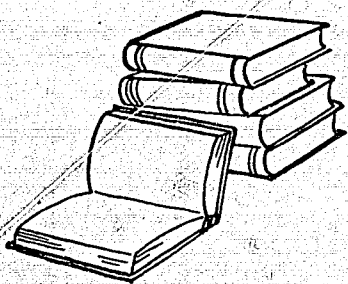


# THE B · C · TEACHER

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



W. MORGAN, VICE-PRESIDENT, B.C.T.F., 1935-36



OCTOBER : 1935  
VOL. XV., NO. 2

VANCOUVER, B. C.

# Important Notice

## TO THE TEACHERS OF BRITISH COLUMBIA

Henceforth our books will no longer be distributed from our Western Canadian Office at the address given below. This work is being undertaken for us by

**IRELAND & ALLAN LIMITED**

**649 GRANVILLE STREET, VANCOUVER, B. C.**

to whom all orders should now be sent.

This firm is establishing a showroom for our publications at the above address and will offer you exactly the same service at exactly the same prices as you have been enjoying through dealing directly with us.

Our Western Canadian Office, under the management of Mr. W. G. Stephen, is being maintained at the old address but its functions have been altered to conform with a more aggressive and efficient sales policy which we are undertaking throughout the Dominion.

## Dent's Teachers Aid

Our teachers have appreciated receiving this monthly magazine free for the past three years but with a mailing list running into thousands of copies the burden has become too great for us to bear without your assistance. This year we have enlarged the magazine and improved it in a number of ways. We have set a nominal subscription fee of FIFTY CENTS for the yearly issue of ten copies. At the same time we are making a number of premium offers by way of books which enable you to obtain the magazine free and at the same time obtain books you need at greatly reduced prices.

Send for free sample copy of the September issue which contains subscription blanks and details of the special book offers.

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# THE B. C. TEACHER

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VANCOUVER, B. C.

## EDITORIAL NOTES

**Y**OUR new editor hopes that he has the prayers of the congregation!

\* \* \* \* \*

The present writer has always enjoyed *The B. C. Teacher*. He is profoundly grateful to his predecessor in the editorial chair and to the editorial boards of the past year and preceding years for giving him and other readers so much valuable material in return for the fraction of our fees that goes to support this journal. He knows that without the aid of the same men and women, he cannot hope to make the magazine maintain its past standards, let alone rise to new and higher ones. He also knows that he can unhesitatingly depend upon these more experienced colleagues for active and sympathetic co-operation. His gratitude to them for past services to *The B. C. Teacher* and its readers is very sincere, even if in that gratitude there be intermingled also a lively sense of favours to come.

\* \* \* \* \*

What is the function of *The B. C. Teacher*, anyhow? Write to the editor and tell him the answer to that question, especially if your views do not seem to coincide with his ideas on that subject. It is only by clarifying our notions in this regard that we can determine the type of material that should characterize the pages of this magazine.

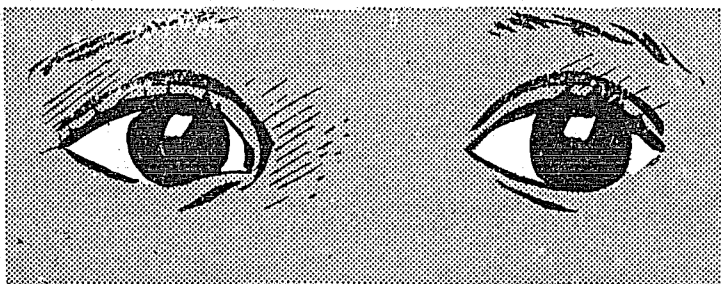
\* \* \* \* \*

How, within the limits of twenty-five or thirty-five pages, to serve at once the professional needs and interests of rural teachers, of primary experts, of teachers concerned chiefly with intermediate or senior grades in the elementary schools, of specialists of all kinds, of beginners fresh from the Normal School and of highly experienced teachers, is a problem still unsolved. Nobody knows for a certainty that it is soluble.

OCTOBER, 1935.

Page One





## BABY'S EYES!

—ONE PAIR TO LAST A  
LIFETIME!

What a marvellous piece of mechanism is the eye! It is made to serve you seventy, eighty, even a hundred years.

Safeguard the eyes of your children by giving them adequate and proper light to play or study by. See that they have at least 30 foot candles of light on their desks.

The B. C. Electric Home Lighting Department will be glad to advise you on your lighting problems. Telephone Seymour 5151 and one of our lighting advisers will call on you.

B. C. ELECTRIC RAILWAY COMPANY  
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However, like their predecessors, the new editor and his associates have to take a shot at it. They will comfort themselves by the knowledge that the real responsibility rests not upon the editorial board, but upon British Columbia Teachers' Federation. If teachers, here and there and everywhere, do their several bits better than ever before, the magazine will little by little improve.

\* \* \* \* \*

*The B. C. Teacher* is the official organ of British Columbia Teachers' Federation. It would appear obvious, therefore, that its first duty is to supply the rank and file of the members of that body with information regarding federation activities.

\* \* \* \* \*

Every member of the British Columbia Teachers' Federation is also a member of the Canadian Teachers' Federation. Something should certainly be done in a systematic way to keep us all in touch with the activities and aspirations of our Federal professional body. Since, as yet, the Canadian Teachers' Federation has no magazine of its own, this journal would appear to have an obvious duty in this connection. It would also seem to be the duty of *The B. C. Teacher* to help our provincial federation to keep in sympathetic touch with various other associations with which it is affiliated. Among these are the Federation of Parent-Teachers' Associations and the World Federation of Educational Associations.

\* \* \* \* \*

*The B. C. Teacher* should bring to its readers what it can of the best current ideas regarding educational theory and practice—a very difficult task. There should be something in each issue that is stimulating and sustaining both for staunch educational conservatives and for courageous experimentalists, despite the fact that the latter may view the former as pedagogical mossbacks, and the former may view the latter simply as pugnacious educational iconoclasts. Ahem!

\* \* \* \* \*

The fact that *The B. C. Teacher* is an organ of the federation does not mean that it should reflect only the opinions of those who for the time being may happen to be in the majority in the Executive Committee. "There are two sides to every question—and the truth besides."

\* \* \* \* \*

Personally the present writer has no objections to seeing his own particular professional *lares* and *penates* joggled by the irreverent. It is debatable whether anyone really believes in anything he cannot laugh at. A real school-room should be a focus of humour. That is one of many good reasons for asking Paidagogos to continue his ramblings, and for welcoming anyone else who can occasionally charm us out of our too great seriousness regarding ourselves.

\* \* \* \* \*

Nobody wants *The B. C. Teacher* to degenerate into a kind of grab-bag of methods and devices. We have seen and could name such magazines. But we surely ought to do something, and something more than hitherto, to meet the immediate needs of perplexed and busy teachers, especially of those that have not convenient access to up-to-the-minute professional libraries.

OCTOBER, 1935.

Page Three

Could we not help each other considerably, if through *The B.C. Teacher* we made possible an interchange of typical classroom tests already tried out in our own schoolrooms? Can we not forget our false modesty for a bit? Let us tell our neighbors about the happy scheme which, after many hangings, we have hit upon, for the effective teaching of some topic known to be somewhat of a bugbear, or for overcoming some oft-occurring time table difficulty, or for handling a typical and perplexing problem in discipline. Some of us are white-headed enough, or bald enough, to have learned a thing or two worth passing along; and, if not, surely we are not past being taught by younger teachers who have perhaps had better opportunities for professional training than the present editor and other members of the Old Guard ever had. Give us the benefit of the doubt, ye youngsters!

\* \* \* \* \*

When British Columbia Secondary School Teachers' Association was being created one important argument was that such a body should help to make *The B.C. Teacher* a more vital and useful professional periodical. The same comment applies in the case of British Columbia Elementary School Teachers' Association. What are they going to do about it?

\* \* \* \* \*

Very especially do we appeal to the teachers of the 57 varieties of special subjects to see to it that each of their particular departments secures its place in the sun on the pages of *The B.C. Teacher*.

\* \* \* \* \*

News is wanted while it is still news. Even in these dreary days of matrimonial depression, teachers get married. Their colleagues would like to know. When teachers move, there are sure to be professional friends who would gladly learn their new address. Data regarding post graduate studies conducted by its members should be available to the Federation. For knowledge even of the death of a member of the Federation, the editor has hitherto been dependent upon his own newspaper reading. That should not be. Will you help provide us with personal news of general interest regarding teachers in your locality? We likewise need the co-operation of local officials who will tell us of things that their associations are doing that might be found suggestive elsewhere.

Owing to a variety of special circumstances, but not to any change of policy yet decided upon, Mr. J. E. Gibbard's customary analysis of outstanding features in world news was missing from the September issue of *The B.C. Teacher* and is again missing this month. The preparation of such summaries involves long and painstaking study not merely, and indeed not chiefly, of current newspapers, but of the more serious magazines and other sources. The daily papers are a very misleading guide to the news that really matters. Appreciation of this feature of *The B.C. Teacher* has been expressed by various social studies teachers and others, especially resident in parts of the province that are lacking in library service. However, Mr. Gibbard and the editor would welcome further advice in this connection. Should the section on the news of the month be continued in a magazine of this character?

## **FEDERATION NEWS**

(By S. NORTHROP)

**Y**OUR Consultative Committee, which acts in an executive capacity between the ordinary Executive Committee meetings, met June 27th and considered and acted upon many matters of immediate importance. Among these may be mentioned a letter from Mr. Norman Baker stating, it was not in the power of the Commissioner to authorize withdrawal of money from the Teachers' Pension Fund for emergency purposes.

The same committee met on July 20th and dealt with several matters of moment, and again on September 14th, when the matter of a Degree in Master of Arts in Education, and a readjustment of the library fee were thoroughly discussed and ordered to be taken up between the Federation Summer Session Committee and the University authorities. The report of the Committee on Provincial Music Credits was ordered sent to the Education Department with the approval of the Federation.

At the meeting on October 4th, following the Executive meeting on September 28th, co-operation with the Parent-Teacher Federation in circulation of their material was agreed upon. A circular letter concerning the place of the Easter Convention was sanctioned and ordered sent to Fall Conventions, District Councils and Local Associations, together with a copy of the suggested Draft Bill. Every Federation member should make himself familiar with the import of these, and cast his vote for the good of all.

### **Executive Committee Meeting, September 28th, 1935 (9:30 to 10:45 p.m.) Brief Notes**

(1) Re. New Westminster Case.—That Act be amended giving Teachers' Associations power to ask for arbitration between them and their School Boards.

(2) Mr. Charlesworth will write an article on School Accidents dealing with the various liabilities of trustees and teachers.

(3) Unemployment insurance still in the hands of the committee.

(4) Election of five co-opted members of the Executive resulted as follows: Miss Amy Woodland (Cranbrook), Mr. H. K. Beairsto (Vernon), Mr. J. N. Burnett (Vancouver), Mr. J. H. Creighton (Vancouver), Mr. W. H. Wilson (Victoria).

(5) Education Week: J. R. Mitchell (Chairman, West Vancouver), last week of February, 1936.

(6) Endorsation of British Columbia School Trustees' action re amendment of Act providing for arbitration between Trustees and Council on estimates.

(7) Financial Report showed credit balance of \$684.15.

OCTOBER, 1935.

Page Five



- (8) Election of Secretary-Treasurer: E. T. Oliver (Lord Byng).
- (9) Finance Committee for 1935-1936: Wm. Morgan (Chairman), E. T. Oliver, J. H. Creighton and Miss F. E. Williams.
- (10) Constitution and By-laws: W. H. Wilson (Victoria, Chairman), A. S. Towell (Nanaimo), W. R. McDougall (North Shore).
- (11) Membership: J. N. Burnett (Vancouver, Chairman), N. D. MacDonald (Burnaby), D. H. H. Lowther (Chilliwack) and Miss I. Elliott (Vancouver).
- (12) The Consultative Committee now stands: Mr. R. P. Steeves (Vancouver, President), Mr. W. Morgan (Vancouver, Vice-President), Mr. J. R. Mitchell (West Vancouver, Past President), Mr. E. T. Oliver (Vancouver, Secretary-Treasurer), Miss F. E. Williams (Vancouver, Finance), Mr. W. H. Wilson (Victoria, Constitution and By-laws), Mr. J. N. Burnett (Vancouver, Membership).
- (13) Long discussion re place of next Convention. Opinions sent to office of Federation from whole membership will decide the matter.
- (14) Magazine Board: Dr. Norman F. Black appointed Editor, to form his own Board. An honorarium of \$200 was attached to the position. Question of advertising in Magazine to be taken up by Finance Committee and Magazine Board.
- (15) Mr. R. H. Bennett (Vancouver) reported on Radio Broadcasts, and was re-elected.
- (16) The sum of \$250 was granted for carrying on the work of the Provincial Elementary Teachers' Association.
- (17) The sum of \$150 was set aside for the British Columbia Secondary Teachers' Association.
- (18) Mr. Charlesworth submitted a report in mimeographed form on his visit to England. This is well worthy of attention, as showing his contact with 3000 educational representatives from forty-five countries. He was elected as member of at least five committees, and as Vice-President of the World Federation of Education Associations, which has its next Conference at Tokio in 1937.
- (19) Reports in mimeographed form were submitted by Mr. J. R. Mitchell (Canadian Teachers' Federation Conference), and Mr. H. K. Beirsto. These are on file at the Federation Office.
- (20) The Draft Bill will be sent to each teacher after being put into form by the Consultative Committee.
- (21) Membership 235 ahead of the next highest year. Some fees still due and overdue. Guilty ones, please note.
- (22) West Kootenay, through its representative, Mr. W. McKenzie, wanted to know various things, particularly how they could assist the Federation. The Magazine Board, and the Research Committee were named as outlets for superfluous energy, and although the official reporter was absent at this late hour (10:30 p.m.) he would suggest that news of upcountry doings and happenings would be gladly welcomed.

Page Six

THE B. C. TEACHER

## *School Finance in British Columbia*

THE recently published government report on Educational Finance and Administration is a document of major importance to every teacher in British Columbia and to every other citizen vitally interested in the welfare of the schools. In form, the report is addressed to the Honorable G. M. Weir, Provincial Secretary and Minister of Education, and the Honorable John Hart, Minister of Finance, who constitute the Royal Commission for the study of these problems, but in reality it is addressed to the people of British Columbia.

The subjects under review were dealt with first by a large and representative committee, which in turn delegated to what is called the Revision Committee the task of assembling and formulating a statement of findings embodying its ultimate consensus. Of that Revision Committee the General Secretary of the British Columbia Teachers' Federation was chairman, and it is abundantly evident that he performed his very difficult duty with tact and good judgment. The Federation has reason for pride in the place that Mr. Harry Charlesworth has earned in the councils of this province.

With Mr. Charlesworth there were associated on the Revision Committee: Mrs. Paul Smith, M.L.A.; Mr. Herbert Anscomb, M.L.A.; Mr. Robert Connell, leader of the opposition in the Legislature; Professor H. M. Angus of the University of British Columbia; Mr. David Leeming, Mayor of Victoria; Mr. R. F. Blandy; and Mr. J. P. Carr.

A remarkable degree of unanimity was attained by the committee. Its report bears the signature of all its members, though on certain points. Messrs. Connell, Anscomb and Blandy recorded reservations.

Mr. Connell, for example, objects to the proposed extension of the income tax while so much land and property of a speculative character does not seem to be bearing its due burden. Furthermore he holds that incomes at or below the sum required by the official Cost of Living in Canada index should not be subject to charges for the support of education.

Mr. Anscomb does not agree with the committee's recommendation regarding school fees. The finding of the majority was "that the limitation of education should depend upon the capacity of the child and not upon the financial capacity of the parent," and that no school fees should be payable by students under eighteen years of age, except for senior matriculation or its equivalent. Mr. Anscomb believes that the burden of taxation for educational purposes is out of all proportion to the ability of the taxpayer to bear, and that certain school fees should therefore be authorized.

Mr. Blandy thinks that the report should have embraced a more detailed outline of the province's actual financial position and feels that, because of such economic conditions, the people of British Columbia are compelled to curtail educational expenditure. Like Mr. Anscomb, Mr.

Blandy favors High School fees because if they are not imposed there must be resort to additional taxation. He accepts the general principle of large administrative units, but does not believe that in the long run they will entail any reduction in the school costs.

The committee recommends that the Provincial Government pay a substantial proportion of the total cost of our school system and move in the direction of the assumption of the entire cost. In the meantime, capital expenditures should fall chiefly upon local authorities, and in this connection the pay-as-you-go policy (so long advocated by British Columbia Teachers' Federation) should be adopted to the fullest extent possible. Government grants for education should, in the opinion of the committee, be paid from Consolidated Revenue and not from taxes specially earmarked. Provision should be made to ensure to owners of real property some relief from their present excessive burden of taxation.

The report goes on to point out that these recommendations are dependent upon the exploration of new sources of revenue. The committee reported an overwhelming mass of opinion favourable to an increase of the provincial income tax, based upon some equitable distribution of the whole burden of taxation, Federal, Provincial and Local. This will call for a thoroughly scientific survey of the field of taxation. Meantime, the committee recommends a basic tax of two per cent of all incomes exceeding fifty dollars a month. Such a tax would make possible a reduction of the present excessive taxation on land and property. A general increase of one per cent in the present schedule of income tax is advised. Attention is called to the fact that the proposed initial rate of two per cent is considerably below that imposed in England. Other important financial suggestions are included in the report.

The committee was of the opinion that the measure of centralization or decentralization of financial control should correspond to the financial obligation undertaken respectively by the provincial government and by the local district.

Upon its recommendation for larger administrative units, the committee reported that "there appeared to be complete unanimity of opinion." Each such large administrative unit should be under a Director of Education responsible to the Department, and should be a separate taxation unit for projects locally financed. In the opinion of the committee, provision should be made for some form of school board, partly elective and partly appointive. The committee also recommended further study of the question of provincial schedules of salaries for teachers.

The finding of the committee relative to school fees has already been indicated.

Numerous suggestions are offered as to possible economies that would not result in loss of efficiency. Such an economy would be the closing of one of our Normal Schools until such time as the present supply of teachers shall have been absorbed.

To the detailed consideration of these and related proposals the bulk of the book is devoted. This study of policy is from the pen of Mr. H. B. King, technical adviser to the Commission on School Finance.

(Continued on page 10)



## "WHO is WHO" in the B.C.T.F.

THIS article is designed as the first of a series aiming at the development of the friendly intimacy that should exist between Federation members at large and those upon whom falls an exceptional share of responsibility for the usefulness of the British Columbia Teachers' Federation.

Last month a precedent was established which *The B.C. Teacher* will follow at least for some little time to come, when there appeared on the cover a photograph of the President of the Federation. This month you have noticed in the same place a picture of Mr. William Morgan, our vice-president.

Large numbers of teachers throughout the province are already personally acquainted with Mr. Morgan and to them any introduction is superfluous. They may therefore assign themselves to the Amen corner while we talk to others hitherto less fortunate.

For our purposes we may ignore the time and place of Mr. Morgan's nativity, his early scholastic and professional career, and his adventures in general prior to his coming to North Vancouver, in 1921, already a trained and experienced mathematical specialist. Most of the time since that date he spent in Kitsilano High School, but he is now preaching the mathematical gospel in the Technical High School.

For about fifteen years Mr. Morgan has been a valued member of the High School Teachers' Association of the Lower Mainland, but he has been best known to the student body and to his Vancouver colleagues for his untiring services in the realm of clean sports. The part of his own education that he himself probably values most highly was his training in Rugby at the hands of F. H. R. Alderson, who in his leisure moments also functioned as head master of Hartlepool Grammar School. In 1932-33 Morgan became president of the body responsible for Inter-High School athletics in Vancouver. In the following year he was elected vice-president of Vancouver High School Teachers' Association, and in 1934-35 he was chosen president of the High School section of British Columbia Teachers' Federation. In that capacity there fell to him the exceptional responsibility of assisting at the birth of the British Columbia Secondary School Teachers' Association, of which so much is rightly hoped. On the Executive of British Columbia Teachers' Federation he has served for two years as Chairman of Finance, and last year he was elected Vice-President of the Federation.

From Hercules' foot, according to the proverb, one may guess Hercules, and from Mr. Morgan's head as depicted on the cover, one might guess a good deal about the subject of this sketch.

In the first place, as anybody can see, it's a square head, and it belongs to a man whose outstanding characteristic is squareness. There is plenty

OCTOBER, 1935.

Page Nine

of room in that head for an exceptional amount of brains and none of the space has been wasted. The shape and dimensions of Morgan's headpiece also hint at the truth that he is exceptionally level-headed and broad-minded. It is the head of a young man who has grown a great deal in the last ten years and is still growing. The dearth of hirsute adornment is simply a reminder that W. M. has nothing to conceal. His is also a good head for taking hard bumps and the bumps have been experienced without leaving scars or sore spots.

Probably no man in British Columbia Teachers' Federation enjoys to a higher degree the affectionate respect of those who have had dealings with him and to no one can a colleague turn for professional advice with greater confidence that the advice will be wise.

Education is not merely a means of getting on in the world, but is a prime factor in the promotion of social well-being—in short, of real human happiness. It must be adapted to the powers and tastes of the individual, for happiness is an individual thing. In the past, many who, without any true avocation or capacity, have pursued studies for which they were unfitted have met in the end frustration and disappointment when they found no outlet for their laboriously acquired knowledge. Social waste and social danger lie this way. But the acquisition of knowledge which enables a man to enjoy the intellectual interests which appeal to him is of immense social value. Leisure must increase with technological progress. If that leisure is not to be misspent, tastes and interests must be cultivated which will enable it to be usefully and happily employed.—LORD MAC-MILLAN, November 4, 1934.

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### SCHOOL FINANCES IN BRITISH COLUMBIA

(Continued from page 8)

In this preliminary article it is impossible to review Mr. King's report at adequate length. It is a serious and scholarly contribution to the literature of educational finance and administration, and should provide an invaluable *point de départ* for many reforms of most far-reaching significance. Various features of Mr. King's report will be dealt with in future issues of this magazine.

Meantime, every serious student of education should be studying the report at first hand. It is to be regretted that the provincial authorities have not found its free distribution practicable. However, when you pay your dollar for the Report on School Finance in British Columbia, you will be adding to your professional library a book that will be of permanent interest not only in this province but in others. It is safe to say that the report is already being studied in every part of Canada, and in many States and Dominions where intelligent educational authorities are facing perplexing financial and administrative problems akin to our own.

At its last meeting the Executive of British Columbia Teachers' Federation appointed a committee to study in detail, on its behalf, the recommendations of Mr. King and of the Revision Committee. It goes without saying that the Department may rely upon friendly and candid co-operation on the part of the Teachers' Federation. There may be features of the report that call for more mature consideration, but with its general trend professional opinion in this province and elsewhere will be found to be in sympathy.

## ❁ ❁ SCHOOL ENGLISH ❁ ❁

ARE teachers in general satisfied with the results obtained from the teaching of the English subjects in our schools? Are we quite clear and reasonably unanimous even as to our objectives? Do the methods that we habitually pursue conform with the educational objectives that we ourselves would endorse?

My guess is that most teachers of English, whether employed in primary departments, middle grades, Junior or Senior High School or in our Universities, would answer all three of the foregoing questions in the negative. The percentage of justifiable dissatisfaction would probably be lowest among primary teachers, and highest among University professors; for it is a matter of experience that, as a rule and in the by and large, more attention is paid to sound pedagogical principles in Grades 1 and 2 than at any later stage in the pupil's education.

What powers and understandings, what skills and what attitudes should develop in our pupils as the fruit of their school work in the English subjects?

Mr. William Armstrong of Vancouver did us an important service last year when he stressed the difference between Secondary School English as a *tool* or *skill subject* and Secondary School English as a basis for training in aesthetic appreciation. His argument was that the mastery of English as an instrument needed in daily intercourse should be compulsory, but that to compel High School students of all classes and capacities to study for four years a mass of noble poetry, adapted primarily to adult experience, is a policy of very questionable wisdom. It is certain that no adequate rebuttal of that argument has yet been forthcoming.

In the revision of the curriculum in English that is announced to have already been inaugurated, committees will have for their guidance numerous research studies that have tended to lift out of the realm of mere opinion some of the problems suggested above, and to orient them on the basis of a disinterested observation of objective facts. As pointed out in a recent issue of *The English Journal*, the studies of pupil interests in reading, published in very recent years have included investigations at all levels, from the primary grades to college.

Miss Angela Broening, for example, has reported upon factors influencing pupils' reading of library books, basing her statement upon actual pupil reactions to five hundred books in the classroom library of her city. Some of the recorded results are rather disconcerting and suggest either that the teachers concerned neglected to give advice to the young readers or else that such advice does not exercise a great deal of influence. However, no matter where one is journeying he must commence where he actually is. If we are to succeed in luring our pupils onward to the reading of the types of literature that we ourselves most approve, we

OCTOBER, 1935.

Page Eleven



should know what kind of book at the moment possesses most appeal to the boys and girls themselves. In so far as pupils in Elementary Schools are concerned, Miss Broening's report would indicate that the essential desiderata are a fascinating plot, ease of reading, and abundance of illustration. Only one book selection in a hundred was made by pupil readers on the advice of a librarian, and only 12 per cent of the choices directly reflected suggestion on the part of teachers.

On the other hand, Russell Thomas of the University High School at Chicago, on the basis of statistics derived from a study of the voluntary reading done by students in that institution, concludes that in his school at all events pupils were progressively reading an increasing proportion of approved books. In the upper grades they did less free reading than in the lower High School grades, but the quality improved.

These studies have been selected simply as typical of scores of others that could be named, and that should have a bearing upon the task of revising our work in English.

Whatever else English teachers are trying to do they are certainly endeavouring, and with very indifferent success, to develop a life habit of intelligent and enjoyable reading. If we fail here, we have failed indeed.

The national survey of Secondary Schools indicated, two or three years ago, a definite trend among teachers to stress extensive instead of intensive reading. Three track courses in English were found in many of the best schools: a core course for the majority, a minimum course for slow or backward pupils, and a much enriched course for those specially gifted. Has anybody in British Columbia experimented along any such lines?

Teachers in every part of British Columbia are urgently invited to submit to *The B. C. Teacher* for consideration by their colleagues practical difficulties encountered in dealing with the various English subjects and to report upon educational means that in this connection have proved conspicuously valuable or the reverse.

Again, what are we trying to do, and how should we be trying to do it?

It cannot be emphasized too strongly that any one kind of education can be oversupplied from the economic standpoint. It is the more or less inevitable result when a school system is built in one age for a small percentage of the population and is used in a later age for educating a very much larger percentage of the population. . . . If the same educational system is expanded to include most of the people without similar expansion in the number of occupations towards which it leads, economic maladjustment is certain to result.—HAROLD F. CLARK, *Professor of Economics, Indiana University.*

#### SUPPLEMENTARY LIST OF MEMBERSHIP 1934-1935:

NAME	ASSOCIATION	NAME	ASSOCIATION
Brand, Mr. George A.	G.V.H.S.T.A.	Lawrence, Miss Edith M.	Fee Allowed
Chamberlain, Mr. Douglas G.	Nelson T.A.	Meikle, Mr. Wallace S.	Fee Allowed
Jenkins, Miss Emma J.	Fee Allowed	Nicklin, Miss L. Frances	Mt. Arrowsmith T.A.
Keefer, Miss Marjorie C.	Unattached	Sheffield, Miss D. Phyllis	Arrow Lakes T.A.

Page Twelve

THE B. C. TEACHER

## *A Plea for the Larger Administrative Unit*

### **A RURAL TEACHER REPORTS HIS EXPERIENCE AND OBSERVATIONS**

(By LAWRENCE P. MACRAE)

**A** VERY large percentage of our schools consists of rural schools, and in the majority of cases our teachers just out from Normal training must commence their careers in these schools before they can hope to secure positions in the larger centres. The conditions under which our rural teachers work are therefore of paramount importance to the profession as a whole.

The young teacher, in a great many instances, after the first glamour and romance of an isolated or pioneer district has worn off, is only too ready to resign and move away the minute a new opening presents itself. Those who at first appeared to be quite friendly towards the young teacher all too frequently become his persecutors when the novelty of first acquaintanceship has worn off. Without doubt this persecution of rural school teachers is so prevalent that if it were not for their pride in their profession and the scarcity of more congenial positions a general exodus of teachers from our rural schools would result. This statement is based upon personal contact with a large number of rural school teachers.

Because of such conditions and the resulting suicide of a young Vancouver Island woman teacher, the Department of Education felt it necessary a few years ago to appoint, at least temporarily, a welfare officer whose duty it was to look after the social interests of the younger and less experienced women teachers. Since that time inspectors themselves have taken an increasingly active interest in conditions facing the young teacher and have found it necessary, one by one, to replace rural school boards by official trustees.

The Peace River district contains some sixty odd schools, and here the writer has taught for six years. Conditions in this region have been particularly unfavourable for teachers. Often the teacher became the butt of strong censure or disapproval or persecution, not because of inefficiency, but because he or she did not board at the right abode, or rent the right dwelling, or take sides with the proper clique, or because some trustee, to keep in the good graces of the community, catered to the whims of those antagonistic to the teacher. In one case, where the members of a certain school board had split into two extremely bitter factions, a teacher was engaged by each faction to fill the one vacancy, so that, when the opening day of school arrived, there were two teachers present with opposite representatives of the school board. As you can well imagine, the firmness

OCTOBER, 1935.

Page Thirteen

and tact of the resident inspector were needed to prevent a very serious state of affairs, involving the possibility of a suit for heavy damages. Of course, in the final analysis such costs would have fallen on the shoulders of the taxpayers who had elected the incompetent board.

Under the old system the attempted dismissal of teachers was justified by such flimsy excuses as: "The ratepayers insist that we get rid of you", "You have made application to another school and therefore we must protect ourselves", "We are reorganizing the school," "We are told that you refuse to teach high school grades", and so forth. One notice of dismissal displayed a humorous incongruity by commencing with "Thirty days after date your services will no longer be required", and ending with "If you will put in your application it will receive the serious consideration of the board".

One of the older teachers of the district, tired of seeing these conditions prevail, took advantage of the occasion when he and two other members of the staff received notices of dismissal, to appeal to the Department of Education for an open investigation. The result was naturally a crushing defeat for the trustees in question. It might at this point be of interest to note that the chairman of the board of trustees, when confronted by an excellent set of inspectors' reports, stated that these reports were only a matter of form and that the inspectors had probably been told by the teacher what to put into the reports!

The writer could go on almost indefinitely quoting similar incidents and conditions prevalent in rural school districts under the traditional decentralized trustee system but enough has been said to show that the old system as regards rural schools is obsolete, uneconomical, and unworkable. This does not, of course, in any way reflect upon the school boards of our larger centres, many of whom co-operate with their school staffs in every way to make education a success in their respective communities. Nor does it reflect upon those rural school ' 's that by great good luck consist of men and women of excep intelligence and superior administrative ability. These admirable exceptions do not provide an argument for a system that in the by and large has proved a failure.

The main object of the writer in recounting school board maladministration of which he has knowledge is not simply to dwell upon the abuses of the past but rather to point out a better outlook for the future. In this regard he wishes to report his observations regarding the "LARGER UNIT OF ADMINISTRATION" system put into operation in the Peace River district during the last year.

The Department of Education had, in the past, found it necessary to take over one school after another, and place it under an official trustee and, finding that friction was being eliminated, and greater economy effected, bringing about a lower mill rate of taxation, it was considered expedient to group a larger number of schools of the Peace River district into one unit of administration, to be handled by one official trustee. Only those schools were forcibly included that



were already liable to such action under the existing school act, while other school areas now included within the scheme voluntarily voted to come in. The main object for placing as many schools as possible under one official trustee was more centralized and efficient business administration.

The new system in the Peace River district has already resulted in lowering and equalizing the average mill rate over the territory involved. Mass buying of supplies becomes possible, thus lowering current expenses. Again, when any one school needs an addition, instead of its being encumbered with a heavy debt, the expense is borne by the combined area at the cost of an almost negligible increase in the general mill rate. Also, the whole territory will now be able, because of economic administration, to have the nursing and dental service which is so imperative in an isolated and scattered territory such as the Peace River district.

Thus, from the point of view of the taxpayer, economy has resulted and administration has been simplified. From the teacher's point of view the new system has been a veritable God-send.

Since this new system has been in operation, friction for the teacher is practically a thing of the past and he finds himself no longer the victim of the whims of a rural oligarchy. He stands on his own merits and no longer fears a notice of dismissal based on unfair grounds. Readjustment of salaries based on service and experience is being put into operation, giving a teacher some incentive to improve himself. Previously to this we had teachers handling a large number of pupils and getting less salary than teachers in neighbouring schools with a small number of pupils—the question of salary resting at that time upon favour and not on ability or service.

Prior to the inauguration of this large administrative unit, if a teacher became tired of a district or the district was antagonistic towards him, he had to remain and endure very distressing conditions or to resign his position, or possibly even to face undeserved dismissal. But under the new scheme the official trustee simply arranges for the teacher an exchange with a teacher from some other school. This has already been done in more than one case to the mutual satisfaction of all concerned.

To hold the position of official trustee one must have vision, be unbiassed, and not influenced by any petty local jealousies. The teacher can naturally look upon such a one as a friend and expect a fair treatment in any dispute that may arise in his particular school district. In fact, this new system takes the teacher out of the day-labourer class and makes him realize he really belongs to an honourable profession.

Mr. M. S. Morrell, the Government Agent at Pouce Coupe, was appointed as the first official trustee of the Peace River district and no teacher who has had any dealings with him can fail to praise his square dealing and friendly attitude.

To Dr. Wm. Plenderleith, the Resident Inspector and present

(Continued on page 17)

OCTOBER, 1935.

Page Fifteen

## *Ramblings of Paidagogos*

### ON NICKNAMES

THERE is a timeless irreverence in the young, a healthy disrespect for the mere dignity of their elders and betters; and this childish insight into the fustian of human self-complacency finds its expression in nicknames. As a rule, the more elaborate the dignity, the more disparaging the nickname.

But this is only one side of the matter. Nicknames may be applied through sheer affection; they may be terms of endearment, veiled in sauciness to escape the horrid implication of sentimentality. Perhaps Socrates was known by the Attic equivalent of "Puggy" to the Athenian youth of his day; but since he affected very little dignity, the appellation must simply be regarded as an effort to bridge the gap between the admired and the admirer. "Socrates", in all truth, was beyond them; but "Puggy" was a lot closer and more approachable.

The fact is—and this is a purely parenthetical observation made by one who has written up a great many school registers—we receive our official names far too early in life, and in the majority of cases they are unsuitable. If parents would wait for their offspring to grow up a bit, there would be far fewer Marmadukes and Ruperts and Glorias and Palomas. Nothing is more absurd than to see some commonplace little morsel of humanity going about under the lordly designation of Montagu. According to my experience the bulk of the population is composed of Johns and Marys.

To return, however, to the point, a nickname has been the prerogative of the teacher from time immemorial, and no properly constituted pedagogue can afford to be without one. It is as much a part of his equipment as is his collar button or his certificate. Indeed, lack of a nickname is painful evidence of a colorless and vague personality; it gives rise to a serious doubt as to whether the individual should be in the teaching profession at all. For it is hard to conceive of a creature so wanting in distinction both mentally and nasally that he has never been made the subject of a childish epigram. Better to be known as "Groucher" than to be known as Smith.

In general, nicknames have to do with the crudely obvious aspects of the personality, and attach themselves rather to physical than to intellectual characteristics. There is a directness about them that owns neither compliment nor compromise. They express without circumlocution and with euphemism the basic impression which you make upon the child. If your teeth are prominent he calls you "Bunny", and if age has withered your cranial covering he calls you "Baldy". Oddities of gait or of speech have an endless fascination for

the young—many a time when you fondly imagine that your pupils are concentrating their minds upon a nice mathematical point, they are really counting your chins or marvelling at the incongruity of your ears.

But this is by no means the end of the story. As pupils grow older and more sophisticated, they leave obvious things to their juniors and seize upon the peculiarities of your character. The term "Nosey" now takes on a totally different meaning. To fall back upon my own school days, I remember such nicknames as "Whacker", "Cocky", and "Savage"—eloquent testimony to the ideals of discipline which prevailed in that remote period. I recall also a dubious creature who bore the title of "Slimey", but the less said about him the better.

Certain generic nicknames deserve a moment's notice. Sometimes a German or a Frenchman is engaged to teach in our schools, on the theory that our children should be exposed to the authentic idiom and accent. In my day these gentlemen were given a rather rough time, and the Frenchman in particular was frequently goaded into a state that came pretty close to hysteria. Their nicknames, however, were quite standardized—one was "The Kaiser" and the other was "The Frog". So enslaved were we to usage that any variation of these nicknames would have been unthinkable.

As a last category—not because it is really the last, but because it exhausts my ideas on the subject—there is the commonplace and often meaningless inflection of the surname, the process by which Smith becomes "Smithy" and Slattery "Slats". The addition of the adjective "Old" has, of course, no bearing upon the age of the subject, and may connote either kindness or opprobrium; but to be known as "Old Slats" at the age of twenty-five is a singular mark of childish esteem.

To sum up: a nickname may not be a reinforcement of your gentility, but it is a clear indication of your humanity.

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(Continued from page 15)

official trustee, whose untiring efforts and foresight were responsible for putting the system into effect, the unstinted admiration and gratitude of every teacher in the Peace River district are due.

The writer has resigned his position in the Peace River Inspectorate and wishes it to be fully understood that in the expression of these views he has not been influenced in any way by the Resident Inspector. He writes this solely because of the hope that "THE LARGER UNIT OF ADMINISTRATION" system may be introduced in all rural districts of British Columbia.

The writer experienced teaching conditions in the Peace River district both before and after this system was put into effect and is whole-heartedly of the opinion that provision for larger administrative units means the Magna Carta and emancipation of the rural school teacher.

OCTOBER, 1935.

Page Seventeen



## *The Group Mind and School Discipline*

(By CHAS. C. WATSON, *Point Grey Junior High School, Vancouver*)

*The previous article in this series contained a discussion of the group mind and group psychology, and also a general discussion of discipline. This present article considers the application of group psychology to the discipline of the "gang" end of the school class.*

### **PART II.**

WHETHER one is studying the school, or the community in general, the fundamental group to consider is what C. H. Cooley calls the "Primary Group"; PRIMARY, because it is fundamental in forming the social nature and ideals of the individual. Play groups among children and informal gatherings of various kinds among adults are of this type. They are the result of a universal endeavour to satisfy the gregarious instinct and have become nurseries of human nature in the world about us. Says Mr. Cooley, "The general fact is that children, especially boys after about their twelfth year, live in fellowships in which their sympathy, ambition, and honour are engaged even more, often, than they are in the family". These fellowships are familiar to all educators, who observe that with children these primary groups frequently take the form of "gangs" which, because of ill-directed energy, too often result in mischief. This last thought is crystalized in one of the popular moving picture features, namely, the "Our Gang Comedy". This picture feature usually depicts "the gang" carrying out some mischievous adventure, always to the discomfort of someone and always to the great enjoyment of "the gang", and incidentally to the enjoyment of the moving picture audience. The audience, if broken up into individuals, would really not see very much fun in the mischief; rather, as individuals, apart from the group, they would consider the actions of the gang undesirable. If each of these local "gangs" could receive sympathetic attention from kindred but wiser spirits, a large percentage of the crime of the rising generation could be prevented. Such sympathetic attention is the underlying motive of the Boy Scouts, Girl Guides, and other similar youth movements. There is no disputing the fact that each primary group, or each "gang", requires a leader, and here is where discipline as a school problem enters the discussion.

As far as the school is concerned, the unit of formal organization is the "class", made up of individual pupils, each of whom presents his own problems depending on his own individuality. When forty of these individuals are gathered together there exist not only forty individual problems but also the problem of the group. The problem of the group is stressed by Wm. McDougall when he says, "We cannot foretell the behaviour of the group from our knowledge of the indi-

viduals alone". The group presents a discipline problem because the teacher, standing before a class, is faced by the phenomenon of "the crowd", more than just an aggregate of individuals, and to be successful he must apply the psychology of the crowd.

It must be remembered though that, "Not every mass of human beings gathered together in one place within sight and sound of each other constitutes a crowd in the psychological sense of the word. There must be collective mental activity. The essential conditions of collective mental activity are: a common object of mental activity, a common mode of feeling toward it, and some degree of reciprocal influence between the members of the group." These conditions certainly exist in the class, and group psychology must therefore be considered when dealing with the class. Every lesson that is taught provokes some mental activity, all pupils will respond in much the same way, and each will feel the response of the others by rapid "contagion". In other words, THE GROUP MIND is present, waiting to be recognized.

The chief distinction between the class and the gang is their reason for congregating. The members of the gang congregate at their own free will. The gang may or may not have had a specific purpose in mind, but if not, once gathered, it takes very little time for a purpose to be formulated and thereby the gang becomes a real crowd with a common object of mental activity. The class, on the other hand, is gathered for a purpose, formulated in advance, not by the class itself but by outside authority. Therefore, until the class has developed a consciousness of itself as a collective entity with common purposes, and has developed a sentiment in regard to its purposes, it will not co-operate to form a true unit. By means of proper guidance and suggestion, this sentiment or group consciousness can be developed rapidly into a "group spirit" which according to McDougall "not only serves as a bond that holds the group together but renders possible collective volition, and plays an important part in raising the intellectual level of the group".

For example,—certain members of a class who have felt "the urge of the group" decide to do something to identify themselves as a group. This "something", if unguided, might take the form of general rowdiness. At first the desire simply is to cause others to say, "That is class seven". The tone of the voice used, or the inference of condemnation, would not matter. If they succeeded in being recognized as a group they would feel that they had gained their objective.

Suppose though that the class teacher, realizing the presence of "the urge of the group", gathers together the more energetic pupils, and by guidance and suggestion promotes a profitable programme,—perhaps arranges to put on a sketch at the next assembly. It might well happen that following such a performance, the same remark might be passed, "That is class seven". The tone of voice and the inference would be decidedly different, however. The class would have accomplished its purpose—recognition as a group, but it is a group with a much better spirit. Through proper guidance its collective mental life has been raised to a higher level.

The idealization of the group sentiment requires adequate leadership and this implies leaders in whom the group detects sincerity and authority; leadership of such a character that the group will unconsciously and willingly accept its guidance. To create such acceptance, proper organization of the group is necessary. Organization is chiefly of two kinds, that which is imposed by outside authority, and that which grows from within. The former is never completely accepted by any group, it seldom has a truly beneficial effect, and never is conducive to the development of a favourable group spirit. The latter type of organization, that which develops from within, is without doubt of greater value. Success depends on the ability of the teacher to choose, or guide the class in selecting, pupil-leaders who are adequate, or as nearly so as the mental standards of the class make available. If, then, the group sentiment is to be idealized, each class should have its own organization and the leaders should be chosen from among the pupils, by the pupils themselves.

Homogeneous groups are the basis of most youth gangs and of adult clubs, so that in discussing the school it is worth while considering the practice of homogeneous grouping in arranging classes. This practice is followed in most large schools. In grades where choice of course does not qualify the decisions, mental ability is used as a basis for homogeneous grouping. Such grouping is advantageous from the point of view of scholastic achievement but when leadership of the group is being considered, homogeneous grouping of classes, based on mental ability, presents a major difficulty. In a group having high mentality, many potential leaders are forced to remain inactive or undeveloped. This may not prove to be a handicap to the individuals but their ability is being lost to the school. In classes having low mentality, leadership is either entirely lacking or else it is of the wrong kind.

Consider two classes, one having very high mentality and the other one very low. Suppose each to have an internal organization of the best standards available (depending on the mentality of the class). The teacher in each case has a stabilizing influence, but suppose an occasion arises when the teacher is absent and a substitute is in charge. Regardless of the type of substitute, certain reactions are bound to follow. In the case of the class with good internal leadership, things will move along much the same as usual. Even if the substitute is not an experienced leader, the class officers will exert the required stabilizing influence. Consider the other class, homogeneous, but of lower mentality and lacking the proper internal leadership. With the absence of the regular teacher, the external authority is removed and the class quickly become a gang. By rapid "contagion" this undesirable attitude spreads and the mob spirit soon rules. Individual members of the class perform acts which they, singly and alone, would never think of doing. Their excuse is "everybody's doing it". The psychology of the disorganized crowd, demoralized in the literal sense, becomes evident. There is absolute abandon and disregard for personal and individual responsibility and, truly—"the crowd has degraded the individual". In such a case, if the substitute remembers that the class is really the sum of the individuals



PLUS the group spirit, which in this case is not good, he may overcome the difficulty by assigning individual jobs to certain pupils, saying, "Mary, you do this", "Harry, this is your job". Immediately such pupils become individuals with individual responsibilities and the mob spirit subsides. In other words, the teacher must deal with the PLUS which had accrued in the formation of the crowd. Thus order will be restored even though concerted effort be lacking. A knowledge of group psychology is certainly an invaluable aid in class discipline.

However, the real difficulty in the hypothetical case just discussed really arises out of homogeneous grouping of pupils according to mental ability, which results in the lack of proper leadership in some classes and produces a concentration of leaders in others. School administrators should take this point into consideration more often than they do when they are arranging classes. They must provide the leaders essential to guide the group and thus aid in the development of the proper group spirit which is so necessary in raising the morale of the group above that of the average of its component parts.

When a principal, in recognition of this important fact, places two or three pupils of high mentality in a lower grade class, he must keep them continually in mind. By frequent interviews he must obtain their reactions and show his special interest. This aids such pupils in their responsible positions as leaders, and makes them conscious of the fact that they are helping in the management of the school. But more important than all other features, this continuous interest and these repeated interviews enable the principal to discern the effect that the class has on the pupil. The principal is thereby guided as to the advisability of leaving any particular leader in a poor group. Many a good character has been warped by the influence of a poor class in cases where the administrator has ceased to be diligent in this respect.

The concluding article in this series will appear in the following issue. It will deal with the application of group psychology to the organization of school clubs and to the organization of the school in general.

Health lies in labor, and there is no royal road to it but through toil.—  
Wendell Phillips, *Orations*.

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## *The Practical and the Aesthetic Attitude*

(By FRANK WILSON, Principal, Matsqui High School, Matsqui, B. C.)

MAX Schoen in his "Art and Beauty" says "The ordinary man lives by producing and acquiring. For him life is a business transaction. Whatever life means for him depends upon what he can acquire through what he produces. His product is not the result of living but the condition of living. Such is man on the practical level of life, the man of the world calculating, scheming, planning to gain life by the deliberate conquest of his environment. The life of the creative mind is the reverse of the practical mind, and the values of the creative product are also the reverse of values of practical goods. The imaginative life finds its satisfactions within itself. It does not depend for its life upon external things, but it uses the external as the raw stuff, the food for the nourishment of its internal being".

Wilde expresses a similar thought more epigrammatically. "We can forgive a man for making a useful thing as long as he does not admire it. The only excuse for making a useless thing is that one admires it intensely. All art is quite useless".

That art and utility are incompatible and that the practical and the aesthetic attitudes towards life are mutually exclusive are ideas so widely accepted as to be generally considered almost platitudinous. That they do in fact contain a great deal of truth is really rather tragic and implies that something is very seriously wrong with our civilization.

It is true that for most people daily life is not creative. Machine tending, selling goods of doubtful utility to people who can ill afford to pay for them, performing some mechanical bookkeeping process without ever seeing the books as a whole, doing monotonous tasks without significance, doing which never becomes making, such are the daily tasks of the ordinary man. These tasks he does in order that he may live, but never for their own sake. They are too meaningless to call forth the aesthetic attitude by the taking of delight in "the thing in itself". Consequently, boredom and a sense of futility take possession of the weaker, and a senseless, ruthless striving for wealth, position, or social eminence engage the energies of the stronger.

But this difference between the attitude of the "practical" and the "creative" man is essentially artificial. The so-called "practical" attitude is not an aspect of healthy human nature but arises from the abuse of human nature. It is really a pathological symptom.

There is no aspect of man's make-up harder to suppress than the aesthetic attitude. Give man half a chance, give him a job in which there is the smallest element of the creative and watch the pride of craft develop. Watch him develop skill for its own sake, take a

delight in doing the job excellently, with no motive other than self-respect. The ploughman, the mechanic, the carpenter and cabinet maker, the tool-maker and machinist, the bookkeeper in charge of a set of books, all develop the aesthetic attitude towards their jobs if they are real men. Certainly their jobs are a means of livelihood, but they also become an essential part of living, the foundation of healthy pride and interest.

In a simple way all such jobs are creative. They demand the solving of problems, the relating and integrating of various kinds of information, mastery of technique, the imposition of form upon refractory material. The difference between these tasks and those of the creative genius differ in degree rather than kind.

To take delight in "the thing in itself" is the mark of the aesthetic attitude, but this does not mean that artistic effort is essentially useless. On the contrary, it may be very useful. What is essential is not so much the function or lack of function of the product as the capacity of its maker to become wholly and passionately absorbed in its making. A chair or a table is thoroughly useful, but this does not prevent the craftsman of imagination and integrity from making of it a thing of beauty.

Eric Gill puts it in this way: "Such is the nature of man that it is often difficult to distinguish between Art and Prudence. You make a wall with a hole in it to let in air. But the hole has to be shaped this way or that, with an arch or a lintel. The job of making it is interesting in itself. The act of prudence becomes the work of art, the act of making a thing transforms itself into a thing worth making for its own sake and, if made according to the sensibilities of a rational being, a thing pleasing to the eye, pleasing to the mind, a thing of beauty. Men acting according to their nature can hardly do an act of prudence without making an art of it.

"Although the word art is today commonly spelt with a capital 'A' this has not always been so. It is the peculiar achievement of the nineteenth century to separate, in thought and in practice the idea of work from the idea of art, the activity of the workman from the activity of the artist and to make the artist a special person removed from and exalted above the common ruck of human beings.

"By our division of the world into working men and artists, by our degradation of ordinary labour to the level of the ant-heap and by our setting apart of painters and sculptors as a specially expensive kind of workmen whose works can only be acquired by the rich we have done a wholly abnormal and monstrous thing".

The practical man, who always acts "in order that," and whom Schoen accepts as the average man, is really man maimed and twisted by a vicious environment, man with the most truly human of all characteristics atrophied. No man is healthy and complete unless much of his life yields intrinsic satisfactions. It is a tragic error to believe that the ordinary man, the man of the world, is content without them and that only the creative few delight in "the thing in itself".

The idea that there are two distinct classes of people, the practical men of the world, the doers, and the contemplative, creative few,

OCTOBER, 1935.

Page Twenty-three



is perniciously false. One of the deepest impulses in human nature is to turn into creative channels energy unused by the struggle for existence. Simple people of every race develop their characteristic aesthetic activities and produce work of permanent value. They dance, they carve, they make pottery and baskets, they work fine textiles and embroideries.

These activities symbolize their victory over environment. When the urgent problems of existence have been solved man can look upon his surroundings disinterestedly. He can enjoy the tracery of leaf and branch rather than weigh the possibilities of the tree in the building of his shelter. He can thrill to the play of light and shadow on the pond, to the varied greens of field and copse, without troubling about their utility in providing his cattle with drink, food and shelter.

The craftsman, who has mastered the art of making a house that is habitable or tools that will work, does not, if he is healthy minded and vigorous, rest content. He continues out of sheer love of his work to develop his skill far beyond the demands of utility. He seeks the highest degree of excellence intrinsic to his product. He lavishes affectionate skill upon it so that it shall be pleasing to the eye and to the touch, that even the hidden parts shall be perfect. The making of the thing, in answer to the promptings of necessity, becomes an end in itself and a source of pure delight.

The aesthetic attitude is not something antagonistic to the practical. It is truly an outgrowth from it. It is the healthy, vigorous man's way of symbolizing his freedom and his human dignity. Grim necessity demands from man certain tasks. It prods him continually from behind. Responding unwillingly to this prodding of necessity man is a slave, but vigorous man, responsible for what he makes, soon delights in the task for its own sake and advances far ahead of the coercion of necessity. It is thus he finds dignity and freedom.

It is a symptom of a diseased social organism when this attitude becomes so scarce as to be considered, as it appears to be today, almost an abnormality.

In her remarkable lines entitled "The Furies Dance in New York." Naomi Mitchison says:

"What can you make, citizens?"

They answer, "Look at us! We are unskilled labour. We can turn wheels, press handles, put salted nuts in bags,

"But we can't make anything."

"Citizens, citizens, your fathers made ploughshares, made ox yokes,

"Your mothers embroidered linen shirts, in Dalmatia, in Italy,

"In Greece, in Portugal, in Poland, Hungary, Latvia,

"What have you done with their patterns?"

... the citizens shake their heads, not comprehending all this.

... fathers and mothers were dumb. Who wants ox yokes.

"Who wants embroidered shirts?"

"You sees what you wants at Woolworth's.

"Our fathers and mothers, they got quit of that on Ellis Island.

"We got nothing. We wants nothing. See?"

## Secondary School Teachers' Bulletin

(By W. M. ARMSTRONG, President, British Columbia Secondary School Teachers' Association, Magee High School, Vancouver)

AT the last Easter Convention in Victoria the High School sections—Senior and Junior—united to form a Secondary Teachers' Association. The following officers were elected: President, W. M. Armstrong; vice-presidents, F. P. Levirs (Kimberly), P. N. Whitley (Vancouver); geographic representatives: L. B. Boggs (Penticton); H. D. Dee (Victoria); J. D. Jones (Cloverdale); secretary-treasurer, A. T. Alsbury (Vancouver). The past presidents of the former sections are included in the executive—J. H. Creighton, W. Morgan.

In July the executive met to formulate plans and to complete the organization of the association and discuss policy, etc. Due to geographic factors it is not easy to draft a plan of organization that will meet all our needs and aims, but it is hoped that in due time all groups of Secondary teachers will be effectively linked together. All groups are urged to establish a definite organization and keep in touch with the above provincial body. Secondary teachers have many special problems and interests which can be dealt with adequately only through co-ordinated activity. A strong Secondary Teachers' organization, within the Federation, should add great strength to the whole teaching profession in British Columbia. Chairmen or presidents of regional groups and chairmen of subject sections are asked to keep the President informed on their activities and to send in suggestions, etc., which may be helpful. It is not too early to begin plans for next year's convention!

Our provincial example has already been followed in Vancouver. Last June, after two or three years of discussion, the Senior and Junior High School Associations came together to form the Vancouver Secondary Teachers' Association. Mr. E. T. Oliver is the honored president of this important body of nearly four hundred Secondary teachers. The High School Teachers' Association of the Lower Mainland which, during the past seventeen years, has had such a helpful influence on educational progress in British Columbia, will in all probability expand its membership and territory along similar lines in the near future. Its regular annual business meeting, held in September, was adjourned to permit the executive committee to formulate suggestions for such revision of the constitution as would be necessary if this association is to become the special organ of British Columbia Secondary Teachers' Association in relation to the whole of the Lower Mainland.

We are endeavoring to form a channel through which the eight

(Continued on page 33)

## THE SCHOOL LIBRARIES

### (3) A SIMPLIFICATION OF THE DEWEY DECIMAL CLASSIFICATION FOR USE IN SCHOOL LIBRARIES.

(By MARY ELIZABETH COLMAN, Librarian, Lord Tennyson School,  
Vancouver, B. C.)

THE Vancouver School Librarians' Association have prepared the following simplification of the Dewey Decimal classification for use in school libraries. All the classes in this list will be required in large high schools; smaller high schools will probably not require, for instance, three classifications for Home Economics but will classify books on Food and Cooking, Clothing and Sewing, with general Home Economics under 640; again, all the Fine Arts might be classified under the general heading of 700, where there are but few of them.

Teachers in elementary schools will find that many of the classifications do not apply to their collections. The main thing is to remember that classification is a tool: the more expertly it is used the more useful it will be.

In order to classify a book correctly it is necessary to have some idea of its contents—the title is not always a safe guide. Where there is a doubt as to where a book belongs, use the number that promises to be most useful—that shelves it where it is likely to be looked for.

This Simplified Classification concludes this series of articles on School Libraries. Keep it for reference:

- |  |                                      |
|--|--------------------------------------|
| 030 Encyclopedias.                         | 500 Nature Study.                    |
| 170 Ethics.                                | 520 Astronomy.                       |
| 220 Bible.                                 | 530 Physics.                         |
| 291 Myths.                                 | 540 Chemistry.                       |
| 300 Citizenship.                           | 550 Geology.                         |
| 310 Statistics.                            | 551 Physical Geography.              |
| 327 League of Nations.                     | 570 Biology.                         |
| 328 Parliamentary Procedure.               | 571 Primitive Man.                   |
| 367 School Clubs.                          | 580 Botany.                          |
| 374 Vocational Guidance.                   | 591 Animal Stories.                  |
| 385 Commerce and Communi-<br>cation.       | 598 Birds.                           |
| 394 Holidays.                              | 600 Useful Arts (Handi-<br>crafts).  |
| 398 Fairy Tales, Folklore.                 | 608 Inventions.                      |
| 398.2 Legends, King Arthur,<br>Robin Hood. | 612 Health, Physical Educa-<br>tion. |
| 423 English Dictionaries.                  | 620 Engineering.                     |



- 630 Agriculture.
- 634 Forestry.
- 636 Domestic Animals, Pets.
- 639 Fisheries.
- 640 Home Economics.
- 641 Food and Cooking.
- 646 Clothing, Sewing.
- 655 Printing.
- 680 Carpentry, Manual Arts.
- 700 Fine Arts.
- 716 Gardening.
- 720 Architecture.
- 740 Drawing and Lettering.
- 750 Painters and Pictures.
- 770 Photography.
- 780 Music.
- 790 Games and Recreation.
- 800 Literature.
- 808.5 Debates.
- 820 English Literature, History and Criticism.
- 821 Poetry.
- 821.8 Poetry, Collections of.
- 822 Plays.
- 822.8 Plays, Collections of.
- 822.3 Shakespeare.
- 824 Essays.
- 910 Geography, Travel.
- 914 Europe, Geography.
- 915 China.
- 916 Africa.
- 917 North America.
- 918 South America.
- 919 Oceania.
- 920 Collective Biography.
- 921 Individual Biography.
- 930 Ancient History.
- 940 Europe, General History.
- 942 History, England.
- 944 History, France.
- 950 History, Asia.
- 960 History, Africa.
- 970.1 Indians.
- 971 Canada.
- 980 South America.
- 990 Oceania, Polar Regions.

When Thales was asked what is most universal, he answered, hope, for hope stays with those who have nothing else.—Epictetus.

OCTOBER, 1935.

## Reading For Action

This series has been planned and edited by Dr. Richard Wilson, whose books are read and loved by boys and girls all over the British Empire. As its title suggests, the series has stories about the daily activities of young people and about the things that grow and live and happen about them. Every book has many, very many colour illustrations and as many line drawings.

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## Canadian Teachers' Federation

# PRESIDENTIAL MESSAGE

(By Miss JESSIE M. NORRIS, Montreal West, President,  
Canadian Teachers' Federation, 1935-36)

DEAR Fellow Members:

May I take this opportunity of thanking you for the honour you have done me in electing me to the Presidency of our broad Federation. It was with many misgivings last year that I accepted the position of First Vice-President; therefore I appreciate particularly the confidence you have shown in elevating to the Presidency. May I claim your sympathetic support for the Canadian Teachers' Federation, and your active co-operation in the efforts to realize its aims.

In regard to the membership of the Canadian Teachers' Federation, you perhaps know that of the 70,000 teachers in the Dominion in 1934-35 some 30,000 belonged to the affiliated provincial organizations, and hence were members of the Canadian Teachers' Federation. One province, Saskatchewan, has the honour of being the first to obtain by statutory enactment 100 per cent membership of its teaching body. Other provinces are working towards that objective. To correct an impression that is abroad in certain quarters, may I emphasize the fact that *membership in the Canadian Teachers' Federation is open to every active Canadian certified teacher, irrespective of creed or tongue.*

Since its organization the Canadian Teachers' Federation has endeavoured to improve the professional and economic status of teachers, and to arouse the general public from its apathy toward educational affairs. Conditions during the past few years have complicated the difficulties, and although gains have been made in some localities, more and more the fact is being borne upon me that improved status will come only as a reward of improved objectives and methods of instruction, of wider outlook, of broader interest in education, and of more organized professional activity. Citizens listen more or less politely to discussion on teachers' salaries and teachers' status; taxpayers look with little favour on schemes which may increase their yearly payments or decrease their influence; but parents, generally, are interested in projects which concern their child directly. Are the members of the Canadian Teachers' Federation overlooking to a certain extent the wide problem of education in their concentration on the narrower problem of the teaching profession? *Children are the reason for the existence of a teaching body. No children, no teachers! What we accomplish, therefore, for the pupils is the measure of the recognition we merit from the public.*

### The Problems Which Confront Every Teacher

The problem of a child's intellectual development, his character form-

Page Twenty-eight

THE B.C. TEACHER

ation, and the growth of deduction and judgment; the stimulation and training of his artistic, musical, and literary abilities; the kindling of his interest, imagination and enthusiasm; the creating of an intelligent awareness of social conditions as well as of the economic and industrial life of Canada; the development of an international outlook; the maintaining of a proper balance between liberty and discipline; and teaching always with a happy enthusiasm: *these are the problems which confront every teacher in every Canadian classroom from Grade I to Grade XII, from the Atlantic Coast to the Pacific. These are matters, graduated as they must be according to the capacity of the child, which no teacher dares leave untouched. In the classroom the day of teaching textbooks has gone; the more difficult instruction in living has taken its place, with books only as a means to an end.* Educational discoveries, like medical discoveries, have no municipal, provincial, and national boundaries; and for that reason the Canadian Teachers' Federation is endeavouring to provide a means of exchange and dissemination of ideas and discoveries from one part of Canada to the other. Conferences, a Research Bureau, and a Publicity Bureau are means to this end. Unfortunately the wheels of the machinery for this exchange are turning but slowly, for *we teachers, ensconced in our individual work, have either not been much interested in what other schools and other provinces are attempting, or because of the press of work have failed to realize that others are achieving results of which we have not even begun to dream.*

#### **A Higher Professional Standard**

Hand in hand with better means of teaching living must march a higher professional standard. Improved training for teachers—according to reports from Teacher-Training Colleges in Canada the students' actual practice in teaching children varies from one period to six weeks of practice teaching before the graduate is placed in charge of a class—improved professional training is a crying need in many parts of the Dominion. How much better that teachers should demand more thorough and more practical instruction than that the public should grumble, and not without reason, about the quality of teaching in some of its schools. Though at present academic qualifications of teachers are higher than in the past, with, it is estimated, nine thousand teachers unemployed in Canada, surely the time has come to require for entrance to training colleges even higher academic standing, and a period of probation under competent observation. Improvement of practical training, higher academic requirements, and a selection of candidates, have placed the medical and legal professions today in a position they were far from occupying a century ago.

#### **Higher Remuneration for Teaching**

Another important step toward improved professional status is the securing of higher remuneration for teaching. During the recent difficult years salaried people have had their incomes cut. In Canada, according to the last available estimates, expenditures for education have decreased approximately 27 per cent, and teachers' salaries have decreased  $33\frac{1}{3}$  per cent, sacrifices on the part of teachers being, according to reports from the Dominion Bureau of Statistics, "much more severe in rural schools than



in towns and cities". Inadequacy of salaries is further intensified in some provinces by the inequality of payments to men and women teachers. The High Contracting Parties, signatories of the League of Nations, who established the International Labour Office, adopted the principle that men and women should receive equal remuneration for work of equal value, but this principle is being violated widely in respect to the teaching profession. Frequently teachers, forced by economic pressure, are obliged to accept less than a living wage; and too often teachers with no professional conscience offer their services for less than the recognized salary. These several circumstances may explain why, in six provinces where such records are kept, only 55 per cent of the teachers have five years or more of professional experience. *In teaching, as in other professions, wisdom and excellence are attained only after years of effort.*

### **Training for Citizenship**

During the last decade world conditions—the economic disaster, the lack of confidence in established systems of government, starvation in the midst of plenty, greed in the face of suffering—have caused thoughtful people to realize that our young people must be trained to look upon the world and upon their fellow-men in a manner different from that of the past generations. *The safeguard of democracy is education; its danger, propaganda. Are the present-day teachers ready and fitted to assume the task humanity and civilization present?* The manner in which they face this added responsibility will be a determining factor in elevating or depressing their position in the eyes of the public. Today we must educate for living, we must train for citizenship—not citizenship of a municipality and of a province only, but citizenship of the Dominion, yes, and of the world. *To turn the eyes of a quarter of the population of Canada—the teachers and pupils—beyond local boundaries is an object of the Canadian Teachers' Federation, and if it accomplishes that aim every outlay for the Canadian Teachers' Federation is money well spent.*

### **Equal Educational Opportunities for All Canadian Children**

Modern aims in teaching and an improved professional status are bound up inextricably with the question of financing schools. Some three and one-half per cent of public money is spent in maintaining the teachers and educating the children of Canada. With that public money are equal educational opportunities being provided for all children? Have the children in remote country districts and in crowded urban centres the same educational facilities as those in more favoured localities? Is the child of outstanding ability being taught with the same amount of care as the handicapped child? Are libraries, household science facilities, playground equipment, art and music supplies, and provision for the manual skills adequate in all localities? We know that in small school municipalities low rates of assessment and taxation, short-sighted policies of uninformed school boards, and agricultural distress, all contribute to a paucity of educational equipment. In densely populated areas overcrowded classrooms, under-nourished boys and girls, and delinquent children present a different problem. Despite the earnestness and self-sacrifice of teachers in many such districts the school can hardly be considered adequate for

present-day needs. As has been said, it is not fair that in any municipality only ox-cart means of education should be available in an age of automobile and radio communication. The proper financing and administration of schools concerns teachers as well as parents. *This question of equal educational opportunities for all Canadian children the Canadian Teachers' Federation is preparing to study this coming winter, and to discuss at its next summer's conference.*

In these days of difficult financing it is easy to understand the question that thoughtless teachers ask, "Why is such-and-such a sum paid to the Canadian Teachers' Federation? We could use that amount to advantage in our own provincial organization". I have tried, however, to point out some of the problems which face the Canadian Teachers' Federation and which it is endeavouring to meet through its conference, research bureau, publicity, and Education Week. It is not difficult to find weaknesses in a large organization, particularly in one whose territory covers hundreds of thousands of square miles, and healthy criticism, like pruning, stimulates growth in a desired direction. I shall be glad to receive suggestions regarding the Canadian Teachers' Federation, its fields of efforts, methods, improved organization, and other matters, from any teacher, local association, or provincial body. *May I remind you that the strength of an organization is the loyalty, effort, and achievement of each of its members, and on each one rests the responsibility for its success. Your Executive Committee and your President are depending upon your interest and your support.*

### *Officers and Executive, of the C.T.F.*

WHILE school people in general were holidaying last August, the Canadian Teachers' Federation met in annual conference at Ottawa. To the topics there discussed *The B.C. Teacher* will devote considerable space and attention during the present academic year.

The officers elected by the Canadian Teachers' Federation for the year 1935-1936 are as follows:

*President*—Miss Jessie M. Norris, Montreal West High School.

*First Vice-President*—James R. Mitchell, West Vancouver, B. C.

*Second Vice-President*—H. V. Corkum, Mahone Bay, N. S.

*Secretary-Treasurer*—C. N. Crutchfield, Shawinigan Falls, P. Q.

*Executive Members*—Miss Bessie C. MacLeod, Prince Edward Island; W. L. Barteaux, Nova Scotia; W. C. Haines, New Brunswick; G. H. Heslam, Montreal; D. S. Fuller, Ontario; G. M. Churchill, Manitoba; L. F. Titus, Saskatchewan; G. G. Herman, Alberta; and H. K. Beairsto, British Columbia.

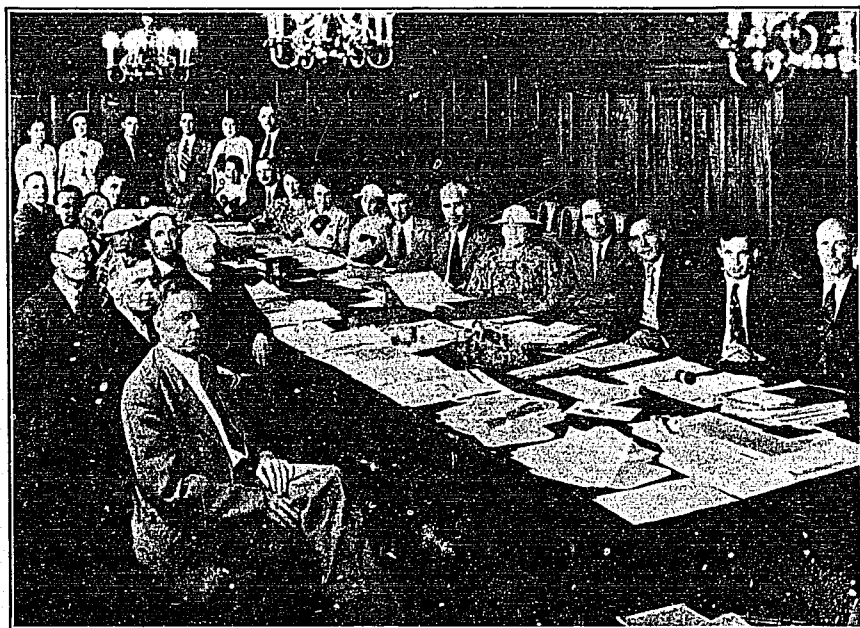
The retiring president, Mr. James R. MacKay of Saskatoon, will, of course, remain a member of the Executive for another year.

The accompanying photograph will help us to visualize this important conference. Each province except British Columbia was repre-

OCTOBER, 1935.

Page Thirty-one

sented by three delegates. The spokesmen appointed by British Columbia Teachers' Federation were Mr. J. R. Mitchell, our own past-president; Mr. H. K. Beirsto of Vernon; and Mr. Harry Charlesworth. Unfortunately, our General Secretary was unable to be at Ottawa for the required dates as he was representing the Canadian Teachers' Federation at a World Federation meeting in Oxford.



**DELEGATES TO THE CANADIAN TEACHERS' FEDERATION CONVENTION**

C. N. Crutchfield (Province of Quebec), Secretary-Treasurer; E. J. Thorlakson, G. G. Harmon, J. W. Barnet (Alberta); E. J. Alexander, Miss Pearl Ross, W. C. Haines (New Brunswick); W. L. Barteaux, H. V. Corkum, R. L. MacCallum (Nova Scotia); Miss Lahey, Miss MacDonald, Norman MacDonald (Prince Edward Island); D. S. Fuller, Miss L. A. Dobson, Mr. Thompson (Ontario); Miss Severeight, Gordon Heshum, Miss Jessie Norris (Province of Quebec); Miss R. Johnson, Miss M. Strangways, Lorne Titus (Saskatchewan); W. G. Oliver, Miss C. Parkinson, G. M. Churchill (Manitoba); H. K. Beirsto, J. R. Mitchell (British Columbia); J. R. McKay (Saskatchewan), President. (In order, beginning at the left).

**C**ONSIDERABLE publicity was given to education and the problems of teachers during the conference of the Canadian Teachers' Federation. The Ottawa Citizen, in an editorial on August 7th, said:

"The President, J. R. MacKay of Saskatoon, in his opening address, covered a wide field, from the constitution of the small local school board, through the property taxation system and its failure, to the desirability of the provinces and the Dominion taking a larger share in the cost of education. In the face of scandalous instances of low pay for teachers, Mr. MacKay is justified in asking as he did yesterday:

"The burden of training the future citizens of this nation should not be placed on individual teachers but upon the adult population of

Page Thirty-two

THE B.C. TEACHER



provinces and the Dominion. Are our people and governments shirking their responsibilities because they know that they will be met anyway by conscientious parents and altruistic teachers?

"Teachers and educationists are indeed among the most altruistic workers. They are, however, at the mercy of an economic system that drives them on against their ideals and against sound educational practice. It is often said that when teachers get together they can talk of nothing but 'shop'. If the public will but take advantage of the invitation to attend the session this week, it will perhaps come as a surprise to many how big an interest the teachers really have in today's life and work as reflected from the educational angle."

#### THE TEACHER-PREMIER

MR. Wm. Aberhart has been called from the principalship of the Crescent Heights High School, Calgary, to the Premiership of the province of Alberta. "The Albertan" of August 27th, offers a suggestion that it might be a gracious act on the part of the School Board of Calgary to grant him five years' leave of absence. "Many public servants have done less than he to deserve even such small consideration as this we have suggested."

#### FREEDOM FOR THE TEACHER

"THE best advice I can give you is to be yourselves," said Professor F. Clarke, Advisor of Overseas Students at the University of London Institute of Education, in the course of a recent interview with the editor of "National Education", New Zealand.

The terms "centralization" and "decentralization" were often used very loosely and inaccurately, Professor Clarke continued. Canada, for example, was said to have a highly decentralized system. As far as the appointment of teachers was concerned the system was decentralized, but the teacher in the classroom was minutely and rigidly controlled by the central authority. The real question at issue was a simple one: Was the teacher a kind of loud-speaker for authority, or was he free to interpret his job in a professional way? The freedom of the teacher in this sense was of basic importance and it should be one of the main aims of a professional organization to secure it.

(Continued from page 25)

hundred teachers engaged in Secondary education may express their considered judgment on all things pertaining to their interests and to Secondary education in particular. The support of every Secondary teacher in the province is needed. The battle for elementary education has been largely won; the battle for a Secondary education that will meet the needs of our young people is still to be won. The profession itself must help to win that battle in this province. A very large percentage of Secondary teachers are permanent members of the profession; it is this group which should exercise itself in a vigorous way on all matters which have to do with the welfare of education and teachers.

OCTOBER, 1935.

Page Thirty-three

## CORRESPONDENCE

Editor, The B. C. Teacher,  
1300 Robson Street,  
Vancouver, B. C.

Pouce Coupe, B. C.,  
October 7th, 1935.

Dear Sir:

It was with some surprise that I failed to notice any mention of the King Report in the September issue of "The B. C. Teacher".

It is the opinion of many of the teachers of the Peace River district that some space should have been devoted to this report inasmuch as it is of such tremendous importance to the teaching profession as a whole.

The main feature of the King Report: namely, the scheme of consolidation of schools, has been in practice in this district for the past year and has improved the position of both teachers and pupils to such an extent that we are very keenly interested in it.

Would it be asking too much to have you devote some space in your October issue to a discussion of this topic? Whether in favour of it or not, I am certain that every teacher in the province would at least be interested.

Thanking you in anticipation, I am,

Yours very truly,

C. D. OVANS,  
Principal, Pouce Coupe Superior School.

### New and Popular Books for Commercial Classes

**Accounting Principles and Booking Procedure:** By C. E. Walker, Associate Professor of Commerce, Queens University.

In this text teacher and student enjoy the benefit of the author's practical experience in bookkeeping and accounting. Professor Walker has prepared his text on the basis of today's requirements, with which he is thoroughly familiar as a chartered and practising accountant.

"Accounting Principles and Booking Procedure" is based on a systematic understanding of teaching problems because the author is a teacher and has taught accounting and bookkeeping in every type of school where

bookkeeping is included in the curriculum. Introductory and Advanced courses, published in two volumes with binders and supplies.

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"BLOOD RELATIONS"—PHILIP GIBBS. Published by The Ryerson Press. \$2.50.

This great new novel by Philip Gibbs is the story of an English girl, typically English in her ideas and ideals, who in May, 1914, marries a young German, an Oxford friend of her brother. The tale covers the period from the outbreak of the Great War to the present year.

There is a brother-in-law, a poet at heart, caught in the maelstrom of war, who returns maimed and crippled, the wreck of a man. He adores the little German-English nephew, and when his sister-in-law begs him not to spoil the child he answers in what is perhaps the most significant paragraph in the book:

"My dear sister-in-law, if you had seen the horrors of war as I have seen them—dead boys with their heads blown off, women and children massacred, and all this unending outrage against life, you would understand why I adore your infant son. He knows nothing about all those things, and thinks life very amusing and beneficent. When I look at him I want to weep inside my heart because men spoil the angelic vision of childhood. I want him to be happy in this gruesome time of world history. When he laughs it is like the laughter which might have rung around the world if we hadn't hated each other. He is the priceless thing which God—if there is any God! made as the very flower of creation, perfectly formed, wonderfully intelligent, eager for the happiness of life, confident as yet in the kindness of his fellow beings. And I can't help feeling that if we gave childhood its right of happiness instead of poisoning it with fears and teaching it our hatreds and codes, humanity would have reached greater heights and the world would be a lovely place, instead of a shambles and a cemetery."

Such books as this provide part of the needed background for the successful treatment of the social studies, if they are really to link up with current problems.

\* \* \* \* \*

Teachers in general and Geography teachers in particular will be interested in the beautiful illustrated Geographic News Bulletins for teachers, published by the National Geographical Society of Washington, D. C. These bulletins—thirty of which are issued during the school year—are obtainable only by teachers, librarians and college or normal school students. The bulletins are issued as a service and not for financial profit, as part of the society's programme for the diffusion of geographic information. They give timely data about boundary changes, exploration, geographic development, new industries, costumes and customs, and world progress in other lands. Each application for the bulletin should be accompanied by 25c to cover the mailing cost for the school year.

OCTOBER, 1935.

Page Thirty-five



"THE YOUNG REVOLUTIONIST"—PEARL S. BUCK. Metuen and Company. 3/6.

This remarkable and delightful picture of young life in present-day China is not, strictly speaking, a new book, as it was first published in Great Britain in 1932. Its simplicity, its strong and trustworthy local colour, its pathos and insight combine with relative brevity and beautiful literary style to make this book one that will be useful and popular in any school library.

### AN EXPLANATION

THE new editor wants it to be clearly understood that *The B. C. Teacher* is not to be a one-man magazine if he can help it. He regrets that, if a successor to Mr. Charlesworth, as managing editor, had to be found, an appointment was not made before the summer vacation, so that policies could be matured and an editorial board organized at due leisure. The new appointee was not in a position to take over his job until after his interview with the Consultative Committee. That was very shortly indeed before the date on which this October number was due for publication. This circumstance has made unavoidable the postponement of announcement of the names of those ladies and gentlemen who are to share in the editorial responsibilities and is the explanation, unsatisfactory though it be, of the undue proportion of this edition attributable to a single pen. The editor is especially grateful to all those who helped him out in any way in the emergency.



Page Thirty-six

THE B. C. TEACHER

## Outstanding Books for Public Schools . . .

### • Make the Most of Yourself.

By L. A. DeWOLFE .....80c  
An inspiring book on school and community citizenship for both teachers and pupils in rural schools

### • My Pets.

By MARSHALL SAUNDERS.....\$1.25  
A companion volume to "Beautiful Joe" by the same author. Most of this book is the true story of the author's aviary in the days when she lived in Halifax.

### • The Voodoo Stone.

By GORDON HILL GRAHAME, \$1.25  
Here is an exciting adventure story for teen age boys, describing the perils, dangers and escapes which befall two lads who are shipwrecked upon the island of Haiti.  
—Winnipeg Free Press.

### • The Story of Britain and Canada

By GILBERT PATERSON.....95  
Authorized by the Department of Education for Nova Scotia. A combined history text for the senior grades of public school.

### • The Story of Britain.

By GILBERT PATERSON.....55  
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### • Practical Sewing.

By IVA G. EVERSON.....50  
Recommended by the Department of Education for Ontario. Covers the field of sewing for schools. Excellently illustrated with 167 drawings.

### • Hand Woodworking.

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Recommended or authorized by the Departments of Education for Alberta, Manitoba, Nova Scotia and Ontario.

### • Junior Home Economics.

By RUTH DEAN and ELSPETH MIDDLETON .....70  
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### • Highways To Health.

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