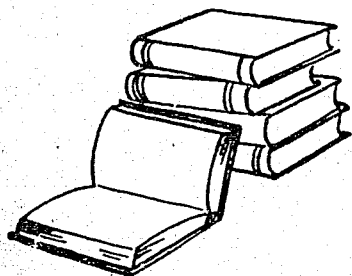


THE

B · C · TEACHER



OFFICIAL ORGAN OF THE B · C · TEACHERS' FEDERATION

VOLUME XVIII.

FEBRUARY, 1938

NUMBER 6.

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VANCOUVER, B. C.

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FEBRUARY, 1938

VANCOUVER, B. C.

PROFESSIONAL "HITCH-HIKING"

FEDERATION officials complain from time to time of the odd teacher who maintains irregular professional membership—in this year, out the next. An Ontario Secondary Teachers' Federation bulletin quotes such a teacher who stated: "I have decided not to join your organization this year. I have hitherto belonged and will perhaps rejoin next year". To what extent does the same situation exist within our own ranks? Does anybody feel his left ear burning?

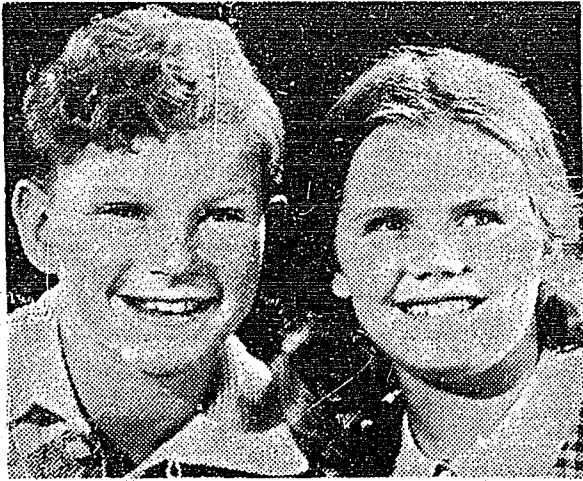
Individual teachers who follow such an unprofessional practice are not playing cricket. They secure most of the advantages resulting from the organized efforts of their colleagues but contribute nothing constructive in return. You remember the hitch-hikers you have known.

Occasionally, one hears the criticism from the "in-and-outer" that he fails to see what the Federation is doing to earn its keep. He wants to know what "they" are doing to advance his professional welfare.

There should be no illusions about who "they" are: "they" are you and he and I. Each of us has a stake in the success of our professional body and each has a portion of its welfare in his keeping.

If we object to aspects of Federation leadership or policy—if we feel that a mysterious "inner junta" pulls invisible wires—if we believe there is inefficiency in high places, there is one obvious course for us to follow.

Long-range bombardment will not improve the situation. Hard work and constructive criticism from within the bounds of the British Columbia Teachers' Federation will, however, make the organization approach the ideal visualized for it by all teachers.



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FINANCING EDUCATION

THE recent defeat of two school money by-laws in Surrey and Mission comes as a disappointment not only to the education authorities most intimately concerned, but also to teachers throughout the province. Why were the by-laws defeated? Probably not because of the opposition of the citizens to an improvement in their educational facilities. In the case of Surrey, one might assume that opposition came from two sources—from farmers who objected to further taxation on their already overburdened resources, and from owners of summer cottages at White Rock, Ocean Park and Crescent Beach who don't care whether education in Surrey lives or dies. In Mission also, opposition probably came from local residents who viewed with alarm further increases in taxes on their land.

The situation is another striking illustration, if more were needed, that the present system of educational financing is as obsolete as the town pump. Land has long since ceased to be a reliable and justifiable source for educational revenues. A radical shift in the incidence of educational taxation is necessary.

One of the major, and few, justifications for a system of provincial government is the maintenance of an adequate programme of social services. What, then, is preventing our provincial government from recognizing its constitutional responsibility for assuming more of the educational burdens of its municipalities?

British Columbia, states the Canada Year Book, 1938, has the greatest wealth, per capita, of the Canadian provinces. If so, the continual stifling of educational progress in our rural areas is indefensible.

OBITER DICTA

TWO or three correspondents have recently damned us with faint praise: they like the subject matter and style of the magazine articles, but object to the use of small print. To their objection we say, amen! So do we.

The Editorial Board would be happy to abandon the use of the small 8-point type but the amount of money allotted by the Federation Chancellor of the Exchequer forces us to reduce to a monthly issue of 48 pages the material which is presented for publication. At present we must use 50 per cent each of the large and small type. In this way the Federation Scrooge is satisfied while teachers strain their eyes and the Editor tries to dodge brickbats.

THE recent raising of students' fees at the University of British Columbia is a cause for regret. Unfortunately, those in straitened circumstances will be the ones who suffer most. The well-to-do parent will experience little difficulty in finding for his son's or daughter's tuition an additional \$25.

An obvious solution seems to have been overlooked. By setting certain academic standards, university authorities could at least temporarily assure the able but financially embarrassed student of accommodation and at the same time exclude a section of the university population whose only qualifications for higher education appear to be a capacious pocketbook and a Hollywood type of college mind.

Our Magazine Table

EDUCATION Week, February 6th to 12th, is featured in the December and January issues of *The Education Review* (Barnes & Co. Ltd., St. John, N. B.; \$1.25). Various "responsibilities" such as the parents', the government's, the community's, the individual citizen's, the pupil's and the teacher's, are emphasized as the daily sub-topics to be stressed within the general topic for all Canada: Education—The Greatest National Responsibility.

Speaking of national responsibilities brings to my mind certain thoughts regarding the present need of teaching international affairs. Are international affairs being ignored? Then the citizen of tomorrow will regard the subject as remote and war uncontrollable!

It is certainly true that the League of Nations has lost caste as a panacea for international strife but in other fields of international relations surely much good has been accomplished. The Literature Service, League of Nations Society in Canada, 124 Wellington St., Ottawa, publishes two bulletins entitled (1) "Aids to the Teaching of International Affairs in Elementary Schools", (2) "Aids to the Teaching of International Affairs in Secondary Schools".

Other helpful publications from the same source are:

1. "The Highways of Peace" (10 cents); one copy free to any teacher.
2. "What the League Has Done—1920-1937"; 107 pages (30 cents).
3. "Geography Teaching in Relation to World Citizenship"; (10 cents).

For the Secondary School the following are recommended:

1. "Chaos or Reconstruction"; (27 cents); political situation in January, 1937.
2. "The Guildhall Conference on Teaching World Citizenship" (15 cents).
3. "Teachers and World Peace"; 146 pages; (15 cents).
4. "Modern Language Teaching in Relation to World Citizenship"; (15 cents).

(Prices given are postpaid).

The Review also mentions a set of books entitled *Verse Time*. The series is a new anthology of dramatic poetry, published in England, and edited by W. J. Glover. Of course, you have already recognized that we are referring

to *Verse Speaking* or *Choral Speaking*, the modern approach to the teaching of poetry in schools. *Verse Time* contains poems with lines that swing and sway, lines that trip and dance, lines that march, lines that gallop, lines that howl like the wind and roll like the sea—passing on to story verse, and ending with vigorous action poems. We might mention that these books may be obtained from Moyer School Supplies, Moncton, for 25 cents each, postpaid.

Before leaving *The Review*, we must also mention a pamphlet referred to in the January issue, "Supply and Demand in the Professions of Canada". This is a publication of the Dominion Bureau of Statistics and may be obtained for 25 cents. It should prove invaluable to all instructors in vocational guidance.

One last word. If you still have 35 cents left and are looking for material for a special programme, write to Miss Helen Middleton, 179 Adelaide Street, St. John, for a little play written by her entitled "A Dream of Education". The theme of the play is "Study now for future profit".

AFTER that session "Our Magazine Table" feels (and probably looks) more like a bargain counter at Woolworth's than a snooty display case of professional literature—but ye editor's Scotch instincts got the better of him—he feels better now.

Constant exposure of pupils to the better things of life helps to develop within them certain appreciations—providing the learning is active and the process a conscious one. Particularly true is this statement when applied to Art Appreciation. In this subject *The*

Instructor (\$1.80) can always be relied upon to feature a worth while picture on the cover of every edition. The December issue offers a beautiful reproduction of "Christ in the Temple" by Heinrich Johann Hofman, and the January number gives us Gainsborough's "Blue Boy". Also enough miniature reproductions to supply a class of 40 are contained within each copy of the magazine. Interesting information regarding the picture itself and the painter is supplied. By the way, without looking them up, can you answer the following questions? Where is the location of the original "Christ in the Temple"? Of "The Blue Boy"? What was the real name of the boy who posed for Gainsborough? Who was the famous artist who contended that a great deal of blue or green should not be used in the center of a picture?

IN an article entitled "I Have Hired Many Teachers" Carleton Washburn tells the following story which somehow appeals to my perverted sense of humour. It appears two salesmen on a boat noticed a woman leaning against the rail of a ship.

"I'll bet she's a school teacher", said one.

"I'll bet she's not. I know a school teacher when I see one", replied the other.

"So do I. I'll bet you \$5 she's a school teacher".

"O.K.", said the second, "I'll take it".

He stepped up to the woman and said "I beg your pardon, but are you a school teacher?"

"No", she replied feebly, "I'm only seasick".

LAYMEN and students will offer many different opinions if questioned about their reading efficiency when the radio is in operation. Many students select a musical programme as a background for studying. Paul Fendrick, describing "The Influence of Music Distraction Upon Reading Efficiency", used as a distractor music emanating from phonograph records. He found that the influence of music as a potential distractor more seriously affects students functioning at higher intellectual levels than those with a lower I. Q. Now I know why I find it so difficult to write these immortal lines while the infant is going full blast. Eureka!

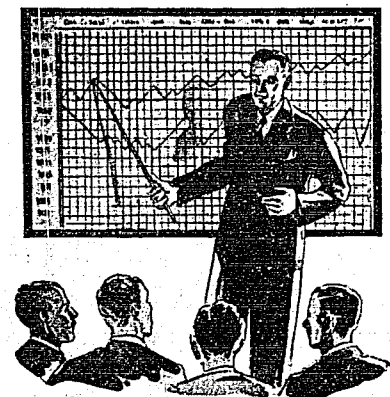
Thanks for this discovery are owing to *The Journal of Educational Research*, (Bloomington, Ill.; \$3.50).

THE Journal of Geography (\$2.29) for December and January is replete with many maps and pictures suitable for use in building up units in visual education. "The Wine Valley of North Portugal" and "The Malaga Raisin District" are articles illustrated in this manner. Elizabeth Dudley writes an interesting account of her approach to map study in which her small charges chalked streets and avenues on the schoolroom floor, placed clay houses correctly and checked on their own accuracy by various field trips.

By the way, did you know that "Geography is a study so universally instructive and pleasing that it has, for nearly a century, been taught even to females, whose pursuits are foreign from serious researches"? In fact, the introduction to *A Modern Atlas* by John Pinkerton, published in 1818, goes on to break the news gently that "Geography has become an habitual resource to the elegant female, as well as the proud philosophy". Tsk, tsk, such outlandish fripperies and hoydenish behaviour in the gentler sex!

Did you know that Esperanto was a code instead of a language? Well, it isn't, although the Board of Superintendents of the City of New York recently ruled that such was the case. Obviously, this was done as a polite way of disregarding the request of several hundred students for the introduction of Esperanto as a foreign language in New York schools. However, the writer of "Esperanto a Living Language", in *The Modern Language Journal*, solemnly takes up cudgels in defense of the so-called universal system of speech (or code). He ransacks many volumes from Webster's to the *Encyclopedia Britannica*. After chasing his own shadow around the block for six closely

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typed pages at so much per word, he finally ends up on his own doorstep panting, but exultantly exclaiming "Vivanta lingro de vivantaj popoloj". To which the proper reply, I presume, is "Nov shmoz ka pop". Incidentally, we learn the greatest success of Esperanto has been registered in Japan. Perhaps it is merely a coincidence! Anyway, English is good enough for me—but perhaps I am not writing English but a code. Heavens, now it's got me going. Hatway oday uoyay hinktay?

ON the problem of grammatical rules and the study of General Language, the suggestion (and I think it excellent) is offered to teach "90 per cent rules" and cope with exceptions as they occur. The article is written with particular reference to the German language.

A compact "calendar for the German club" informs us at a glance that Pestalozzi, educator, was born on January 12, 1746, and that J. Gutenberg, printer, died on February 14, 1468. More than a thousand of such valuable facts are given within the compass of seven pages. I should like to see similar calendars prepared and made available for teachers of French and English.

Suggestions for an extensive-reading library, this time for French, is given in another part of the journal. Again we could wish that similar lists were suggested for German and English.

"Visual Aids for Italians" tells us that rich and varied visual aid resources are available in the United States for teachers who wish to intensify or enrich the study of Italian through appreciation of Italy's superb art treasures, geography and folklore. Why limit the benefits to the study of Italian? Who would not enjoy and derive benefit from seeing "New Aspects of Rome", and from both seeing and hearing "Trans-Atlantic Flight of Balbo" or "Down from Vesuvius"? Let's have those pictures shown in the schools of British Columbia.

FROM the Bureau of Educational Research, Ohio State University, Columbus, Ohio, ye Magazine Editor has been receiving *The News Letter*, issued monthly except from July to November. This interesting publication, edited by Edgar Dale and I. Keith Tyler, brings up-to-date information to the teacher about the radio, the press, and the motion picture. It is free, so you have no excuse for not having your name on its mailing list.

ASSOCIATED Screen News Limited of Montreal send us a letter enclosing a copy of the December issue of *The Classroom Film*. In it several Eastman teaching films are described. Two articles by educationalists also appear and one or both of these articles may soon be reproduced in *The B.C. Teacher*.

CHRISTMAS has come and gone but I can't wait a whole year to tell you about a little book on "German Christmas Toys" which has just reached Our Magazine Table. Such a book does much to counteract any newspaper-inspired hatred or dislike of that Hitler-ridden country. For my part I found something almost pathetic in the little wooden figures constructed so whimsically. What can the artisan who made such simple-hearted toys know or think of war and all its attendant destruction? There must be something wrong somewhere!

OUR MAGAZINE TABLE

IT may be of some interest to our many readers to learn just what success our magazine subscription department is enjoying. During the past three months Mr. Leask has purchased 93 magazines for teachers; he has mailed to all parts of the province 68 sample copies of educational journals; and last but not least he has written 215 letters to publishers and teachers. He has not estimated how many times his two useful typing fingers have had to hit the typewriter.

OUR readers are asked to add the following magazines to the list published in the January issue of the magazine:

<i>Nature Magazine</i>	\$2.25
<i>Design</i>	2.70
<i>Asia—One Year</i>	3.15
Two Years	5.15
<i>The Canadian Teacher</i>	1.35
<i>Elementary School Journal</i>	2.75
<i>The Canadian Teacher</i>	1.35

This month we are pleased to report that *The Canadian Teacher* and *Design* have extended to us exchange courtesies.

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FEDERATION INSURANCE PLAN
MR. Heaslip, chairman of the Federation Accident and Health Insurance Committee, in the January issue, drew the attention of teachers to the perilous situation of the present insurance scheme. Once more he wishes to be heard.

By premiums ranging from \$9 to \$40 teachers may take advantage of hospital, nursing and operation facilities, may make provision for loss of time resulting from sickness or accident or may receive compensation for the loss of an eye or a limb. The Crossley Insurance Company, Vancouver, or the British Columbia Teachers' Federation office will gladly furnish additional information.

Our readers are requested to read with care the Crossley Insurance Company letter found in the correspondence column of this issue.

This plan is not to be confused with the benefit fund project of the V. S. S. T. A. They are complementary in nature—not mutually exclusive.

Furthermore, the benefit fund can be made liable for claims for payments of benefits only up to the total accumulated benefits and interest.

LADYSMITH, CHEMAINUS AND DISTRICT TEACHERS' ASSOC.

THIS Local Association celebrated the twenty-first anniversary of the British Columbia Teachers' Federation by holding a banquet at the Travellers Hotel, Ladysmith. Mr. P. E. Wilkinson, president, was toastmaster. The broadcast from the Hotel Vancouver was much enjoyed. The guest speaker of the evening was Dr. W. Plenderlieth, who chose for his address "Modern Trends in Education".

NEW ASSOCIATION! CENTRAL CARIBOO

THE Central Cariboo Teachers' Association came into existence on November 27, 1937, at a meeting of teachers in the Lakeview Hotel, Williams Lake, B. C. Officers are: President, Mr. S. O. Harries, Williams Lake; Vice-President, Miss Grace Phillips, 150 Mile House; Secretary-Treasurer, Miss Phyllis Burnett, Williams Lake; Executive members

—Mr. A. Wootton, Pablo, and Miss Enid Hardy, Soda Creek.

Welcome, Central Cariboo teachers! May your association prove profitable to you and the other teachers of the province.

C. T. F. NEWS

THE King's New Year's Honour List included knighthoods for Mr. F. Mander, General Secretary of the National Union of Teachers, Dr. P. Sharp, Secretary of the Association of Education Committees, and Mr. M. G. Holmes, Permanent Secretary of the Board of Education.

WHAT RELEASE?

"THERE was a time when a traditional curriculum was imposed upon teachers and pupils. With the development of the teaching profession, the revision of the curriculum has come to involve the very highest type of professional endeavour on the part of all teachers. The release of teachers from classroom duties for work in the development of school curriculums is one indication that administrators are eager to secure the contribution which must be made by those who work with boys and girls".—*The Journal, N. E. A.*, January, 1938.

ACCORDING to a survey of salaries from 1920 to 1936 made by Harold H. Clark, Professor of Educational Economics, Columbia University, skilled tradesmen earn more than the average school teacher. The figures are:

Physicians, 4850; lawyers, \$4730; engineers, 4410; dentists, \$4170; agriculturists, \$3820; college professors, \$3050; journalists, \$2120; skilled tradesmen, \$1430; public school teachers, \$1350; nurses, \$1310; unskilled labour, \$795; farmers, \$580; farm labourers, \$485.

S. S. T. A. L. M.

ON Tuesday, February 22nd, at 6:15 p.m., the Secondary School Teachers' Association of the Lower Mainland meets for dinner (50c) and discussion in Snencer's dining room. The agenda includes:

1. Length of the Junior High School

- Day—introduced by Mr. H. L. Buckley.
2. Accrediting of High Schools.
 3. Benefits accruing from visits of British Columbia Secondary school students to the Coronation—Miss F. Mulloy.
 4. Progress report on the number and function of Teachers' organizations in British Columbia—Mr. J. P. Ledingham.

WE quote from a letter from Mr. D. G. Morrison, the efficient Rural and Village Editor of *The B. C. Teacher*:

"At a meeting of the Elementary section of the Programme Committee for the Easter Convention it was suggested that definite assistance could be given to teachers, especially those in rural areas, by the compilation of 'Tricks of the Trade'. These were to be suggestions of devices used in teaching—such as methods for putting outline maps on the blackboard and constructional schemes of all kinds.

"On behalf of the rural teachers, I wish to thank the committee for their excellent suggestion and if I receive a sufficient number of such devices before convention time, I shall be glad to accede to the committee's request that these be made available. The service rendered will be valuable only if the teachers send in their own 'pet' tricks. The only prerequisites are that the schemes suggested be simple to apply and that the material recommended be available and cheap".

Mr. Morrison's address is Port Coquitlam. He would like to be inundated with replies.

PEACE RIVER NEWS

FOR years the Peace River District was merely a remote portion of British Columbia characterized by long winters, bumper wheat crops and one-room schools. Since the consolidation of school systems in that area, teachers throughout the province have become aware of the progressive nature of educational activities carried out in the Peace River district.

Further evidence of the alertness of Peace River teachers was evidenced in the recent convention of the South Peace River District Teachers' Association (page Mr. Roosevelt!) Over fifty teachers attended the 2-day gathering

addressed by both British Columbia and Alberta speakers. Quotations from a number of the addresses are indicative of the breadth of the deliberations.

"We must free ourselves from absorption with the minutiae of daily classroom teaching", stated Mr. A. S. Towell, and added: "Boys and girls must be trained to grow up into as fine men and women as our facilities and their abilities will permit". Inspector A. J. Walker of Grande Prairie, appearing as a visiting speaker from Alberta, complimented British Columbia by remarking, "We have looked upon British Columbia as a shining example, and are asking in Alberta for better service in the matter of health units". The visitor also assured his hearers that "the science of education has demonstrated that audio-visual education can develop a 20 per cent. increase in educational efficiency".

The convention elected the following officers: Miss A. J. Agar, President; Mr. A. Thicke, Vice-President; Mrs. M. Neale, Secretary-Treasurer.

Federation activities occupied a considerable portion of the interest of the gathering. Speeches on "The Superannuation Fund" and "Past Accomplishments and Present Aims of the British Columbia Teachers' Federation" were heard.

The convention unanimously endorsed a resolution to send a petition to the Department of Education, the British Columbia Teachers' Federation and the local Inspector of Schools asking for Peace River Block elementary teachers a minimum salary of \$960 per year with an annual increment of \$50 until a maximum of \$1260 has been reached.

"FROM NINE UNTIL UNCONSCIOUS"

THE Executive Committee met on Saturday, January 15th, at 9:30 a.m., and continued in session until early Sunday morning. One cannot but marvel at the self-denial, and envy the endurance of the men and women who devote themselves to the task of steering the Federation through the rocks and whirlpools which beset the teachers of this province.

One glance at the Agenda tells the story—11 items, 19 different reports, 10 letters of great importance, and 41 resolutions submitted by the Fall Conventions.

Owing to lack of space no attempt will be made to touch on the majority of these. Any dissatisfied member is advised to state his case to the Editor.

The resignations of Mr. H. A. Eckardt of Mission and Mr. C. J. Frederickson of Powell River were accepted, and Mr. Jenks of Cloverdale, and Mr. Thorsteinsson of Powell River were elected in their places.

The election of Mr. J. N. Burnett as Federation Representative on the Senate of the University of British Columbia was announced.

Out of the discussion of the Brief re Inter-Provincial Relations presented to the Rowell Commission came one very important principle—"The responsibility for the continuance of Education lies with the Province, not with the city or municipality".

The suggested formation of a Federation Curriculum Revision Committee to serve as a clearing house for all Federation and Association suggestions on changes of curricula was endorsed, and a committee of five will be named—two from Secondary schools, two from Elementary schools, and one principal. The changes accepted by this committee will be forwarded to the Department of Education.

There have been many cases of distress among the membership owing to varied afflictions, and the suggested formation of a Benevolent, or Mutual Assistance Fund was considered. A committee will investigate the matter and report to the Consultative Committee at an early date.

Mr. Corey reported for the Convention Committee. The Victoria teachers, he stated, were attending to the local arrangements. The evening of Tuesday, April 19th, is set for the Reception and Dance. It is hoped the Governor of the State of Washington can be secured as one of the convention speakers.

Mr. J. R. Pollock spoke on "Visual Education". He suggested that those interested collect photographs or take snapshots and make these available to the rest of the teachers. Film slides could be made of provincial industries—Trail smelter, Okanagan fruit and irrigation, Kamloops ranching, Prince George placer mining, Nanaimo coal mining. This is a community task, and as such should meet with ready response.

The Department of Education will be approached to give financial assistance in making the results available to the province at large.

Mr. L. W. Heaslip spoke on group sickness and accident insurance. He pointed out that the insurance issued to group members of the British Columbia Teachers' Federation costs less by 25 to 50 per cent than that provided by other companies. However, he stated, there must be a much larger membership to enable the company to operate successfully. *The B. C. Teacher* will publish facts from Mr. Heaslip in later issues, meanwhile teachers who have not yet made provision for possible sickness or accident are urged to support the Federation plan.

A long and earnest discussion on the Draft Bill engaged the committee's attention. A short form of the Act was distributed (now available to all teachers in British Columbia). Both sides, pro and con, finally agreed to submit early in February a questionnaire to all the teachers of the province and request that replies be in the post not later than March 15th. Teachers, whether members of the Federation or not, are urged to return the questionnaire properly endorsed as requested, as *only the ones received will be considered in assessing the resultant vote*.

The General Secretary reported applications for affiliation from 14 Associations. These were accepted.

Mr. F. J. Townsend, chairman of finance, reported the Federation was in a solvent condition.

Mr. J. H. Sutherland, chairman of Membership Committee, reported paid up membership to date 1511. Members are warned to watch for the circular which should be received this month.

The committee examined a 3-page document listing the activities of Federation speakers who had attended 13 conventions and formed the membership of 17 delegations. Copies of the document are available.

Forty-one resolutions from Autumn conventions were referred to the Resolutions Committee, and will be dealt with later.

One last thought—Is it possible, in the face of a day's work like this, for any teacher, member or non-member, to ask, as some have done, "What has the Federation done for me?"

(ELEMENTARY DEPARTMENT)
EASTER CONVENTION—AN
ADVANCE NOTICE AND A
SPECIAL REQUEST

QUOTING Mr. D. Pritchard:
"Your committee hope to make the Elementary Programme for the Easter Convention of truly practical value. In response to an appeal from rural teachers they plan to have a true "teachers'" convention. Messages of an inspirational nature will not be neglected but it is hoped to devote the major part of the programme to practical discussions and teaching hints.

Most of the time set aside for sectional meetings is being devoted to teacher problems and an afternoon is being reserved for displays of actual units from our course of study. As an added feature it is planned to present a display of practical "kinks",—new ideas, time-saving devices, and valuable hints in teaching techniques.

To make each part of this programme of the greatest possible value the co-operation of all Elementary teachers is imperative. If you have problems which you consider merit discussion at sectional meetings or at a general meeting of the department, please send them in. If you have been using special techniques or handy devices or "kinks" which you think would be of general interest *please share with others*. Your committee want at least 25 volunteers. Write today to the chairman, D. L. Pritchard, Model School, Vancouver, giving a description of your "idea", and indicating whether or not you would be willing to demonstrate it at the Convention in Victoria. If you desire this type of programme support it by writing promptly".

RETROSPECT

TO Mr. R. P. Steeves and the other members of the committee who arranged the details of the anniversary banquet—*an orchid!* Judging by the letters and telegrams received by the committee, teachers in the cities and rural areas remote from Vancouver enjoyed to the full the programme released over C.B.R.

COMING EVENTS

PRELIMINARY plans for the Easter Convention seem to indicate that once again it will be the highlight of the educational year.

Rumour states that in the sectional meetings various aspects of the new programme of studies will be forced to undergo intensive bombardment. For the first time in Federation history, the principals will have functioning a province-wide organization. Each convention group is featuring either a visiting speaker or a lively topic of discussion.

As usual, there will be various social functions—a banquet and dance, *The B.C. Teacher* tea, and, it is hoped, a reception by the Lieutenant-Governor.

Sessions of the Annual General Meeting will commence on Wednesday, with the opening meeting extended into the evening so that delegates will not find themselves confronted with an all-day session on Thursday. *Sotto voce!* (The Executive will remain behind to attend to the final items of business).

The April issue of the magazine will carry a digest of the Convention programme.

CHRISTMAS IN NANAIMO SCHOOLS

ON December 17, the pupils of Nanaimo's Elementary and Junior and Senior High schools were guests of Nanaimo School Board at two special showings of the English movie, "A Christmas Carol".

The Elementary pupils, with the junior classes of St. Anne's Convent, were admitted at 9:30 a.m. Prior to the performance the children were addressed by Vice-Supervisor Mr. Harry Martin of Nanaimo City Schools. The high school students and senior classes from the Convent were addressed by Mr. J. Litch, City Supervisor, at the 11 o'clock showing.

Members of the British Columbia police were on hand to stop all traffic at intersections in the downtown area as the children passed to the theatre.

The employees of the Capitol theatre donated their services and, to aid the local Christmas Cheer Fund, each child attending gave some articles of canned goods. Over 1400 articles of food were thus collected and later distributed in Christmas hampers to the needy.

IN Canada it costs about \$594 per year for each convict in the penitentiary, and \$83 per year for each child in the schools.

Sick Benefit Funds for Teachers

By A. T. ALSBURY, Magee High School, Vancouver, B. C.

NUMEROUS inquiries from Federation members concerning the investigations which have been carried on during recent months by the Vancouver Secondary School Teachers' Association with respect to sick benefit funds, indicate that many Federation members are genuinely interested in such projects, and it is in response to a request from the editor for a detailed statement of the results of the investigations to date that these few lines are being written. Should the matter under review prove of general interest to local Associations and individual Federation members, it will be possible to furnish additional information as soon as the present investigations are completed.

Some months ago the executive of the Vancouver Secondary School Teachers' Association became interested in the possibility of establishing a sick benefit fund for its members, and appointed committees to gather available statistics and to study sick benefit schemes which are being operated by other organizations. Of the various plans studied, the two which are operated by the Ontario Secondary and the Toronto Secondary Teachers' Associations, respectively, have proven to be the most attractive and of the greatest assistance to the committees in formulating a similar proposed plan suitable for local purposes. A brief discussion of the Ontario schemes, therefore, will be of value in acquainting the reader with the scope and method of conducting such funds.

The Toronto fund was established 10 years ago. During the first year of its existence there were between two and three hundred members. There are now enrolled as members, 610 out of the 779 who are eligible to join. The second fund, open to all Secondary teachers in Ontario, was inaugurated in 1934 and now has 1523 members.

The following figures clearly show how the Toronto fund has developed, how successful it has been, and its present stability:

Year	Members	Fees	Benefits Pd.	Accum. Reserve
1926	262	\$7.00	\$ 555.00	\$1300.00
1927	298	5.00	1500.00	1300.00
1928	336	6.00	2180.00	1400.00

(Since 1929 divided into two groups—men and women).

Year	Members		Fees		Benefits Paid		Accum. Reserve
	Men	Women	Men	Women	Men	Women	
1929	235	63	\$7.00	\$10.00	\$1875	\$389	\$1100
1931	324	128	8.00	8.00	1845	3975
1933	381	154	7.00	7.00	1020	748	9132
1936	400	188	5.00	5.00	565	1178	15633

Total benefits paid\$19,565

Total accumulated reserve\$15,633

As an example of the extent to which teachers may draw from this fund, the actual total of the benefits paid in 1936, and the amount drawn by individual members is given below:

<i>Men</i>		<i>Women</i>			
1. Mr. W.	\$105.00	1. Miss B.	\$20.00	4. Miss B.	\$100.00
2. Mr. C.	100.00	2. Miss T.	35.00	5. Miss B.	347.50
3. Mr. J.	360.00	3. Miss F.	25.00	6. Miss E.	401.25
<hr/>		<hr/>			
Total	\$565.00	Total	\$1177.50		

When the fund was first operated, benefits commenced after twenty-five teaching days of absence on account of sickness or accident. Teachers in Ontario are entitled, by statutory regulation, to twenty days' sick pay. The five days' waiting period was intended as an added safeguard to the fund. As soon as a substantial reserve had been built up, the five days' interval was removed and benefits are now drawn from the twenty-first day. The payment of benefits, therefore, commences as soon as sick pay salary ceases.

With the growth of the reserve, it has been possible to make the plan more attractive year by year. The following recommendations, for instance, were made by the committee in charge for the year 1937:

1. Benefits: Men, \$10.00 per day; Women, \$7.50 per day.
2. Annual fee, \$4.00—initial fee \$2.00, plus \$2.00 for each year the fund existed before new members join.
3. That \$2.00 per year for each year contributing be returned to teachers upon retirement.

(NOTE: These recommendations will reduce the annual cost of protection for sickness or accident up to \$200.00 per month with a maximum of 60 days, to \$2.00 annually (\$4.00 fee less \$2.00 refund upon retirement).

The committees which have studied this matter carefully are convinced that similar schemes could be operated in British Columbia if started on a conservative basis, as was done in Toronto, and that a reserve can be accumulated over a period of time that will make it possible to introduce various improvements later. Such improvements might be:

1. Reducing the annual contributions.
2. Extending the maximum period for which benefits may be drawn.
3. Reducing the initial waiting period before benefits are paid.
4. Inaugurating a plan of refunds to members upon retirement from teaching.

An obvious advantage of such a scheme, owned and controlled by its members, is that the surplus over benefit payments does not become profits to shareholders in an insurance company, but remains as the property of the contributors. Under the regulations of the Ontario plans, new members are required to pay an additional levy in order to participate in the accumulated reserve on hand at the time they join.

The objective of such funds should be to enable all members, at low cost, to carry protection against a long illness. Many are not so protected, apparently because of the higher costs of sickness insurance.

No plan has as yet been finally adopted by the Vancouver Secondary School Teachers' Association. The following, however, is a summary of

the more important suggestions which are being considered with the view to making recommendations:

1. MEMBERSHIP.—Open to Vancouver Secondary School Teachers' Association members in Vancouver Secondary schools.
2. BENEFITS.—(a) *To begin five days after payment of sick pay salary ceases but not before the sixteenth teaching day of absence and commence not later than the twenty-fifth day.
(b) The maximum period for which benefits may be drawn shall not exceed sixty teaching days of absence in any year.
3. Proposed annual contributions and benefit rates:

Group	Annual Rate	Benefits Payable
A	\$4.00	\$ 6.00 per teaching day of absence
B	6.00	8.00 per teaching day of absence
C	8.00	10.00 per teaching day of absence

(*NOTE: This point gives the greatest difficulty in view of the fact that the accumulated sick pay of teachers varies from a few days to twenty days. If the waiting period is set at too high a figure such as twenty-five days, the plan will not prove attractive to those teachers who have accumulated annually a few sick days' pay. On the other hand, if the waiting period is low, the annual contribution will necessarily be greater).

As stated above, these are merely suggestions which are being studied and have not been officially adopted but will indicate the lines along which plans are being made.

Fears have been expressed that a sick benefit scheme will interfere with the Federation group insurance which is now in existence. However, the experience of the Ontario Federation has proved that this is not the case, since they have found it possible to make both types of protection available for their members by sponsoring both a sick benefit fund and a group insurance plan. There is not necessarily any conflict between two such schemes because of the fact that each offers a different type of protection. Teachers will naturally buy the type of protection in which they are interested and which they can afford. Indeed, there is no reason why a teacher who can afford to do so, should not join both plans. Group insurance plans generally offer a certain coverage for accidental death, doctors' and hospital fees, operation fees, as well as a limited weekly or monthly income. Sick benefit funds, on the other hand, attempt only to provide for the continuance of as large a percentage of the salary income as possible for those of its members who are required to be absent from teaching duty on account of illness or accident over a considerable period.

Owing to the fact that it is advisable to have 200 or more members before inaugurating such a fund, most local associations will be debarred from considering the establishment of a sick benefit fund. However, should the Vancouver Secondary School Teachers' Association proceed with its present plans, and inaugurate a plan which proves successful and beneficial to its members, the Federation will perhaps consider taking steps in the future to establish a provincial fund open to its members in all parts of the province. Incidentally, such a scheme, if it is made sufficiently attractive, will be of inestimable value in securing and holding members in the Federation and should prove a boon to our provincial organization so long as membership continues on a voluntary basis.

Are You a Gerund-Grinder?

By NORMAN MURRAY, *Magee High School, Vancouver*

THE avowed intention of this article is to banish forever (if it can) from school grammar books that inoperative grammatical tautology, the gerund. Many old-timers, and some not so old, will lament this swift passage of Mr. Gerund to Limbo, but how many generations of students have consigned the "Gerrunder" to these same, or to remoter, regions?

And how many arid and acarpous hours have been spent in futile discussions like the following: *Running* stream, gerund or participle? The stream does the running, hence, participle. *Running* horse, the horse does the running (literally this time), hence, participle. *Trotting* horse, this is a horse kept for trotting on Fair Days, etc., hence, gerund; for he could be standing still and yet be called a trotting horse. "But", comes a timid voice in mild protest, "the horse I described was trotting when I saw it". This is a disconcerting observation from an unexpected source, but the challenge must be met. At the end of ten or more minutes no principle has been established. *Smoking* chimney, the chimney does the smoking—participle; *smoking* pipe, a pipe for smoking—gerund. Someone remarks that dad's pipe smokes like a chimney (or the editor's) and so why couldn't it be a participle? Well, we ask you, why couldn't it? And what of *smoking* jacket, and *drinking* man and *running* stockings?

I am hoping that the arguments which follow will give the gerund the "knock-out" blow, and bring peace to our gerundial souls.

1. The experts are not agreed.

On page 145 of Kittredge and Farley's *Advanced English Grammar* we find this section heading: Verbal Nouns in -ing (Participial Nouns). The index, under Gerund, will refer you to page 146 where you will discover this footnote, the one and only mention of gerund, "Nouns in -ing are sometimes called infinitives or gerunds".

Nesfield, in his *Outline of English Grammar* (p. 50) furnishes these examples: "He made two mistakes in *spelling* that word. Here *word* is the object of the verb *spelling*. But if we place *of* after "*spelling*" and *the* before it, then *spelling* is a pure noun, not a verb at all". To distinguish this from a gerund we call it a Verbal Noun.

But Jespersen on page 327 of his *Essentials of English Grammar* reverses Nesfield's judgment. He lists the following as examples of gerunds:

On the *breaking* out of the War.

The time had come for the *sailing* of the emigrant ship.

They were surprised by the sudden *coming* of a stranger.

You will notice that in all these examples the -ing words are preceded by *the* and followed by *of*.

2. The need for simplicity.

Calling all -ing verbal forms *participles* is more consistent and certainly much simpler for the learner. An Infinitive can be used either as a *qualifier* or as a *substantive*; what real reason is there, then, why a Participle could not participate in the properties of a verb and noun, as well as in the properties of a verb and adjective?

"By reason of the alteration and the mixture of the idiomatic uses of the verbal nouns in -ing and the verbal adjective (present participle), great confusion has resulted, and in many constructions the form in -ing may be referred with equal propriety to either origin".—*The Century Dictionary*.

"The Present Participle is often used as a noun. When used as a noun, the participle retains its verbal power, and may have an object or be modified by adverbial adjuncts".—W. T. Harris, *Advanced English Grammar*.

Furthermore, the possessive preceding an -ing form is no sure indication of the presence of a gerund. We say, and that properly, "She was opposed to Julia's going to Europe alone"; but what of "I am not surprised at young or old falling in love with her"? And it is not very clear whether *making* is a participle or the so-called gerund in the sentence "There is no need of both of them making the journey".

3. The argument from Latin and Anglo-Saxon.

The argument from Latin and from Anglo-Saxon in favor of the gerund has little force. Latin uses the oblique cases of the gerund almost wholly. The Nominative is only used from Intransitive Verbs, and with the meaning of Obligation, along with the Dative. *Moriendum est omnibus*—dying is for all. In this sentence it is obvious that *dying* is not the subject in the English sense. The meaning must be rendered "All must die". It would be quite impossible for a Roman to translate "Exercising makes muscle" by a Latin gerund in the Nominative.

The Anglo-Saxon Gerund was a Dative Infinitive ending in -anne (not -ing) sometimes called the gerundial infinitive, and was used to express purpose: *Ic hæbbe mete to etanne*—I have meat to eat. The Verbal Noun ended in -ung (later -ing or -inge). *Ic wæs on huntung*—I was a-hunting. The Anglo-Saxon Participle had the ending -ende (inde in the South) which latterly became confused with the verbal noun in -inge. The ending -ing was adopted for participles as early as 1200. Thus three distinct classes of words have fused into one, and it is often very difficult to say now to which of the three groups an -ing word belongs.

And so these three shall be one—the gerund, the verbal noun, and the participle; and what the Spirit of the Language hath joined together let no mere Gerund-Grinder rend asunder.

IN 1930 (the latest year for which accurate statistics are available) Canadian people spent \$216,000,000 or about 4.7 per cent of the nation's income on liquor and tobacco; and about 3.5 per cent on education.

Fraser Valley Track Meet Association

By R. MORRIS WILSON, *Mission City*

IT has been suggested that a brief description of the organization of a rural inter-school track and field competition might be of interest to those in other areas.

The Fraser Valley Track Meet Association includes a dozen high schools or high school groups in the Lower Fraser Valley on both sides of the river from Agassiz and Chilliwack to Coquitlam and Ladner, a district some 80 miles long.

Four annual track meets have been held, May having been generally considered the most suitable month, although the early fall has been tried. On three of these occasions handicapping systems have been in force for the schools, as the enrolment varies from less than 100 to more than 400.

The scheme for the last two years has been to place the largest school at scratch. Bonus points are given the smaller competing schools in proportion to their enrolment, the bonus being reduced as the number of competing schools increases. For example, with 10 schools competing and the maximum enrolment 420, a school with 160 pupils would receive a bonus of 13 points $(420-160) \div (2 \times 10)$.

This handicapping system has been introduced chiefly for the purpose of encouraging the smaller schools to compete. They have done so, and with success. The bonusing scheme will be used at the next meet; if necessary, it can be modified by simply altering the number of pupils per bonus point.

There are six divisions of competitors: senior, intermediate and junior for both girls and boys. Each school may enter not more than two competitors or one relay team in any event. Individual competitors may participate in only three events, not including the relay. These both reduce congestion and improve the chances of the smaller schools.

Entries must be sent in several days before the meet to facilitate arrangement of heats and the whole time-schedule. However, substitutions are allowed on the day of the meet.

Points allowed for winners are 5, 3, and 1 for 1st, 2nd, and 3rd places, respectively. The champion school is the one scoring the most points, including the bonus. There are six individual championships, one for each division. Taking part in a winning relay does not count for these divisions.

Cups for annual competition include one for the winning school, and one for the runner-up. Other trophies are awarded for special events. Donors of the various cups are the School Trustees' Association and various prominent individuals.

Events for the girls are sprints, broad and high jumps, softball throw, and hop, step and jump. The javelin throw is to be introduced at the next meeting. For the boys, events are sprints, distances up to the mile, broad and high jumps, pole-vault and shot-put. The javelin and discus

throws will be added to future programmes. The hammer and the hurdles may be introduced, but it must always be kept in mind that some schools have more difficulty than others in providing themselves with equipment. Exhibition events by outstanding stars were introduced one year as a stimulus to interest and performance.

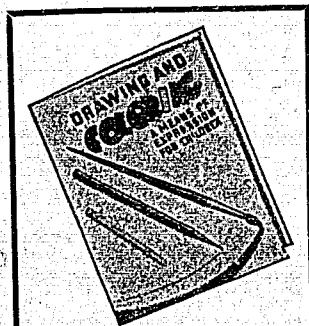
The problem of finance is a major one in the actual putting on of the meet. Individual championship cups, ribbons, engraving, public-address system, programme and other printing, and numerous sundries have brought the gross expenses in one year to over \$175. However, in that year a considerable net profit was made by selling advertising space on the official programme, a substantial booklet which was given away to the extent of 1000 copies. Another source of supply has been donations in the form of cups or cash.

Formerly the entire expense fell on the school acting as host to the meet, but now there is a grant of \$50 from the Fraser Valley District Council, and, in addition, the schools taking part have voted to contribute \$10 each, so the money aspect should no longer be nearly so formidable as it has been.

The question of holding the meet on a school day or a Saturday recurs at every annual meeting and cannot be considered as finally settled yet.

In conclusion, it may be claimed that this Association is making headway in its aims of encouraging both scholastic and non-scholastic athletics in the area. It is hoped that each annual meet will see keener competition and the maintenance of the prevailing excellent spirit of sportsmanship.

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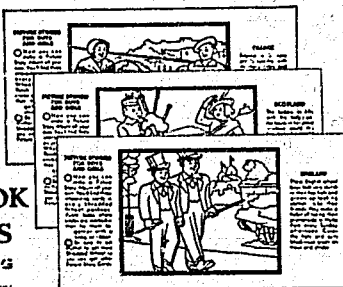
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The Teacher and the Public

By PROFESSOR JOHN DEWEY

In view of the impending discussion, at the Easter Convention, of the relative merits of affiliating or of not affiliating with the Trades and Labour Congress, "The B.C. Teacher" presents the following address, delivered recently by Dr. Dewey on the University of the Air Programme over WEVD.

WHO is a worker? Are teachers workers? Do workers have common ties to unite them? Should these ties be expressed in action? These are some of the questions I want to discuss with you for a few moments this evening.

Who is a worker? I answer this question by saying that all who engage in productive activity are workers. It is customary to speak of a certain class of criminals as "second-story workers". The appellation is obviously humorous, and so it is when we speak of one person "working" another to get something out of him. Not every form of activity, even if it brings in some return to the person engaged in it, is work. It is work only when it is productive of things that are of value to others, and of value not simply in a particular case but when that *kind* of activity is generally of service. Those who live upon the work of others without rendering a return are parasites of one kind or another. The man who lives upon interest, dividends, or rent is, so far as that includes what he does, a parasite. There is something intellectually and morally, as well as economically, topsy-turvy when honour, esteem, and admiration go to a section of society because its members are relieved from the necessity of work. To believe otherwise is to believe that those who subtract from the real wealth of society instead of adding to it are the highest type. Everybody assents to this statement in theory, but in fact the attention given in his country to the rich just because they are rich, proves that we do not live up to our theoretical belief.

Are teachers workers? The basis for answering this question has been given. Are they engaged in productive activity? Are only those persons who turn out material products producers?

Physicians who maintain the health of the community are certainly producers of a fundamental social good. The business of the teacher is to produce a higher standard of intelligence in the community, and the object of the public school system is to make as large as possible the number of those who possess this intelligence. Skill, ability to act wisely and effectively in a great variety of occupations and situations, is a sign and a criterion of the degree of civilization that a society has reached. It is the business of teachers to help in producing the many kinds of skill needed in contemporary life. If teachers are up to their work, they also aid in production of character, and I hope I do not need to say anything about the social value of character.

Are teachers producers, workers? If intelligence, skill, and character are social goods, the question answers itself. What is really important is

to see how the production of material things depends finally upon production of intellectual and moral goods. I do not mean that material production depends upon these things in quantity alone, though that is true. The quality of material production depends also upon moral and intellectual production. What is equally true and finally even more important is that the distribution and consumption of material goods depends also upon the intellectual and moral level that prevails. I do not need to remind you that we have in this country all the means necessary for production of material goods in sufficient quantity, and also, in spite of the low grade often produced because of desire for profit, that we have all the resources, natural and technical, for production of sufficient quantities of good quality. Nevertheless, we all know without my telling you that millions have no work, no security, and no opportunity either to produce or to enjoy what is produced. Ultimately, the state of affairs goes back to lack of sufficient production of intelligence, skill, and character.

Why do I say these things which are, or should be, commonplace? I say them because of their bearing on the third question I raised. Do teachers as workers, as producers of one special kind of goods, have close and necessary ties with other workers, and if they do, how shall these ties be made effective in action?

Some of the facts that indicate the answer to these questions are found in the fact that schools and teachers, education generally, have been one of the chief sufferers from that vast industrial and economic dislocation we call the depression. Salary or wage cuts are almost universal. Multitudes of schools have been closed. Classes have been enlarged, reducing the capacity of teachers to do their work. Kindergartens and classes for the handicapped have been lopped off. Studies that are indispensable for the production of the skill and intelligence that society needs have been eliminated. The number of the employed has been increased in consequence, and the mass consuming power necessary for recovery has been contracted. But along with these consequences, there has been a greater injury. The productive work that is the special business of teachers has been greatly impaired, and impaired at just the time when its products of intelligence, skill, and character are most needed.

The cause is well known. It is in part the inability of large numbers to pay taxes, combined, however, with the desire of those able to pay taxes to escape what they regard as a burden. In other words, it is due to the depression on one side and on the other side to the control exercised by the small class that represents the more parasitical section of the community and nation, those who live upon rent, interest, and dividends.

If something striking, striking home, was necessary to demonstrate to teachers that they are workers in the same sense in which farmers, factory employees, clerks, engineers, etc., are workers, that demonstration has been provided. The same causes that have created the troubles of one group have created those of the other group. Teachers are in the same boat with manual, white collar workers, and farmers. Whatever affects the power of the latter to produce, affects the power of teachers to do their work. By the same token whatever measures will improve the security and oppor-

tunity of one, will do the same thing for the other. In both the causes that produce the trouble and the remedies that will better and prevent the recurrence, teachers are bound by necessity to workers in all fields.

Teachers have been slow to recognize this fact. They have felt that the character of their work gave them a special position, marked off from that of the persons who work with their hands. In spite of the fact that the great mass of their pupils come from those who work with their hands on farms, in shops and factories, they have maintained an aloof attitude toward the primary economic and political interests of the latter. I do not need to go into the causes of this attitude that has been so general. One phase of it, however, is definitely related to my main topic. I have said that the business of the teachers is to produce the goods of character, intelligence, and skill. I have also said that our present situation shows and is proof of lack of these goods in our present society. Is not this fact a proof, it may be asked, of a widespread failure of teachers to accomplish their task?

The frank answer to this question is, Yes. But neither the question nor the answer gives the cause of the failure. The cause goes back to the excessive control of legislation and administration exercised by the small and powerful class that is economically privileged. Position, promotion, security of the tenure of teachers has depended largely upon conformity with the desires and plans of this class. Even now teachers who show independence of thought and willingness to have fair discussion of social and economic questions in school are being dismissed, and there is a movement, sponsored by men of wealth, to label (bolsheviks, red, and subversives) all those who wish to develop a higher standard of economic intelligence in the community. . . .

I might have taken for my text the preamble of the constitution of the national American Federation of Teachers. A part of it reads as follows: We believe that the teacher is one of the most highly productive of workers, and that the best interests of the schools and of the people demand an intimate contact and an effective co-operation between the teachers and the other workers of the community—upon whom the future of democracy must depend.

In union is strength, and without the strength of union and united effort, the state of servility, of undemocratic administration, adherence to tradition, and unresponsiveness to the needs of the community that are also pointed out in the same document, will persist. And in the degree in which they continue, teachers will of necessity fail in the special kind of productive work that is entrusted to them.

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First Principles in Visual Education

By VITO CIANCI, *Kitsilano High School, Vancouver*

THE essential character of Visual Education is frequently lost and its use rendered ineffective through a neglect of the fundamental principles governing the introduction of visual aids.

"Divisions A, B and C will report to the auditorium in period 3 for a visual education period". This, or a similar notice, is frequently all the preparation received when classes are to be shown, say, a film on fishing in British Columbia waters. The film is available. It may be remotely connected with the current Social Studies unit, but the net result of such a proceeding is that the pupils miss a lesson in Mathematics or English and the teacher gets an unexpected free period. It is surprisingly easy to regard the Visual Education period as a lesson in itself rather than an integral part of the unit of work under discussion.

Various methods for presenting Visual Education programmes have been evolved but the following points are regarded as basic:

1. The teacher planning the programme should be familiar with every foot of the film or with every picture used.
2. Only pictures which have a direct bearing on the work unit should be shown.
3. Classroom discussion of the topic should also prepare for the presentation of the pictures, that the utmost benefit may be derived from them.
4. A review or test should follow the pictures to determine their effectiveness.

These points are considered essential to every Visual Education period but discussion with sponsors and directors of this form of teaching in other schools and cities discloses other points of interest.

The majority of teachers prefer filmstrips to motion pictures, as the former allow of more discussion during the actual showing. The ideal arrangement would seem to be where the teacher can pause at any place in his lesson, darken the room, show just those pictures he needs to clarify his point and then proceed as usual.

The moving of classes to an auditorium is condemned by many because it creates an atmosphere of "going to the show" and detracts from the results. It also wastes time. Teachers seldom wish to show pictures for an entire period, yet it is not convenient to take classes to the auditorium for less than that time.

It is often difficult to arrange for auditoriums or lanterns and films. A permanent room, equipped for Visual Education purposes, would remove this difficulty and also provide a place for the safe-keeping of the film library.

A final point worthy of mention is this: Some teachers have their filmstrips made in the school. Admirable pupil participation has been obtained where pupils have gathered and organized the material to be made into slides and even carried out the technical operations involved unaided by the teacher.

The Treatment of the Unmusical Child In the Primary Grades

By HILDA M. BONE, Model School, Vancouver

“OUR first important task is to give every child the chance to study music”, says Marion Flagg in her book, *Music for the Forgotten Child*; yet the problem of the treatment of the unmusical child in the primary grades is one that educators have too long slighted or dismissed altogether with a few trite suggestions. Now with the educational viewpoint concerning individual differences, these little people become a real source for study and thought. Today it is not enough to put them at the back of the room and allow them to rumble and growl when the rest of the class sing. We must study the children, find out their difficulties, and supply the remedial means, while yet preserving all the delightful characteristics of childhood—confidence, joy, interest.

There have been many fallacies in the treatment of the child weak in pitch and rhythm, all arising basically from a wrong conception of the production of tones and rhythms. Emphasis has been placed on singing as a physical response, instead of as a mental concept. We must give up outdated views on “sing high” or “sing through the top of your head”, and our favorite jerks in an effort to reach the desired tone. Instead, we must cultivate mental instead of physical effort. We must train quiet attentive listening—to a single tone. The child will then automatically and unconsciously absorb the qualities of the tone—its intensity, pitch, colour,—and then his vocal chords and muscles will respond with a satisfactory, similar tone. The teacher will find that the weak listener will be satisfied with an inferior reproduction. It is then her job to give him an abundant musical experience and vital constructive practice.

The primary teacher can classify the musical background of each child as belonging to one of three groups:

1. Where the child has been brought up in a musical home. Here he has been exposed to the best in music literature, from Mother's cradle song to symphonic radio music. He is encouraged to join in the family singing and becomes conscious of his voice as an instrument.
2. Where music has been an indifferent sideline. Here he has been exposed to inferior radio programmes, his sister's blues-singing, and his brother's saxophone.
3. Where music is unheard of in the home—where the child's acquaintance with music is negligible and where he has never been encouraged to use his voice in song.

From groups 2 and 3 come our unmusical children. This pre-school period is the most important in sensory development—and it is so often neglected. The world is such an interesting place to the six-year-old. His eyes are wide with wonder—but unfortunately, his ears have not

been so alive and alert. We give him bright picture-books and toys to attract him. The wise mother will also provide the opportunity for the child to hear beautiful tones and songs. In this way, the auditory sensitivity will be developed.

Perhaps the most discouraging type of unmusical child is the out-and-out monotone who is physically unable to hear or reproduce any tone other than a flat speaking tone of one pitch. This defect is found in deaf children and is so seldom found in the classroom that we may dismiss it as a problem for the medical profession. However, the teacher who lacks an understanding of her students dismisses often as many as 10 per cent of them as monotones, whereas most of them can be aided by definite remedial work.

The most usual type of unmusical child is the temporary non-singer who has a faulty sense of pitch both in hearing and producing tones and who cannot match tones correctly.

The baby notices sounds before he is aware of colours or brightness. First he imitates adult speech in gurgles, finally forming consonants and vowels. The adult begins with the baby attempts, imitating the child's "Da-Da". When the child becomes conscious of the similarity of the sounds, the adult can give him varied sounds, leading him on to a mastery of language. So should be the approach to music learning for the unmusical child.

Perhaps the most common mistake on the part of the teacher is beginning with intervals to accomplish differences in pitch. The most logical way is to begin with the one tone the child can sing—begin with the pitch that he has mastered. Imitate the one tone until he can see and hear that his tone is being matched, and when he has gained confidence, take another tone. Experiments by T. F. Vance and M. Granprey have proven that the child masters the large intervals more easily than the smaller ones, and that he sings downward intervals with more facility. After his original tone, the next best one to take is the fifth. Talk to him in it, hum it, sing it until it becomes his own. He must become as familiar with each tone as with separate colours.

The law of success must function—the child must feel that he is a part of the singing group. A little private drill, advantageous positioning in class (beside a good singer), and abundant musical experience will do much to correct his weakness. The child can help himself in many ways. An excellent device to awaken him to different sounds in his environment is to have him list and imitate sounds that he hears at home and in nature, such as the ticking of the clock, the dinner gong, the alarm clock, whistles, the fire-alarm, cats, birds, rain, thunder and all forms of tapping. Have him collect things that make a musical sound—such as glass, metal bars, wood-blocks and spoons. In the classroom itself, such devices as games and dramatic play can be utilized, for example, bringing out the contrast between Jack's voice and that of the Giant-killer. Dramatized nursery rhythms which bring in animal sounds are also excellent. Make-believe journeys on train, boat or aeroplane lend themselves to interesting vocal effects.

Another type of unmusical child is the unrhythmical child who has difficulty co-ordinating his kinesthetic and auditory senses. The teacher's task is simplified here for natural play spirit can enter the remedial work in the form of rhythmic games, dances and bands. The first task is to obtain controlled large movements—walking, marching, clapping, swaying, tapping, bouncing to music. The next step is to accomplish a change of movement when the mood of a piece is changed, but this should not be attempted until the basic rhythms have been mastered.

So much of the progress in music depends upon the subjective factor of the student's background, preferences and training. The speed at which the abilities and skills are mastered depends upon the child, the teacher and her methodology. The secret of success lies in the teacher knowing that there is no arbitrary order of musical development. Neither age nor months spent in a classroom can determine his entrance into the next phase of development. Do not rush the learning process and confuse him. It is enough that he is progressing!

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Federal Aid to Education

By B. THORSTEINSSON, *Powell River, B. C.*

THOSE who are at all concerned about education are aware of the doleful dilemma which, during the recent period of economic retraction has descended upon many Canadian public schools. Reasons for this condition are not hard to find. Informed opinion has often pointed out the unhealthy foundations upon which school finance rests, and has, from time to time, suggested various remedies. How to so arrange the burden of educational costs in order that it may fall upon the shoulders of those who should bear it, is a most perplexing problem. The fact is that with the field of education extending, as it is, and with the other social costs persistently climbing, as they have been, the time has already arrived when most of the provinces are desperately scanning the horizon in search of financial aid. One bright spot on that horizon is Ottawa. Financial Federal aid would be an approach to a partial solution of the problem in question.

Notwithstanding the many sound arguments that may be presented in favour of this view, Federal aid to education has been a much maligned and much misunderstood subject. The fact that education is a matter of provincial rather than Federal jurisdiction blinds some to the possibility of substantial assistance from Ottawa. Again, many, apprehensive of Federal subsidy, would argue that Federal aid means Federal control; that the effectiveness of dollar purchasing power of taxes collected varies inversely as the distance from the source; that the term subsidy is an ugly word and is flavoured with all the negative implications of the term; and aid may appear necessary now but is not, in normal times, needed, and a bad habit once formed develops an obstinate permanency about it; that, in short, Federal grant-in-aid are inconsistent with national welfare.

It may well be said that most of the objections suggested above are not objections at all, but may, in fact, be arguments in favour of Federal grants. Let us examine each briefly. To begin with it must be remembered that the Federal government should and can legally assist in the realm of educational costs. Power in this regard has already been exercised. By acts of the Dominion Parliament in 1913, 1919 and in 1937 sums of money were made available for Agricultural and for Technical Instruction. Under the Technical Educational Act of 1919 the sum of ten million dollars to be expended over a period of ten years, was placed at the disposal of the provincial authorities for the purpose of assisting any form of vocational, technical or industrial education or for enhancing earning capacity or increasing the productivity and efficiency of the employed. With the exception of comparatively small amounts still to the credit of Saskatchewan and Manitoba, the grant voted in 1919 has been completely extended. Additional aid of \$1,000,000 introduced in 1937 to be divided among the provinces is experimental in nature and does not extend beyond March 31st of this year. The manner in which

the Dominion grants were received by the provinces is well indicated by the words of Dr. F. H. Sexton,* who wrote:

"It is to be hoped that the continued representations of the provincial governments, employers, labour, and educational associations will prevail upon the Dominion authorities to accept and adopt a permanent policy of generously subsidizing the provinces for the nation-wide purpose of technical education as is found now in every other civilized nation of the world.

Those who feel that Federal control would follow the Federal dollar have little upon which to base their fears. If this were not a democracy, if Canada were anxious to promulgate some particular creed or dogma then Ottawa might be interested in control, but such is not the case. On the other hand, the Dominion government has definitely indicated upon various occasions that it is more than anxious to leave educational control where it belongs—in the hands of the provinces.

If there be fear that laxity may creep into the expenditure of Federal dollars why is not this fear also justified in provincial expenditure? There appears no good reason why Federal money should be spent with less care than provincial funds. The fact that monies from the Dominion capital would be expended through the same mechanism as provincial funds is a definite assurance against waste. It might be pointed out that England experiences no difficulty in this regard though the central government there makes generous grants-in-aid to education.

In commercial enterprise the advantages offered through subsidy have at times in the past been abused. But education is not a commercial enterprise. Education is publicly supported and so far as the term "subsidy" is concerned it matters not whether the funds required for schools are the result of local taxation, provincial grants, or Dominion grants-in-aid. Education is a co-operative public enterprise wholly financed through government, and, for this reason, the term "subsidy" takes on an entirely different complexion.

It is quite true that Federal aid appears more necessary now that it has appeared in the past. What is still more true is that present conditions indicate most clearly that the need for permanent Federal assistance in the support of our public education is indeed an economic reality.

Again, Federal aid to education is consistent with national welfare. Perhaps the greatest general argument in favour of aid from Ottawa is that it makes for equality of opportunity as between provinces and as between periods. It is a definite fact that at present the ability to support education varies greatly from province to province and from period to period. For this reason equality of educational opportunity, as far as money expended upon education is concerned, does not at present exist in Canada. When, as at present, one section of the country is in the throes of severe economic distress and as a consequence is unable to provide even

* Reported in the Eleventh Report of the Technical Education Branch of the Department of Labour, Ottawa.

minimum needs, while other sections enjoy comparative prosperity, existing injustices are thrown into sharp contrast. The harm caused through this injustice is irreparable, for education is a process and if its continuity be broken it is impossible of repair. In business, a building programme may be postponed for one year, for two, or for three; not so education. For the realization of its greatest functions education needs stability. One practical means of attaining stability under government as constituted in Canada today, is through an equalization scheme. Further, the geography of Canada together with provincial economy make it quite possible that at some future time the economic conditions now prevalent in various parts of the country might very possibly be reversed. For that reason the whole of Canada should be concerned about Federal aid as an equalizing agency. The spirit of equalization is operative at the present time within the boundaries of the province themselves.

A measure of equalization is possible by increasing the grants to the poorer areas. There is no reason why, as a supplementary part of a Federal aid programme, this principle may not be extended, with the provinces as the smaller units. The only way to assure a basic minimum education to all Canadian youth is to provide funds for that programme. If the funds cannot be raised by the provinces, the Dominion Government must assist. Similar sentiments have recently been expressed by Manitoba and Saskatchewan in the presentation of their case before the Rowell Commission. Among the concessions requested were the removal of certain social costs, Dominion responsibility in technical education, and a broadening of the provincial tax base. More recently still, the Canadian Teachers' Federation has presented a case for equalization of educational opportunity.

At this point it may be profitable to speculate for a few moments upon some of the broader economic implications of Federal aid. For some time past abuse has been heaped upon the system under which real estate is called upon to bear so large a part of our educational cost. A shift in the tax burden has been suggested as the remedy. Federal aid would accomplish this, at least in part. By shunting some of the cost into the commodious lap of Ottawa, real estate could be partly relieved of the excessive burden it now carries. This, it may be argued, would be a factor tending to encourage building by reducing overhead cost. Real estate interests have not been slow to grasp this fact and already they have made representation to the Rowell Commission.

Even as an economy measure the Dominion authorities might do well to contemplate aid to education. A condition which exists today and which has existed for some time past among trades and labour groups serves to illustrate this point. For some time now there has existed a distinct shortage of trained workmen in certain fields while there exists at the same time a surplus of unskilled labour. Would it not be good economy to strive, through education, to increase the numbers in the ranks of the skilled by decreasing the numbers in the ranks of the unskilled? An improved balance so brought about between the skilled and the unskilled would have a tendency toward a more desirable stabilization of

wages and a reduction in the number of unemployed together with all the accompanying economic implications. To this might be added that to educate those in the lower wage groups is to increase their efficiency and to increase the efficiency of labour in this group is to add wealth to society. No one who has watched the devastating effect of the long depression upon youth can fail to realize what a boon it might have been to them and to this country had it been possible to extend to the more ambitious among the unemployed youth, during the long days of idleness, a comprehensive plan of vitalized industrial education. If, with the co-operation of industry this had been done more generally, we would not now be faced with such an unbalanced condition between the numbers of the skilled and the unskilled. An adequate programme designed to improve conditions along these lines could not be financed by the provinces alone. Ottawa must assist.

Not the least among the economic considerations which impels Dominion interest in education is the fact that foreign trade and commerce is under Dominion control. The Royal Commission of Technical Education appointed in 1910, after visiting several foreign countries, returned to report that if Canada were to hold her own in the markets of the world she must encourage technical and agricultural education. This is even more true today than it was a quarter of a century ago. We cannot bring together most advantageously capital, labour and raw materials in productive enterprise if we permit a lag in the educative process. Further, the standard of living is dependent upon the total quantity of goods and services produced, for in the long run the more that is produced the more there is to share. Therefore to protect her markets abroad and thereby to enhance her living standard Canada, through her national government, must take a hand in aiding education.

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:

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A Six-grade High School

By FRANKLIN R. LEVIRS, *Principal, Kimberley High School*

A SOMEWHAT new development in the Interior of British Columbia is the six-grade high school, the answer in small communities to the problem of equal educational opportunity for all children. It not only makes possible the advantages of junior high school organization to children of the smaller centres, but also by a wider distribution of the teaching load it enables the employment of subject specialists and widens the scope of the senior high school.

The experience in Kimberley may be of some help to communities in a similar situation. Previous to the recent addition to the building, the physical plant consisted of a well-constructed, steam-heated brick building on the traditional plan, with four classrooms, an adequate science laboratory, an office and a teachers' room. Increasing enrolment had necessitated the construction of a temporary classroom in the basement and the use of the laboratory as a classroom. The library was housed in a closet. An imposing entrance wasted much useful space. One hundred and seventy pupils were enrolled in Grades 9 to 12. A faculty of six presented purely academic courses in Mathematics, French, Latin, Physics, Chemistry, Arithmetic, Art and Geography, as well as in compulsory subjects.

In January, 1937, a new Board of Trustees took office and tackled in an enthusiastic and enlightened manner the problem of finding additional accommodation. The trustees first studied the whole problem themselves and then presented their findings to the ratepayers, asking for a substantial grant for building purposes. The ratepayers showed their confidence in their elected representatives by responding generously.

Building plans were considered in the light of existing conditions and desired results. The chairman of the board visited several junior high schools, high schools and technical schools in the province. A committee consisting of the board chairman and the two principals then drew up a rough sketch which was put into proper form by a draughtsman and then submitted to the architects of the Public Works Department. The latter drew up the plans for the new building and the reconstruction of the old.

The resulting educational plant is one of the most modern in British Columbia, embodying many of the latest advances in school architecture. The old building became a wing of the new structure, but its interior was completely remodelled to hold the laboratories for the new practical courses. All space was utilized, the old entrance being razed, and the cloakrooms, rendered superfluous by the installation of lockers, removed. The ground floor now contains a woodwork shop, two science laboratories and four store-rooms. Both woodwork shop and general science laboratory are approximately 50 feet long. The upper floor has a large Home Economics laboratory, fully equipped for both cooking and sewing, a large Commercial room, an Art room and a Music room.

The new building was constructed of brick veneer to match the old building's exterior. It is of slow-burning construction with laminated

partitions and plaster laid on Gyproc lath. Sound-deadening material separates the two floors. A Zonolite-insulated roof and storm windows conserve heat, which is provided by a modern steam-heating plant.

The main building contains eight well-appointed classrooms, equipped with sliding blackboards, and a library-study hall large enough to hold 80 pupils. There are modern lavatories for both sexes on each floor, and a commodious health examination room with waiting-room and private wash-room. The staff has not been forgotten, comfortable teachers' rooms being provided for both men and women. The administration suite consists of inner and outer offices, private wash-room, storage room and both public and private entrances. There is adequate storage space throughout the building. Built-in, ventilated lockers are provided for the students.

The whole of the south wing is devoted to a combination auditorium-gymnasium, the finest in the East Kootenay. The playing floor is of maple, 80 feet long and 60 feet wide, with 20 feet clearance to the roof trusses. It is laid out with a basketball court and three double badminton courts. A stage, which does not encroach on this space, stretches the full width and has a depth of 15 feet. Under the stage are two dressing rooms equipped with lavatories, wash-basins and showers. In addition there is a storage room for scenery.

The building houses 345 pupils, Grades 7 to 12, and has accommodation for 450. The faculty consists of 13 full-time, and one part-time, teachers. In addition to all the courses previous offered, courses are now available in Typewriting, Shorthand, Junior Business, Bookkeeping, Woodwork and Draughting, Home Economics and Music. (A survey of the elementary grades was undertaken in the spring of 1937 to determine the courses to be offered in the new school). Courses in Guidance, Remedial English and English for Gifted Pupils are also given. Other special courses will be added as the need arises and the staff made available.

There is one advantage to the new system which is much less obvious than the ones most often urged in favour of junior high school organization. The efficiency of the senior high school has been greatly increased. Where before, with a staff of six, there was a definite limit to the specialization in subject possible, a staff of thirteen makes departmentalization a fact. It is no longer necessary to ask a teacher to teach subjects for which he is inadequately qualified.

Other advantages that may be listed are: the increased retaining power of the school, wider subject offerings in both schools, increased extra-curricular activity, more economical use of the special rooms, more economical use of equipment, more guidance of the pupils, increased pupil participation in school government.

Kimberley is an industrial community, and its problems may not be identical with those of other communities of the same size, but its experience would tend to show that the six-grade high school is a common sense answer to the problem of secondary education in districts where the total school population in all grades is 2000 or less.

A Day With Another Girls' Counsellor

(WHO ALSO TEACHES FROM 9 A.M. TO 3:45 P.M.)

(The Author wishes to remain anonymous.—EDITOR)

THE article on counselling in the January issue of *The B. C. Teacher* was most interesting, particularly to teachers like myself in small schools where there is no one appointed by the School Board to do the counselling work. In such cases, members of the staff, without the benefit of special training, have to attempt it in addition to their regular duties. My time-table for one day last week will perhaps illustrate what problems teachers outside large city schools have to face, and how counselling has to be sandwiched in between other activities. There are about 270 pupils in the school, a combined Junior and Senior High.

8:40—Arrive at school. Principal hands me list of 15 girls who were absent from Physical Education periods, and asks me to check up on them. Also suggests that I might think over a character-rating test to be used on the Counsellors' Cards thoughtfully provided by the Department, which have just arrived. There are about 70 cards to be filled in.

8:50—Betty Smith arrives to have her card done (except for the character-rating). Yesterday I had asked the girls in her division to find out where their parents were born, since that is part of the required information. Betty informs me that her parents don't see why the school should want to know about them and that they refuse to give personal details. So I write a note to Mrs. Smith explaining briefly the purpose of the cards. Betty's weakest subject, it seems, is Mathematics, so we discuss ways and means of improving this. (Difficult, in 5 minutes!)

9:00—Roll-call. Send note to home-rooms of girls who missed P. E. asking them to report during the day.

9:05-9:45—Teach.

9:45—See two girls about P. E. One had a bad cold, the other a headache. Impress upon them the necessity of an excuse, medical if possible, when they don't feel like taking P. E.

9:50-10:30—Teach.

10:30—Principal suggests starting a Hockey league with two outside teams. So I grab the Sports Representative on her way to a class and turn the matter over to her.

10:35-11:20—Teach. While classes have been doing seat-work, I have been thinking (at intervals between correcting) about the character rating test and have a list of eight qualities which pupils might be judged on. Just as an experiment, we are going to ask each class to rate each member on these qualities. I want two more qualities.

11:20—Having exhausted my own invention, explain the list to two Matric students and ask them what bases they would use for their opinions, if they were judging a person. Give them list and ask them to suggest two more qualities.

11:25-12:00—Teach.

12:00—Show copy of list to principal, who approves and asks for it complete if possible at 1 p.m.

12:00-1:00—Lunch hour. However . . .

12:45—Check up on six girls for P. E. and find out that four have legitimate excuses. One was taking advantage of a knee-bruise suffered before Christmas. Try to point out the advantages of P. E. (even in a gymnasium of zero temperature) and the enormity of skipping periods of any kind. My own preference being for reading rather than for organized exercise, this dissertation strikes me (half-way through) as being a hypocritical proceeding, but I have to finish it. The last girl has a sore arm. Tell her to report to the nurse when the latter arrives next morning. Ask all six girls to be sure to bring written excuses from home next time, and medical certificates.

12:55—First bell. Matric boys arrive with suggestions for character test. Send them to Principal.

1:05-3:45—Teach four periods with 5-minute intervals. In the Grade VII class I see a new face. It belongs to a small shy Japanese who comes to me after the period and says "Would you please help me to start French?" (And this is January!). Tell her to come in at 3:45. There are now about 15 students from other schools who have come in during the term having had no French whatsoever. They are scattered about from Grades II to VII and drift in at odd moments between periods wistfully asking for help.

3:45—Three people arrive for detention, perfectly cheerful offenders who have talked out of turn, and realize it. I give them their assignments and sit them down. Then spend about 10 minutes showing the little Japanese how to use the "Dominion French Reader", Book I., then leave her to do some work.

4:00—Jim Jones, who has just started to do Grades X and XI French in one year, comes in for explanation of Grade II work which he began this morning with the class. Spend about 20 minutes with him. Check up on the work of the Japanese girl.

4:20—Then dismiss detention students, Jones and Japanese. Find Grade XI girl who has just come from the prairies. Discuss her work and see how she is adapting herself to the school. As she has had only six weeks' French in her entire career, I give her some pointers and hope for the best.

4:30—The boys and girls committee for the Grade XI dance, plus three Matric boys, overflow into the room (their home-room), arguing vociferously. They expect me to arbitrate and, in a weak-minded moment, I enter the fray. Twenty minutes later, my head bloody but unbowed, I have at least moderated the violence of the opinions expressed and have suggested that transportation arrangements be made for those who live far away. Then forcibly remove them (or suggest that they remove themselves, *quickly*), so they saunter off, still talking.

(Continued on page 297)

Radio in Education

AN EXPERIMENT

By R. G. GORDON, M.A., *Kitsilano High School, Vancouver*

MORE than three hundred pupils of Grade IX, Kitsilano Junior High School, participated recently in an experiment in a new type of lesson presentation. They listened in the school auditorium to the transcription of a radio programme entitled "Cavalcade of Empire", which had been written by Dick Diespecker, of radio station CJOR. It had been chosen for this experiment because the lives of the men dramatized happened to coincide with the lives of the men emphasized in the Grade IX Social Studies course as "the Empire Builders".

At the conclusion of the programme the students were given a questionnaire, the results of which showed that practically all enjoyed this type of lesson presentation. Although attention might wander at the beginning or at the end of the half-hour broadcast, it appeared that the interest was well sustained. Appeal to the imagination was particularly strong and many of the events seemed remarkably real. Music, sound effects and the use of dialect by the actors helped to convey this impression.

History, Geography, Music Appreciation and Literature were named as favourites for this method of presentation. Many students would like to have favourite books dramatized in this way. Since radio makes the characters "live", a desire is created in the pupil for him to know more about them, which may then be satisfied by further reading.

The majority of the students stated that they preferred the transcription to a half-hour of silent pictures dealing with the same subject. They maintained that more pleasure could be derived from the broadcast drama than from silent pictures, and more information could be conveyed by auditory than by visual methods. They thought that such programmes should be presented *before* taking a subject in class and *before* a test.

Students were also given a chance to write general comments concerning their reactions to the programme, and to answer 20 short specific questions on the programme itself.

Most of the comments were favourable to the recording though objections were raised by some to poor reception during certain parts of the dramatization. The writer believes the blurring to have been caused, largely, by the faulty acoustic properties of the auditorium.

The answers to the 20 specific questions on the subject matter of the recording showed a fairly high retention of important factual material.

The answers to the different questions seem to provide justification for further experiments in the application of radio to education.

For Men Only!

I am interested in organizing a group of four or five men who would care to make a trip to the Maritime Provinces by car this summer. If you have a car all the better—your costs would be much less. Leaving about July 1. Please write or phone

G. W. MACKENZIE Phone: Bay. 5467 2340 York Street, Vancouver, B. C.

Ramblings of Paidagogos

KNOWLEDGE AND BELIEF

TO believe what I know; to know that I believe—there is an inherent difficulty in both of these things. For belief and knowledge lie in different categories. The former is distinguished by its emotional, and the latter by its intellectual constitution. Many men have been willing to die for their beliefs, but we have yet to hear of a man who eagerly embraced death in defence of what he knew.

Thus, throughout history, belief has been associated with exaltation and martyrdom, while knowledge—apart from the vivid moment of its discovery—has been the possession of tranquil and disinterested minds. Just as soon as anything has been verified and established, it ceases to arouse our passion; it becomes a mere item of information and troubles us no more. To illustrate: my family ideals, my political philosophy, my religious views, my educational theories, my business ethics, my physical standards, and my artistic tastes—these will heat my blood and quicken my pulse; but the truth of the binomial theory, the existence of Australia, the actuality of zebras, the principles of chemistry, the laws of mechanics, and the facts of anatomy—I can take a perfectly dispassionate view of these.

The thought process, then, makes use of data of two main kinds: the scientifically proven and the socially accepted. Starting with data of either kind, it may advance with complete logic; the difference being that in the first case the conclusions will be universally true, while in the second they will be true only for those societies or individuals who subscribe to the premises. Clearly, it is to this latter type of thinking that we can impute many of the misunderstandings that arise between nations: possessed of conflicting beliefs, different societies arrive at conflicting conclusions.

Laying aside the matter of scientific data and the reasoning therefrom as simple and straight-forward, let us briefly consider the origin of those social norms, standards, and values that provide the basis of belief. To state the whole problem: How do such norms arise, and how are they interiorized in the individual?

Social norms are broad averages of behavior in the field of human relationships; they represent established trends of reaction, and are not susceptible of exact mathematical measurement. Moreover, they are evolved in the actual process of social living, and have come into being by reason of their efficiency as responses to certain environmental conditions. It follows that different environmental conditions produce different social norms; that, for example, a warlike people living in a rocky and unproductive country must evolve standards, values, usages, customs, laws, tastes, and fashions that are widely divergent from those evolved by an agricultural people living in a fertile river valley. To be more specific, the value norms that obtain in England today are very dissimilar to those that obtained there before the industrial revolution—business success, scientific achievement, and money power have taken the place of noble lineage, landed estates, and imperial prestige. Again, in the

Geneva of John Calvin there was an emphasis upon religious and moral zeal that is not found in the Geneva of our own time. Conditions change—mainly through the operation of economic factors—and norms are modified accordingly.

Social norms, therefore, are roughly standardized modes of behavior. They emerge out of group life, vary from one culture to another, and reflect man's interchanges with nature in a particular environment. They include the beliefs of the group, its judgments and its philosophy.

Coming to the second half of the question, there is a universal and subtle way in which the norms of the group are assimilated by, and become an integral part of the individual. This is conditioning—a process co-extensive with life.

Around the individual from the moment of his birth are physical objects and social influences. Without awareness on his own part and largely without conscious instruction on the part of his fellows, he comes to regard certain forms, certain ideas, and certain practices as "right". Particular types of furniture, of utensils, of vehicles, of buildings, and of decoration are impressed upon him by repetition and by the absence of other types. Particular modes of behavior—conduct, language, attitudes, techniques—unceasingly environ him. Not only are all these social norms assimilated into the fibre of his being, but they tend to be retained with the utmost tenacity. They are accepted as axiomatic truths, and afford the basis of abiding convictions, of a "rightness" that is open to no challenge.

From this brief analysis, it will be seen why belief and knowledge lie in different categories, why the former is distinguished by its emotional and the latter by its intellectual constitution. Clearly, data derived from social norms are of more immediate as well as of more vivid significance to the individual than data derived from scientific research and capable of objective verification. In the long run, of course, new knowledge modifies and is woven into the fabric of social norms, but the individual does not identify himself with it at the early stages. Not until it has been applied to the business of social living, not until it has lost the sharpness and discreteness of its original outline, not until it has been merged in the rather nebulous context of group culture does he make it in a truly personal sense his own.

Here then is the fundamental explanation—apart from a clash of interests in the sphere of material needs—of dissidence between national groups. It is not that they have a different science but that they have a different ethics. In almost every particular of their social persuasion and practice, in their morals, religion, politics—what you will—they diverge and disagree.

It would be nice to close this essay with a neat formula for the achievement of an international law and an international morality, for the standardization of belief at the international level. But there is no such formula. We are forced to derive what comfort we can from the fact that the spread of scientific knowledge—through its slow permeation of the norms, standards and values of all groups—is a steady though very gradual influence toward the evolution of a world culture. Meantime, and perhaps for the next thousand years or so, mankind had better address itself to the promotion of tolerance and charity.

News, Personal and Miscellaneous

IN MEMORIAM

WE mourn the loss to the teaching profession of Charles Edward Joyce, principal of King George V High School, Ladner.

Mr. Joyce, a graduate of Queen's University, was for a time principal of the Collegiate School of Weyburn, Sask., and later a Science teacher in South Calgary High School. In 1922 he came to British Columbia, joining the staff of the Magee High School in Kerrisdale. After three years of successful teaching there, he became principal of the Ladner school.

The high standard to which he raised that school in both scholarship and citizenship will ever stand as a fitting monument to his work. Like all true teachers, he cherished the interests of his profession. As president of the Delta Teachers' Association and as a member of the Central Council of the Fraser Valley Teachers' Institute, he gave of his best to assist the welfare of his colleagues.

Although in failing health, he carried on valiantly to the end with a courage that had characterized his whole career.

K NAPP.—Thomas Edward Knapp, pioneer teacher in British Columbia for fifty years, recently passed away in the Royal Columbian Hospital, New Westminster. He had been residing for some time on Blue Mountain Road, Burquitlam. His wife predeceased him by eight years.

MONTGOMERY.—Miss Helen Harp Montgomery of Gilmore Avenue School, Burnaby, recently died in Vancouver. She had resided in British Columbia for thirty years and is survived by three brothers and four sisters.

UNIVERSITY EXTENSION

DURING the spring months of the present year, Dr. G. Shrum of the Department of University Extension, is planning to have a series of seven weekly educational broadcasts presented over CBR and CJOR, Vancouver. The programmes will feature "The University Drama School" (Miss Dorothy

Somerset); "An Approach to Poetry" (Mr. T. Larsen); "Vocal Music Through the Ages" (Dr. W. L. MacDonald); "Melodic Adventures" (Mr. Ira Dilworth); "Current Events" (various speakers); and "Varsity Time" (student speakers and groups).

Students registered in evening classes and study groups throughout the province may avail themselves of the University Extension Library by applying for the loan of books from the Extension Department.

SCHOOL GARDENS

SINCE the School Garden Association of America enrolled the first Nature-Garden Club early in 1935, more than 2000 of these clubs have been organized and registered in 22 states. The total membership in these clubs now exceeds 60,000 boys and girls.

Nature-Garden Clubs are groups of boys and girls interested in any phase of gardening or nature study. They may be formed under the sponsorship of schools, senior garden clubs, or any adult group or individual. Club projects are adaptable for age-levels ranging from elementary pupils to junior college students. Rural schools form a large percentage of the total club registration.

For complete information about how to organize and register a Nature-Garden Club, write to Karl H. Blanch, Chairman, National Nature-Garden Club Committee, East Mauch Chunk, Pa.

VANCOUVER TEACHERS AT PLAY

By S. NORTHROP

THERE is a common impression that a teacher is a being who stands apart and thinks deeply on some abstruse problem, but a visit to the bowling alleys on Broadway any Wednesday would present another phase of the teacher's life and, shall we dare to say, aspirations—one hundred and fifty whose whole desire is to make a "strike". Such a deep impression did this make on the writer that he interviewed the Secretary and obtained the particulars of this league for the information of the less fortunate teachers of the province.

VANCOUVER TEACHERS' BOWLING LEAGUE

THIS organization has gradually expanded since its formation until today it has the distinction of being the largest bowling league in Vancouver. Indeed, so large it is that for accommodation it has been divided into two sections—the Monday league and the Wednesday league, the latter section being again divided into two parts. On Monday, 14 teams of five are in action; on Wednesday, 29. There are approximately 150 ladies and 170 gentlemen who bowl weekly in the Teachers' league.

The league is run differently from most others in that no prize money is offered, and bowling though competitive tends only to take the form of a very enjoyable pastime. Handicaps are levied on all teams, not on individual members of each team. Winners in the different sections play off at the end of the season for a very fine cup.

DRAMA FESTIVAL

THE B. C. Drama Association Inc. issued a set of rules governing the entry of plays in the 1938 festival. Entries for the three divisions—Junior (12 years and under), Intermediate (18 years and under), and Senior—must be in the hands of the Secretary, 1028 Pakington Street, Victoria, by May 2nd. Inquiries concerning the festival should be sent to the Secretary.

McGILL SUMMER SCHOOL

PROF. R. du Roure, director of the McGill University Summer School, has issued a prospectus of the 1938 session, which lasts from June 30 to August 10. Information concerning the school, including the \$100 scholarship

available for British Columbia teachers, may be obtained by writing to the Secretary of the French Summer School, Registrar's Office, McGill University.

U. B. C. BURSARIES

THE University of British Columbia Board of Governors has decided to set aside, from the estimated \$50,000 increase in revenue from fees, a sum of \$10,000 for scholarships and bursaries. This contemplated step raises an important question. Is it judicious for a provincial university, during times of financial stress, to levy on each student a sum of \$20 for its own revenues and a sum of \$5 to meet the needs of financially embarrassed but able students?

C.B.S. ADULT EDUCATION BOARD

THE Columbia Broadcasting System announces the formation of an Adult Education Board under whose guidance it will launch, early in 1938, a series of evening educational programs.

Heartened by its success in presenting the School of the Air, its daily program for children, Columbia has formed this board in the belief that a more organized effort should be made to supplement existing program schedules with planned, formal education for men and women.

Both light and classical entertainment, news events, public addresses and discussions, sports and a multitude of other programs now being broadcast will not be too severely sacrificed. To take away too much of what multitudes at the moment value or enjoy would only provoke listener revolt.

The board will seek to present educational programs attractive enough to compete with existing broadcasts.

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PETRAK—MOLLE

ANNOUNCEMENT is made of the wedding, during the Christmas holidays, of Mr. John Petrak of the Ladysmith High School and Miss Mary Molle of the Powell River School.

Teachers join *The B.C. Teacher* in congratulating the happy pair.

SASKATCHEWAN, we hear, is experiencing difficulties in obtaining the services of competent teachers. Can you suggest an explanation? Five hundred dollars a year income is scarcely an inducement to attract able young people to the teaching profession.

NEW CITIZEN

WILKS.—Congratulations to Mr. and Mrs. Fred A. Wilks (John Oliver High) on the birth of a son, Norman Russell, on January 1st.

POWELL RIVER APPOINTMENT

MR. John Waugh has been appointed supervising principal of schools for Powell River and district, according to an announcement made by Major A. C. Sutton, official trustee for the district schools.

Mr. Waugh replaces Mr. Frederickson who, we reported in our January issue, was promoted to inspector of schools. Congratulations and best wishes, Mr. Waugh!

FROM OUR CORRESPONDENTS

Miss Winnifred New of Williams Lake doubts the value of many problems which appear in certain arithmetic textbooks. She states: "Greater accuracy in the facts presented and more informational problems would assist in increasing the pupils' interest".

Mr. Frank Snowsell, Rutland, B. C., writes: "Congratulations on the magazine, it is a really worth while paper". We blush, editorially.

Mr. R. T. Hamilton, Vancouver, suggests a column on "Science Notes", similar in purpose to "Highlights of the World News". He does not like the "black mass of close printing" of our double columns.

JAPAN

"GRADUATED" LONG AGO
...in cultural Beauty

Your very training and lifelong work have made you sensitive to culture, beauty, the poetry of people and things and historic background. You can appreciate those human qualities which make for a happier, sunnier world. ★ ★ Therefore — we know you will have a deep affection for Japan... its things which are old and rare and legendary... its modern phases, smart, luxurious, efficient. Japan will recognize your responsiveness to so much that has been traditional for centuries — and you will be an honored guest. Bring back more than beautiful memories... bring new treasure of personal progress

★
★
★

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For information or literature see your travel agent or address the Japan Tourist Bureau, 351 Fifth Ave., New York, N. Y., or 1151 So. Broadway, Los Angeles, California.

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What We Are Reading

THE first duty of the editor of this column for this month must be to acknowledge the invaluable help of two types of people who make this section of *The B. C. Teacher* possible. First and foremost, those members of the teaching profession who give of their time and professional skill to do the reviews that appear here deserve your thanks as well as mine. That they are well qualified to speak out in meeting will be evident to all of you as you peruse the names appended to each of these reviews.

The second group of generous supporters of this effort are the publishers to whom *The B. C. Teacher* made a request for books suitable for review in this column. In addition to the acknowledgments made last issue, the following list of books have been sent with the publishers' compliments:

From HOUGHTON MIFFLIN & Co.—Brooks, *Child Psychology*; Harrison, *Reading Readiness*; Monroe and Backus, *Remedial Reading*; Pennell and Cusack, *Teaching of Reading For a Better Living*.

From ALLYN AND BACON—Wood and Carpenter, *Our Environment*, a series of four books; Eastman and West, *World Progress*; Frasier and Staat, *The Right Word*.

From the MACMILLAN COMPANY OF CANADA—Wilde, *Short Stories* edited by G. C. Andrews; Gates-Baker-Pearson, *The Story Book of Nick and Dick*; Waddell, Nemec and Bush, *Helpers*; Bancroft, *Games*, a 1937 revised edition.

From THE OXFORD UNIVERSITY PRESS—Hill and McHarrie, *The New Approach Series*; Introduction to Geography; Introduction to History; Introduction to Mathematics.

From CLARKE, IRWIN & Co.—Polkinghorne, *Eight Easy Plays for Infants*; Bennett, *Reading and Doing Series*, Primers, 1 and 2, Readers 1 and 2.

From THE AMERICAN COUNCIL ON EDUCATION—Dale and Ramseyer, *Teaching with Motion Pictures*.

From the length of the list above it is obvious that the column should not starve for want of fodder for some time to come. During the course of the next few months we hope to present here reviews of most if not all of the publications listed above.

* * * * *
BARRETT, T., and Spaeth, L. B., *What About Dollars*; McClure Publishing Co., New York and Los Angeles; \$2.25.

This book is one of a series contain-

ing practical advice for students who are about to enter the ranks of paid workers. However, the authors have assembled a vast amount of material on every phase of "managing money", a subject which is of vital interest to everyone, whether he has much or little to handle.

"Consumer Education" would be a better title for this book. The first part (150 pages) gives its readers information and advice concerning credit, savings, insurance, investments, budgets, installment buying, financing charges (with cases showing the actual interest which the buyer pays), and many other topics that every person meets as soon as he enters the wage-earning period.

The latter part of the book deals with "better buymanship", showing the reader what to look for when buying goods for personal or household use, so that full value for the money expended may be obtained. Complete information and advice for the buyer is given on a host of commodities, ranging from electrical appliances for the home to cosmetics and hosiery for milady.

The book has been written for classroom use, and should serve as a useful addition in the teaching of certain topics in Social Studies, General Business, Home Economics and Practical Mathematics. — WM. C. WILSON.

* * * * *
HAS the mantle of Gandhi fallen upon Jawaharlal Nehru? Time will reveal the answer, and perhaps at no distant date. Autobiographies have distinct advantages over biographies, especially if they are well written. In them we meet men face to face instead

of in a mirror. This is particularly true of the *Life of Jawaharlal Nehru*, an autobiography published in London last summer. One puts the book down with the decided impression that the writer could hardly have done better than he has done. It is a very satisfying book. But Nehru has done much more than tell us about himself, his wife, and his father. These, and many others, Gandhi included, are ever presented in the midst of the India scene. To read the book is to live in India, to live in the charming domestic circle of the Nehrus, to listen to the pulsing hopes of Young India, to participate in the clashes and conflicts between Nationalists and the civil authorities, to dwell with Nehru in the various jails in which he (and his wife) was so often lodged. (Nehru's wife died before the book was finished).

Born of a high caste family, educated in India and England, patriot, nationalist, socialist, close friend of Gandhi, Nehru participates in the seething problems of India, with the minimum of bitterness—in fact, it is practically absent from all the pages of this long book. He loves Gandhi with all his heart, but clearly recognizes that his policy of domestic industry is doomed to failure. For Jawaharlal Nehru, India must go the way of the western nations, but capitalistic exploitation of India whether by English or Indian must give way to more humanitarian development. He expresses little resentment toward the Englishman in India, who is, after all, only the agent and victim of a system over which he has little personal control.

Most of the book was written while Nehru was in prison. It contains several excellent portraits of himself, his wife, and his father. If you wish to know the India of today, to understand the spirit, workings, and objectives of

the Nationalist party in India, read this man's autobiography.

—W. M. ARMSTRONG.

* * *
LONGMANS, Green & Co., Toronto, have published a collection, *Adventures On the High Seas*, one of those books teachers occasionally have handy for utility purposes. It could be used to illustrate the short story or for effective description—and (if you are like the reviewer) as a useful little friend on those days just before the end of a term, or before a holiday, when your squirming hopefuls can be satisfied only by a "thriller". The book is priced at 45 cents.

Another Longmans, Green publication is *Prize Plays and Some Others*, a collection suitable for performance by boys and girls of high school age. The plays are not too sophisticated, nor too juvenile; several have been awarded prizes offered by the Oxford University Press. They should also be effective for classroom reading purposes.—F. C. H.

* * *
S*SOCIAL Language: An Introductory Course for Foreign Language*, by R. W. Frederick and V. B. Smith. Inor Publishing Co., New York. pp. i-xxi, 1-203.

An attempt at "socializing" the basic language course in the Junior High School, this text has much to recommend it. Part I, especially (Interesting Facts and Ideas about Language) is excellent, but why could this work not be incorporated in a course on English? Part II (Getting acquainted with Foreign Languages) which is prognostic in purpose, fails, however, to impress. By using simple sentences and paragraphs in Latin, French, Italian, German, and Spanish, it deals with such general problems as declension and conjugation in language in very elementary fashion, and concludes with a unit headed

(Continued from page 289)

4:50—By this time I am more than ready to go home, realizing that there are still seven girls to see about P. E. periods, and thinking it would be nice if teachers taught and counsellors counselled, and people didn't have to do both.

There are other members of the staff doing as much, if not more, than I.

Luckily, this wasn't one of the afternoons on which I coach hockey (weather permitting); nor (and in this respect I was luckier than Miss Casselman) was there a P. T. A. meeting at night. And if there had been I wouldn't have gone.

"Should I study a foreign language?" In this reviewer's humble opinion, it is extremely doubtful whether any child, after such brief exposure to five different languages, could give a reliable answer to that question. Each unit (there are 15 in all) ends with a group of "Questions to think and talk about" and "things to do"; some of these contain useful hints for a language teacher.

—F. A. POOLE.

STATE Education: An Immediate Programme for a Socialist Government. Prepared by the Education Committee of the New Fabian Research Bureau. Victor Gollancz, Ltd., London, England. September, 1937. Obtainable at the New Age Book Shop, 28 East Hastings Street, Vancouver. Price, 25 cents.

Here, in the space of 64 pages, is a powerful antidote for the failing guarded against in the old saying about far-away fields. With a telling array of facts regarding the present condition of education in England, and moderately sober proposals as to what a Socialist regime will have to do to set things to rights, "State Education" is an indictment of a government which has preferred armaments to education. While many of the matters dealt with have no counterpart in our system, such problems as the special needs of rural areas, technical education, etc., are common to both England and British Columbia. It is rather startling to learn, for example, that there are over 3000 schools in England with a registration of less than 40 pupils. A brief but useful survey.

Those British Columbia teachers who took his courses at the University of California in the summer of 1936 will be interested to know that H. L. Elvin, Esq., of Cambridge University, is a member of the committee responsible for this pamphlet.

—F. A. POOLE.

IS all the recent talk about the value and use of the moving picture in education beginning to make you analyze your own reactions to and knowledge of

film art? If so, you will find considerable interest in a collection of essays, edited by R. S. Lambert, and entitled *For Filmgoers Only*. Contributors are Paul Rotha (the Development of Cinema), Andrew Buchanan (The Film as Propaganda), Mary Field (Can the Film Educate?), R. S. Lambert (Why we get the films we do), C. A. Lejeune (What to look for in films); all are experts or critics of the first rank, with something vital to say. The book is published for the British Institute of Adult Education by Faber and Faber Ltd., London, England.—F. A. POOLE.

THIS Canada of Ours; Maud Morrison Stone; Toronto; The Musson Book Co. Ltd.; 1937. Price, \$1.25.

That the history of Canada contains stories of romance and adventure is a hackneyed expression. To choose from the mass of authentic sources and tradition facts to make these stories sufficiently interesting to captivate the child reader is an assignment appallingly large. Maud Morrison Stone has set this as her objective and throughout 63 chapters, each of which tells a separate story, succeeds admirably well. At times the detail makes her work a little heavy, as in the chapter on the Acadians, while her shunning of detail in discussing the Red River Settlement is quite obvious. Frequent interpolation of poetry and verse has been used by the author, a scheme which I think detracts rather than adds to her work. The book will be, no doubt, a delightful addition to all Elementary school libraries, and of valuable assistance to both pupil and teacher.

—E. J. IRWIN.

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HILL, J. C.; *An Introduction to Geography*; Oxford University Press, London, 1937. Price 45c.

This introduction to geography, written in simple story form, contains many valuable stories and pictures which could be used to motivate or supplement the teaching of life in the different regions of the world. At the same time it includes much material on general physical geography which is well illustrated with simple diagrams and maps.

The teacher of the junior grades, especially Grade 4, should derive much help from this book in enlarging the pupils' concept of the world in which they live.

—G. L. MacKENZIE.

* * *
THREE Centuries of Canadian Story, J. E. Wetherell; Toronto; The Musson Book Co. Ltd.; 1937. Price \$1.25.

Intensely interesting because of the introduction of lesser known characters, this second of a "Canada Series" presents an answer to many a frantic plea for supplementary material. As well as the principal historical characters from the time of Cabot to the explorations of Franklin, oft-mentioned, but not often fully described names and events, such as Helene, Champlain's wife; Tetsu, Champlain's pilot; the story of the "Griffon", and many others are depicted in charming style. Added to this the book proves to be a mine of information concerning the social, political, and economic life of the eastern Indians.

Throughout appear suitable illustrations by C. W. Jeffrys, assisting to make this work rank as one of the best of the newer contributions to Canadiana for both intermediate and senior grades of the Elementary school.

—E. J. IRWIN.

* * *
BANCROFT, J. S.; *Games*; The Macmillan Co. of Canada, St. Martin's House, Toronto. \$3.00.

With so many books on physical education, and particularly "games", on the market, many of them having but a narrow field to be covered, it is indeed refreshing to be given the task of reviewing the new books of *Games* by Jessie H. Bancroft. The author's original publication has for long been "the" standard textbook for teachers of physical education, and all these latter will be delighted to know that their old worn out "bible" has been revised, added to and brought up to date.

New features have been added, new

games have been inserted under the various headings, yet all the best features of the original edition have been retained. One of the noticeable features is the addition of football, basketball, hockey, lacrosse and soccer to their various sections, as games applicable to Secondary schools, whereas in the old book they were omitted and treated as specialized sports, worthy of a special edition.

Some of the new additions that need mention are: An added chapter on "Balls and How To Play Them", the introduction of "carry-over" games in the regular games classification, a new chapter on "Track and Field Events", very brief but enlightening for beginners though not technical enough or in enough detail for coaches; a distinct and pleasing addition to the section on "Social and Quiet Games", very useful for classroom work, and a much needed segregation of many of the author's original games in a new chapter called "Games for One or Two", which will be found of great value by teachers who are required to provide modified programmes for handicapped children.

I am glad to see that the author has retained the most excellent "Index" of the original work, showing the game alphabetically listed, the page it appears on, and then, the most important point, the approximate grades in which it is most enjoyed or is most beneficial.

Altogether I can recommend this as one of the best books on "games" that has come to my hand for some years, and it is one I think should be in the office of every instructor of physical education.

—F. C. CORRY.

OVERSEAS CORRESPONDENTS

WANTED—Boy and girl correspondents for boys and girls 11 or 12 years of age, in an English school.

The pupils of this school will be pleased to exchange stamps, photos, and letters with pupils of like age in British Columbia. They have been studying the geography of our country and would like especially to hear from children living along the line of the Canadian National Railways. Address letters to the headmaster of the school, as follows:

Eric Robinson, Esq.,
Swadlincote Council School,
Belmont Street, Swadlincote,
near Burton-on-Trent,
Staffordshire, England.

Correspondence

B. C. T. F. GROUP ACCIDENT AND SICKNESS POLICY

Vancouver, B. C., Jan. 31, 1938.

To All Members,
B. C. Teachers' Federation.

The loss experience under this policy has recently been giving us some concern. Reference to the frequency of claims under the Sickness section shows an astonishing number of those insured claiming under this section, and we are forced to the conclusion that some increase in rates is essential if the policy is to survive.

We have approached your Consultative Committee with this thought in mind, and they have prevailed upon us to allow present rates to remain in force until 30th June, 1938, in order that a special effort may be made to increase the number of those taking advantage of the plan to at least 750. If this number is attained, we have agreed to make no change in the present rates unless the loss experience continues to be bad, but we have no doubt that if as many as this are insured it will improve.

New rate sheets are being prepared which we recommend to your attention. The premium charges for similar policies in other companies will be found to be considerably higher than those offered.

It is very much in your own interests to preserve the policy, and by applying for it immediately you will be assisting in maintaining the present low rates for all other Federation members who are insured.

Yours faithfully,
R. E. HORTIN,
For Branch Manager.
Crossley Insurance Co.

FOLLOW THE BIRDS?

January 10, 1938.

Editor, *The B. C. Teacher*:

Dear Sir,—The Department of Education's ruling that recent Normal School graduates must attend two summer sessions before they are granted permanent certificates has precipitated considerable criticism among those teachers vitally concerned. Many con-

sider the requirements to be, at least in certain respects, an imposition—even a "racket". Rural teachers particularly, feel they have grievances.

In the first place, the teacher-students question the necessity of the recent increase in fees, at the Victoria session, from \$5 to \$7.50 a course. Again, many are opposed to having the summer school centred in Victoria where the cost of living and rents are higher than on the Lower Mainland. It is obvious that the merchants and landlords of Victoria charge as much as the traffic will bear—rather a trying situation for the none too well paid Normal Graduate. After all, he or she is not a visiting American tourist.

Furthermore, a large percentage of the students attending the Victoria session live in or near Vancouver, where adequate facilities exist for a summer school. Again, students are dissatisfied with their inability to obtain credits towards higher academic standing at the same time they are attending the Victoria school. If the summer session were held in Vancouver, students could attend courses sponsored by the Department and at the same time they could have access to the University with its advanced courses and library facilities.

To be quite frank, it comes as a distinct shock to young teachers to hear their inspectors, who are not teaching at the Victoria session, recommend summer courses at our own University or at the University of Washington.

Finally, why should it be necessary for students fresh from the Normal Schools to take courses which are so obviously "rehashes" of those already taken in the students' training period?

These seem to be the general objections that I have heard from a number of professionally-minded teachers. If it is the opinion of a majority of teachers that the Victoria Summer School is not fulfilling the requirements of those attending and that the school should be re-established in Vancouver—the next move by the Department is an obvious one.

Yours sincerely,

MARY BURDITT, B.A.

AN OPEN LETTER TO THE MEMBERS OF THE B. C. T. F. ON
THE PROFESSIONAL MEMBERSHIP BILL

THIS is the first and I hope, the last time that I address a letter to the members of the B. C. T. F., but I feel that this matter is so important that I must speak out. First, I wish to protest strongly against the action of the Central Executive in asking for a ballot on the present Bill. This is not the Bill which our organization has been considering for the last two years and on which the teachers of this province balloted last year. It is not the "Professional Bill" which our 1937 Convention instructed "the Executive to proceed with a campaign during 1937-38 to spread information relative to". This is a fragment of that Bill, its compulsory clauses alone remaining. Under the circumstances, I feel that our Executive went beyond its right in "springing" this new Bill on our membership, as it were, overnight, and in asking for a ballot on it.

To many, the most attractive feature of the old "Draft Bill", one entirely absent from this, was the considerable measure of power and control which it placed in the hands of the General Executive of our organization. For some time now many of our most clear-sighted members have seen that such a change was needed, that we can no longer go on as in the past, with each local association following its own policy and more or less a law unto itself. This feature, let me repeat, is absent from the Bill now. It is true that there is nothing in this Bill to prevent our organization from achieving a measure of centralization of power and responsibility when and how it pleases. But this can be done just as expeditiously and well by our organization as it is at present. It needs no government Act to bring it about.

Since the "Draft Bill" was first considered by us, the Liberal government at Victoria has adopted a fundamental principle in connection with Labour and embodied it in legislation. That principle in brief is this: both employees and employers are guaranteed by legislation the right to organize, but in this connection coercion and compulsion in any form are strictly forbidden. Yet, our Bill asks this same government to abandon that principle and itself to apply compulsory legislation to our group. Is there any genuine reason why

it should, or why we should expect that it should? In this connection, too, our recent experience with the compulsory arbitration amendment is none too reassuring. The addition to the amendment of February 15 as the final date on which all arbitration board findings must be made—an addition which our representatives were forced to accept—makes the amendment useless to our local associations for this year at least. Worse, the new amendment sweeps away entirely the older arbitration clause which some of the associations would have found of value this year.

What we must expect, if and when the present Bill comes on the floor of the House at Victoria, is a flood of criticism and damaging publicity ("closed shop, coercion, etc.") both there and in the Press, coupled with strong opposition, especially from the Union of Municipalities. This will do our organization no good, but much harm. Then, too, our attempt to secure the passage of the Bill into law will be interpreted in many quarters as a confession of our weakness. All in all we cannot but suffer loss of prestige from the attempt. If the Bill promised to be of ultimate value to us, I would be more than willing that our organization face the hostility and take the risk; but it does not.

When voting on the first Draft Bill, many of our teachers were influenced by the vision of an organization with a 100 per cent. membership, which would be a cure-all for our troubles. With this organization, salaries could be raised, working conditions improved, etc. Such a view is naive. On the whole, members forced into an organization against their will, except in rare instances, are of little value. Deadwood never is. Active, earnest co-operation and support from its members is the thing that really counts in any organization, and there is no panacea that I know of, not even government legislation, which can secure this. It comes only when the individual teacher recognizes the value of his organization and his responsibility to it, and not before. It has been our experience that, when we have failed in the past, it was because a number of our members were

(Continued on page 304)

Highlights of the World News

CANADA on December 20 purchased the birthplace of Sir Wilfrid Laurier, to be maintained as a historic monument.

Rt. Hon. Sir George Perley, senior member of the House of Commons, died on January 4 in his 81st year.

Though the Canadian Wheat Board has emerged from its stabilization of wheat prices with a profit of several million dollars, it was announced December 22, yet the future is uncertain since Germany, Italy and France have launched a self-sustaining programme.

Between 30 and 40 per cent of the cattle in Saskatchewan's drought area will die before spring if feed is not rushed there in larger quantities, it was announced on December 22 in a survey by the United Farmers of Canada.

Three Quebec textile companies signed agreements to increase the wages of 10,000 workers on December 27. The next day minimum wages for men and women were ordered by the Fair Wage Board of that province. No federal unemployment insurance scheme should infringe present provincial rights or be used as an excuse for amending the B. N. A. Act, declared Premier Duplessis on January 10.

THE British Government on December 31 announced the "promotion" of Sir Robert Vansittart, Permanent Under-Secretary for Foreign Affairs, to the newly created position of Chief Advisor to the Foreign Secretary and Government.

The British Broadcasting Corporation on January 3 inaugurated news broadcasts in Arabic to counteract hostile Italian propaganda from Bari.

The War Secretary on January 11 made five promotions to the General Staff, ignoring seniority rules in order to rejuvenate military leadership.

A commission which has carried on 14 years of study under the chairmanship of the Archbishop of York issued a 242-page report on "Doctrine in the Church of England" on January 13. It appears to have aroused as many controversies as it has settled.

AT midnight on December 23 the 15-year-old name of the Irish Free State was exchanged for Eire or Ireland. The change does not imply any change in the dominion's relations with the British Commonwealth or with Northern Ireland.

POPE Pius XI on December 22 replied to French Communists that French Catholics should accept their offer of friendship, but would have to know what is expected of them.

Paris courts on December 22 found Francois de la Roque and five associates guilty of maintaining the banned Croix de Feu.

The French Ministry of the Interior on January 12 announced it had solved the murder of the brothers Carlo and Nello Rosselli last summer. It blamed CSAR, a Rightist revolutionary organization, for the double murder of the anti-Fascist Italians.

The resignation of Camille Chautemps' Popular Front Cabinet was announced January 14. The Government has been caused considerable embarrassment by strikes which tied up Paris food warehouses on December 23, subways on December 29, and reached a point "dangerous for the prosperity and security of the country" on January 6.

LOYALIST attacks on communication lines on December 18 completely cut off Franco's spearpoint salient, the heavily fortified city of Teruel. Three days later they had taken virtually the entire city after heavy fighting and on January 7 the last 2000 insurgents in the city surrendered. Meanwhile, Franco's utmost to relieve the city was unavailing.

It was said on December 22 Mussolini had despatched 8000 North African troops to Franco's aid.

On January 5 a decree from Barcelona ordered all residents out of Madrid who could not prove their residence there would be vital to the war cause.

THE Italian Cabinet on December 15 approved an arms budget of

\$289,986,347 to defend the country against the threats of the democracies. This was an increase of \$13,258,450 over last year. On January 7 a bid for naval supremacy in the Mediterranean was made with the announcement of the largest building program in the country's history: two 35,000-ton battleships and twelve 2000-ton destroyers, besides a number of submarines.

* * *

GENERAL Erich Ludendorff, German World War leader, ally of Hitler's first "putsch" at Munich, and latterly apostle of Neo-Paganism, died December 20, aged 72.

All Jewish physicians, surgeons, and dentists were forbidden practice in connection with the compulsory insurance law of Germany on January 1, while on January 13 an order was issued that no one be hereafter admitted to either of these professions unless of German or cognate blood. The next day the Council of Representation of Jews protested any further restriction of economic activity would throw them on public charity.

* * *

HAVING failed to secure the necessary 40 per cent of the Chamber of Deputies in the general election of December 20, Premier George Tatarescu of Rumania resigned a week later and was succeeded by Octavian Goga, anti-Semitic supporter of the "Rome-Berlin axis". On January 5 committees were established to expel all Jews from the liquor business, appoint Government commissioners in all businesses not under Rumanian management, and expel from citizenship all Jews who had entered the country since the War.

France in January announced an embargo on shipments of armaments to her erstwhile allies, Rumania and Yugoslavia, because of their friendship for Italy and Germany.

Austria and Hungary on January 12 announced their recognition of the Insurgent administration as the rightful government of Spain, their sympathy towards the Rome-Berlin axis, and their flat opposition to Communism.

* * *

THE U. S. S. R. on December 19 announced the completion of a new 1800-mile railway paralleling the Far Eastern section to the Trans-Siberian Railway.

On December 21 the Soviet Commissar for the timber industry was removed from office because production had fallen behind schedule, and 14 more persons were reported shot in the "purge" of internal enemies. Six high officials were denounced on December 27 for treasonable wrecking on the Transport Commissariat. And on January 3 eight high officials of the Armenian Soviet were charged with treason, including plotting secession from the Soviet Union.

* * *

DESPITE the yielding of the Wafdist majority to his demands for dissolution of the Blue Shirts and for dictatorial powers in the appointment of Senators and high officials, Egypt's boy King Farouk forced the resignation of Wafdist Premier Mustapha Nahas Pasha and installed Mohamed Pasha Mahmoud. The new government ordered the Chamber prorogued for one month on January 3, but the Wafd majority walked out in protest without waiting for the order to be read. In accompanying disorders 20 persons were arrested.

British authorities imposed a fine of £2000 on an Arab village for killing a Christian Arab policeman and killed 40 in a fight in the Galileean hills during the Christmas week-end. On January 10 James Leslie Starkey, noted British Palestine archaeologist, was murdered by an Arab band.

* * *

A MILLION refugees without food, clothing, or shelter and many crazed with fear thronged Shanghai at Christmas. An "autonomous Chinese commission" was put in charge of Nanking by the Japanese army on December 24.

Control over private enterprise was placed in the hands of General Chiang's Military Affairs Commission by the Kuomintang on December 24. The general gave up his premiership on January 2 because of pressure of military duties, and was succeeded by Dr. Kung.

Strict national control of materials and funds was provided for in the Japanese budget of December 27. Three hundred and seventy persons were arrested on December 22 in Tokyo on charges of Pacifism and Communism and three Farmer-Labor parties were ordered dissolved.

AN amnesty to all political and social offenders was granted in Cuba on December 23.

American and British petroleum companies on December 30 told their employees they would not pay wage increases ordered by the Mexican government. President Cardenas then ordered all American companies to pay royalties or forfeit their concessions.

AMONG prominent men removed from American public life by death were R. W. Bingham, Ambassador to Great Britain, on December 18, aged 66; former Secretary and World Court Judge Frank B. Kellogg on December 21, aged 81; and Newton D. Baker, 66, Secretary of War in Wilson's Great War cabinet, on December 26.

Solicitor General S. F. Reed was named by President Roosevelt to succeed Justice Sutherland of the Supreme Court, whose resignation is effective January 15.

In his declared war on concentration of economic power President Roosevelt on January 14 marked all holding companies for ultimate dissolution.

When Germany protested the attacks of former Ambassador W. E. Dodd, Secretary Hull replied America was a land of free speech.

—J. E. G.

(Continued from page 301)

lukewarm in their support, or were, what is worse, more or less secretly opposing that which our organization was trying to accomplish. Internal differences, jealousies and selfishness—these are our chief weaknesses today, as they are of all organizations, and compulsory membership will not mend this—in fact, it will make it worse.

Ours is a voluntary organization, brought into being and built up by British Columbia teachers themselves when the need arose, without aid from the Department of Education or the Provincial Government. It has proved of sterling worth as any fair-minded teacher of 20 years' service will testify. It has received the unselfish services of hundreds of British Columbia teachers without emolument, largely because it was their own child, their own organization.

Let us not be misled by the glitter of a 100 per cent membership and increased revenues. These are chimeras. Let us keep this organization our very own. Its well-being is too vital for us to entrust it to legislation at Victoria.

Sincerely,

G. S. FORD.

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