions of a plot against the state. The Count of Paris, pretender to the French throne, seized the occasion to hold a meeting of 700 of his followers in the Action Francais on November 21 near Geneva, Switzerland, which country he and his followers were immediately invited to quit. The highest court in France on November 24 confirmed a lower court order for the trial of Col. Francois de la Roque and his aides on

a charge of reconstituting the outlawed Croix de Feu.

Russia announced its withdrawal of support from the Spanish Government owing to "growing preoccupation" in events in the Far East on November 19. The British Charge d'Affaires to the Spanish Government was raised to the rank of Minister-Plenipotentiary on November 23.

* * * * *

Premier Mussolini on November 20 appointed the Duke of Aosta, cousin of the king, Viceroy of Ethiopia to succeed Marshal Graziani, made Colonial Minister Lessona professor of colonial political history at Rome and assumed the Colonial portfolio himself, and elevated the Department of Exchange and Currency to full cabinet rank.

Walter Funk, Secretary to the Ministry of Propaganda, was appointed on November 26 to succeed Dr. Schacht, Germany's most experienced economic and financial authority, as Minister of Economics.

A powerful coalition of opposition elements on November 28 demanded of Prince Paul, senior Regent of Yugoslavia, a new constitution with a swing away from the present minority dictatorship. On December 8 increased collaboration with Italy was agreed upon by the Yugoslav and Italian governments. The arrival of M. Delbos at Belgrade three days later was the occasion of a popular demonstration in favor of France and against dictatorship. Mounted police charged the throng with sabres while outside Parliament the infantry guard fired. On December 14 Yugoslavia signed a highly favorable trade agreement with France.

Premier Kiosseivanoff of Bulgaria announced on November 22 only candidates who fully subscribe to the Government's programme would be accepted at the parliamentary elections.

The Rumanian censor cut the line from Bucharest to Vienna on December 12 as the New York Times representative tried to telephone his Vienna office details of Government attempts to interfere with the election campaign of the National Peasant Party.

Almost all of the Soviet Union's 90,000,000 voters went to the polls on December 12 to elect 1143 members of the Supreme Soviet of the Union and the Soviet of Nationalities in an almost uncontested election. Twenty of the elected members were subsequently "deposed".

Both Arab and Jewish members of the municipal council of Jerusalem exhorted their countrymen on November 16 to cease fighting and terrorism.

Sheik Farhan es Saadi, Arab terrorist leader, was executed by British authorities at Acre on November 28 for his part in the 1936 massacres.

On December 14, 150 Syrians were arrested for complicity in North Palestine terrorism which had caused two deaths and a number of injuries in the previous 24 hours.

* * * * *

The Brussels Nine-Power Conference concluded by agreeing to support any action "short of war" which the United States might adopt to preserve China's integrity. Majority leaders in the Japanese House of Representatives on November 16 demanded renunciation of the Nine-Power Treaty.

By right of conquest, Japan on November 21 demanded all China's rights in the International Settlement and French Concession of Shanghai. On December 4 the Japanese demanded the right to enter any part of the Settlement without notice. Five of the largest Shanghai morning papers suspended publication November 24 because of Japanese suppression of "anti-Japanism".

A large Japanese force was landed near the mouth of the Canton River opposite Hong Kong according to reports on December 1.

Japanese civil authorities at Shanghai on December 1 received sharp protests from the American, Italian and Portuguese consuls against seizure of tugs and removal of national flags therefrom. The bombing of the British gunboat Ladybird and two British merchantmen at Wuhu on December 5 also brought protests from that quarter, and when the Ladybird and the Bee and two merchant vessels were machine-gunned on December 12 the Ambassador at Tokyo made strongest protests. On December 15 Britain demanded information that "measures have actually been taken to put a stop" to such dangerous incidents. The sinking of the United States gunboat Panay and three Standard Oil ships with a loss of 15 Americans wounded and 18 missing was followed by a demand for full compensation and apologies. Apologies were given both countries and the Japanese admiral in charge of air operations dismissed.

Japanese troops entered Nanking on

December 11. Chinese Government offices had already been removed to save the Government buildings from a destructive siege. Immediately Japan announced the creation of a new provisional government for China at Peiping, opposed to Chiang Kai-Shek, and declared she would end the Kuomintang however far she must push into China to do it.

* * * * *
Two constitutional amendments were introduced into the American Senate on

November 16, one to prevent declaration of war without a popular referendum, the other to conscript men and resources in case of war.

Mr. Lamont du Pont on December 7 said big business would raise over \$20,000,000,000 to provide jobs for America's 3,000,000 jobless (there are at least three times that many) if taxes, wages and hours were first "stabilized" to the satisfaction of big business.

—J. E. G.

CHICAGO REVISES THE CURRICULUM

WILLIAM Harding Johnson, superintendent of Chicago's schools, finding that only 6 per cent of her high school graduates go to college, has issued a series of decrees changing the curriculum by setting up separate vocational and academic "tracks" in the high schools, eliminating mathematics from the list of required subjects, and directing pupils to do their homework not at home but in the classroom. Eventually 80 per cent of the courses will be vocational instead of 80 per cent academic. The contemplated steps, according to *Time*, the weekly news-magazine, are: (1) Next to all high schools will be built factories and workshops for industrial training. (2) New technical schools and trade schools will be built. (3) The technical high school course will be three instead of four years. (4) Trade schools will have a 12-month school year. (5) As they retire, resign, or die, one-half of Chicago's 4338 academic high school teachers will be replaced by vocational teachers. (6) Only temporary (non-competitive) appointments will be made where academic teachers are needed.

Houses-For-Rent Service

IT has been suggested by the Summer Session Students' Association that provision be made for the listing of houses for the summer, either for rent, wanted, or for exchange. We have agreed to make such provision at a very small charge, and the plan is as follows.

If you have a house to rent, if you wish to rent a house for the summer, or if you wish to exchange homes with some other teacher for the summer, please send particulars to Advertising Manager, *The B. C. Teacher*, 1300 Robson Street, not later than MARCH 15. The particulars should contain location of house, size, price if you wish, but particularly the address of the party interested.

These advertisements will then be inserted in the magazine during the months of April and May. Correspondence will take place directly between the parties interested.

SAMPLE:

Wanted to Exchange—Six-room house in Vancouver; Tenth Avenue West, close to University, for similar house in Penticton. Apply to A. TEACHER, at above address.

The charge for the above service will be \$1.00.

Please enclose cheque or money order, made payable to *The B. C. Teacher* at the time particulars are sent in.

ONTARIO

A QUOTATION from a critic of Ontario's educational system reads: "This province's system, financially and administrative, is more antiquated than that of almost any other civilized country". He was referring to the fact that many teachers were being paid just one-half the income paid to the ordinary day laborer.

PROGRESS

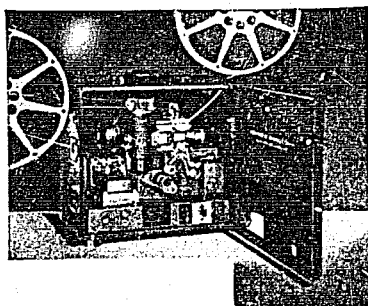
FOLLOWS BETTER TOOLS

—in schoolrooms as in
industry.

* * *

Scientific research has determined that "students learn 20% to 90% more, in shorter time when taught by films than when taught by other means."

Your teachers and students would benefit materially, immediately, and lastingly from the introduction or extension of motion picture instruction . . . from making full use of the truth that pictures sink more quickly and deeply into the memory.



FILMOSOUND MODEL 138

A one-case 16 mm. sound-on-film projector for school use. Projects silent films, too. 750-watt illumination. 1600-foot film capacity.

There are 16mm. Filmo Projectors to meet every school need . . . for silent or sound films.

See your nearest dealer or write today for full information on our Deferred Payment Plan.

ASSOCIATED SCREEN NEWS LIMITED

Trivoli Theatre Bldg.
Toronto

5271 WESTERN AVENUE
Montreal

Empress Hotel,
Victoria

Visual Education Equipment

AUTHORIZED OFFICIAL DEALERS for
BELL & HOWELL "FILMO" 16mm. Silent and Sound-on-Film Projectors,
for Precision, Durability and Superlative Performance.
BAUSCH & LOMB, SPENCER AND S.V.E. FILMSLIDE,
LANTERN SLIDE and OPAQUE OBJECT PROJECTORS.

Information, Literature and Personal Advice Gladly Supplied

Dunne and Rundle Ltd.

PHONES: TRINITY 5788-5789
531 GRANVILLE STREET

VANCOUVER, B.C.

PLEASE NOTE . . .

If you see it advertised in "The B. C.
Teacher" kindly say so. It will help
our advertisers and also your magazine

AN EDUCATIONAL "PARADE OF PROGRESS" . . . JOIN IT!

"SET YOUR FEET FIRMLY IN NEW PATHS"

What Is Happening in British Columbia Schools?

Last year, committees of British Columbia's ablest and most progressive teachers gave their time and talent to the task of producing our new Programme of Studies. The Department of Education is to be congratulated on the results. Nowhere in America is there a Course of Study for Public Schools so broad in its outlook, so attuned to the changing times, and so full of possibilities for the alert and progressive teacher. Make no mistake about it—the new Programme is not the old Course doctored up, altered, or rehashed. It represents a complete and startling revolution in teaching aims, methods and points of view. "Capacity for readjustment", to quote the Programme, "is identical with capacity for growth. The teachers of the Province, to judge from what they have done in the past, will undoubtedly respond to the challenge which is made to them".

THE FOLLOWING IS A LIST OF TOPICAL FOLDERS

ALREADY ISSUED:

VISUAL EDUCATION (Authorized by the Department of Education for use in British Columbia Schools)

LIST and PRICES

- | | |
|-------------------------------------|---------------------------------|
| No. 1. The Thinker (Early Man). | No. 8. Water and Human Needs. |
| No. 2. The Mystery Called Fire. | No. 9. Lumbering. |
| No. 3. Hallowe'en. | No. 10. Castle, Lord and Manor. |
| No. 4. The Bridge of Life (Safety). | No. 11. Your Wonderful Eyes. |
| No. 5. Sleep and Rest. | No. 12. Wheat. |
| No. 6. Fish and Fisheries. | No. 13. How Laws Are Made. |
| No. 7. Pictorial Map of B. C. | No. 14. When Winter Comes. |
| | No. 15. The Coal Mine. |

Folders: 5c each, 3 for 10c; 25 to 75, 3c each; 75 to 1000, 2c each; 1000 to 5000, 2c each less 5 per cent; over 5000, 2c each less 10 per cent.

No. 7 Pictorial Map of B. C., profusely illustrated, size 21x27 ins., 15c each; \$1.50 dozen; \$2.75 for 24; \$10 per 100.

SPECIMEN FOLDER MAILED ON REQUEST

 **The Clarke & Stuart Co.**
LIMITED

Western Canada's Largest School Supply House

PHONE TRIN. 1341

550 SEYMOUR ST., VANCOUVER, B. C.