

January 1944
BC Teachers Volume XXIII Number 4

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Happy New Year, Folks!

Here's my New Year resolution:

RESOLVED that I will do my utmost during 1944 to help win the war quickly by keeping our war plants supplied with all the electricity they need . . . and to continue to do all in my power to bring comfortable living to your homes.

And here's one **YOU'LL** want to make with me: Let's all buy more War Savings Certificates and Victory Bonds in 1944.

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THE B. C. TEACHER

VOL. XXIII, No. 4.

JANUARY, 1944.

VANCOUVER, B. C.

DEMOBILIZATION AND THE TEACHING PROFESSION

A GREAT deal of newspaper space is being devoted at the present time to a discussion of what treatment should be accorded enlisted men upon demobilization. The general thesis is that "nothing is too good for our boys"; and, indeed, it is only just that the Nation should do everything possible to ensure to all Armed Service personnel a speedy readjustment to civilian life. The most forthright pronouncement as to the Nation's obligation in this respect has come from Flt.-Lt. James Sinclair, Liberal M.P. for Vancouver North, who has stated publicly that as much should be spent on rehabilitating men and women to civilian life as on preparing them for combat. It pleases us that such a statement should have come from a former teacher.

Apart from this general observation, moreover, there are a few facts regarding the demobilization of troops that vitally and specifically concern the teaching profession.

Positions are being held open, and rightly so, for teachers now serving in His Majesty's Forces. Should such teachers be permitted though, to return to their positions during the middle of a term? A special rehabilitation committee of the Federation considers that the resultant disruption of classes and time tables would be unjustified and has recommended otherwise. Perhaps teachers demobilized in the middle of a term could be given a special refresher course during the waiting period. No doubt a complete rest of several months duration at Government expense would be very much in order for those who have been in the Forces for three or four years and especially for those who have returned with war-shattered nerves from the zones of actual combat.

What to do with returning personnel, however, constitutes a very minor problem. What has to be guarded against is any policy that would give returned men a few months' course and then throw them on the market as qualified teachers. Not that we should be opposed to attracting recruits to the teaching profession as such. "Service personnel desiring to continue their education after discharge should be given adequate subsistence allowances, and should be entitled to such education without payment for tuition or textbooks," reads the Federation brief to the Post-War Rehabilitation Committee. We certainly have no grounds for objection if such education should be directed toward the profession of teaching. What we should and must object to is a lowering of educational standards that would result from a policy that would presume that a man is fitted for teaching merely because he has given over a few years of his life to the defense of his country. As any educationist knows, there are other more pertinent factors to be considered.

We are certain that Mr. Sinclair and all other teacher-servicemen will agree with us on this point.

TABLE OF CONTENTS ON BACK INSIDE COVER.

Ramblings of Paidagogos

AM AND PSEUDO-AM

THIS is a small study of the mind of John Doe—an excursion into the curious field of unconscious hypocrisy. The subject of the study, John Doe, is everyman. He is teacher, preacher, beverage dispenser—soldier, sailor, beggarman, thief—tinker, tailor, candlestick-maker—who you will—even you and I. He goes through the world smugly satisfied, seeing himself only as a pattern of rectitude, ignoring all his baser impulses, blind to all his meaner motives. For as Thackeray puts it, "Every one of us believes in his heart that he is something which he is not."

Now I do not for a moment suggest that John Doe is not called upon to play a part in the drama of social life, that there is no need for him to dissimulate and present a character acceptable to his fellowmen. Such a suggestion would be both impractical and destructive. It would run counter to manners and morals alike, and bring poor John into blistering disrepute. The whole weight of civilized life is against it. He must suppress his impulses, veil his motives, and conform in all reasonable ways to the prevailing mode. Else there would be no society.

What I am inveighing against is not the John Doe he exhibits to the world but the John Doe he exhibits to himself. An actor—even the scurviest actor—distinguishes between the man he portrays and the man he is: He does not carry his Julius Caesar or his Hunchback of Notre Dame back with him into the purlieu of a hall-bedroom. I am all for sound public acting—but all against private theatricals for a besottedly applauding audience of one.

I suppose the last knowledge that comes to a man is self-knowledge. So with John Doe. He may be objective in all that has to do with nature and the common transactions of other men. He may observe closely, generalize wisely, and believe slowly. He may discard his most cherished scientific principle in the face of new and incompatible data. He may regard the whole outer world with unclouded eyes—and yet never turn the light of reason upon himself. Himself remains to him a comfortable, untroubled entity, obscurely commendable and vaguely benevolent.

Surely there is a subjective as well as an objective use for the scientific attitude. Surely it is the veriest truism to say that misjudgment of our perceiving medium projects a degree of error into everything we perceive—that the observations and interpretations of John Doe are conditioned by the nature of John Doe—that his distorted concept of himself must necessarily affect all his opinions and the whole of his behavior. Indeed it is not far from a truism to say that lack of honest self-appraisal on the part of John Doe is at the root of our failure as a society, whether in economics, politics, education or the arts.

An exaggerated view, you think? Then let us take a sharp glance at John and find out. He is open to direct inspection—to yours and mine. For John Doe is everyman.

I note first he is central to his own universe, absurdly important in his own eyes. The world, he feels, has never accorded him the kudos to which his intellect, his integrity, his talents, his good taste, or what not, has entitled him. His full potentialities have never been challenged. If he

has failed in any particular—which he naturally has—then such failure can be laid to the fact that his interest was not engaged.

I note second he is acutely sensitive to anything that might injure or deflate this ego of his. When his ego is threatened, he squirms about in his mind like a cornered rat. If he is passed over for promotion, if he is rejected by the girl of his choice, if he makes an egregious blunder, he offers to himself and accepts from himself a series of face-saving explanations that would strain the credulity of a ten-year-old child.

Third, he is frequently mean and envious, grudging others the reasonable reward of their merit. He looks a little sourly at their advancement, putting it down to good luck or good connections, and contrasting their happier situation with his own poor but worthy state.

In the fourth place, he is never done looking out for John Doe, and is prone to prefer a small interest of his own to the far more fundamental interest of someone else. It is only—too seldom, alas—when he is swept away by a generous emotion that he submerges self in the interests of another.

I note fifth he is commonly an earthy creature with vaguely lupine tendencies—a wanderer at heart. His eyes have a way of betraying him. Whatever his outward obedience to the Seventh Commandment—more often due to want of opportunity or courage than to genuine chasteness—he repeatedly breaks it in his thought. Condemn Don Juan as he may, he has a sneaking envy of the fellow nevertheless: "There, but for the mace of society," he nudges himself, "goes John Doe!" Alas and alas.

Is this enough or must there be more? It is a picture drawn in emphatic outline, I admit, but by and large a true one. The attribute I have noted are part of the nature of John Doe—the part he contemplates with his blind eye. There are other parts, of course, and excellent many of them are, but they do not come within the scope of his blindness. Neither are they within the scope of this essay. I am concerned here with one simple point: The sane man is he who can recognize his own impulses and appraise his own motives. All others are slightly mad.

Here is a casual illustration of the distemper. There is a John Doe of my acquaintance, a minor poet, who dogs me with his odes. These he recites to me in a crooning ecstasy that offers up the whites of his eyes. For what reasons? Why, because he stands in need of honest criticism—because he regards me as a good judge—because he is dubious about his thirteenth line. All stuff and nonsense together! My criticism infuriates him—my judgment is puerile—the thirteenth line is his touch of sheer genius. Yet he cannot demean himself to see his whole desire is for an admiring and stimulating audience. He banishes this horrid—and perfectly natural—motive from his awareness, and so exchanges Am for Pseudo-Am.

Schizophrenia, I understand, is the insanity of the split mind. In its milder degrees it must be our notion of normality. For so long as John Doe separates his conduct from his motives, so long as he cozens himself with smooth conceits and refuses to examine all the sources of his behavior, it will continue to characterize him. No man—neither you, nor I, nor any other—can live in fellowship with lies and retain his sanity.

B. C. T. F. and Kindred Associations

*News for this department of "The B. C. Teacher" should be sent to
MR. HARRY CHARLESWORTH, General Secretary,
1300 Robson Street, Vancouver*

FEDERATION EXECUTIVE HOLDS TWO-DAY MEETING DURING CHRISTMAS VACATION

THE British Columbia Teachers' Federation Executive, meeting on December 22nd in the Hotel Vancouver, laboured through a heavy agenda, out of which emerged clear-cut policies to be pursued in respect to salaries and other important matters.

SALARIES

A report submitted by Mr. S. J. Graham as Chairman of the Provincial Salary Committee revealed that a salary scale starting at \$900 and increasing to \$1500 in ten annual increments of \$60 each could be implemented at a total additional cost to the Provincial Government of \$106,538. The Executive decided to press for the adoption of such a scale and to this end instructed that a brief be prepared for submission to the Minister of Education and the Cabinet. Through the Minister a delegation will seek an audience with the Cabinet to advance arguments in support of the brief.

In regard to the cost-of-living bonus the Executive was given to understand that if geographical representatives could persuade school boards to award such a bonus the Provincial Government would be willing to pay for it through special grants provided that the local district could show inability to meet the additional cost.

MEETING WITH THE TRUSTEES' ASSOCIATION

President Stibbs reported on a meeting between representatives of the Federation and of the B. C. School Trustees' Association held on December 20th. Needed reforms in the educational system of the province were discussed and agreement was reached on the necessity of improving salaries, especially in rural areas, and on the general desirability of the institution of a minimum salary scale. A broader meeting with the executive of the Trustees' Association will be sought at a later date, Mr. Stibbs stated.

THE FERNIE SITUATION

The meeting was informed that a bad situation had resulted in Fernie due to

the fact that the Supervising Principal of the Fernie schools, upon resignation, had been replaced by a Manitoba teacher. The teachers of the East Kootenay district were aroused in as much as no opportunity had been given to British Columbia teachers to apply for the position. The last Consultative Committee meeting appointed President Stibbs and Mr. S. J. Graham, Geographical Representative for the East Kootenay district, a committee of two to look into the matter. They got in touch with the Superintendent of Education who declared that this appointment had not been brought to his attention and that he would look into it. The Manitoba Teachers' Society was also contacted by wire for a report on Mr. Sidney Crookes, the recent appointee. Subsequently, they learned that the appointment was legal as far as the Department of Education was concerned.

The Registrar in Victoria was interviewed in regard to the matter. He stated that last October he was approached by the Official Trustee of the Fernie schools and asked if there were any teachers available for the position. He answered that there were no British Columbia teachers on file at the present time, but that there were five from other provinces. He recommended Mr. Crookes as the most suitable candidate of these five.

The Federation was requested to protest the appointment and had done so in a letter addressed to the Commissioner of the Fernie schools, a copy of which was sent to the Department of Education.

To prevent a situation such as this arising in the future it was decided to inform the Canadian Teachers' Federation and all provincial teachers' federations that the B. C. T. F. regards as unethical practice the acceptance of British Columbia positions by teachers who do not hold British Columbia certificates until such time as the position has been fully advertised. Applicants from other provinces will also be requested to communicate with the Federation before accepting a position in British Columbia.

It was also agreed to inform the East Kootenay teachers that if they see fit to institute further action after consulting with the President of the Federation that they will have full B. C. T. F. support.

CERTIFICATION OF TEACHERS

Alarm was expressed by a number of executive members over the lowering of educational standards through the granting of teaching permits and temporary certificates to persons not fully qualified. It was agreed to open discussions with the Department of Education with a view to bringing about the establishment of a Certification Board on which the Federation would be represented. The Federation will also seek assurance from the Department that any teacher granted a temporary certificate will be required to complete successfully teacher training at a recognized institution of education before receiving a permanent certificate.

BETTER EQUIPMENT FOR RURAL SCHOOLS

Minimum equipment as prescribed in the programme of studies is not in every rural school, it was stated at the meeting, and accordingly a resolution was passed requesting the Department of Education to enforce its provision. The resolution further asks the Department to prepare a secondary list of desirable equipment, with costs stated, for the guidance of school boards.

LARGER ADMINISTRATIVE AREAS

It was decided to ask the Trustees' Association to set up a larger Administrative Areas Committee with a view to discussing this problem with similar committees of the Federation and of the Inspectors of Schools which are now in existence. A large part of the report of the Larger Administrative Areas Committee, as published in the November issue of *The B. C. Teacher*, was adopted as a basis for Federation policy.

LABOUR AFFILIATION

President Stibbs informed the meeting that a letter applying for affiliation had been sent to the Trades and Labour Congress in accordance with instructions of previous Executive and Consultative Committee meetings. A reply stating that this request has been granted having been since received at the Federation office, labour affiliation is now an accomplished fact.

In order to build up good relations and to ascertain what contribution teachers can make to labour and what support can

be secured from labour for the improvement of education as a whole, it was decided to set up a Labour Relations Committee. Mr. C. J. Oates will be the Chairman of this committee.

REDUCED FARES FOR TEACHERS

Requests made by the Federation to the Board of Railway Commissioners and to the Transport Controller for the re-institution of reduced fares for teachers and pupils during vacation periods were refused on the grounds that a government order-in-council forbade fare reductions as a means of discouraging war-time travel. As teachers are practically forced to travel during such periods and as such travelling is mainly done at times which do not coincide with public holiday periods, the Executive instructed the Federation Office to petition the Minister of Transport to permit transportation companies to grant reduced fare rates. There is no doubt that present high rates invoke a very great hardship on poorly paid teachers.

SOME INTERESTING FACTS

According to the Registrar of the Department of Education, there are only 11 empty classrooms in the province at the present time. 117 temporary certificates and 13 permits have been issued to date.

Mr. J. Phillipson, geographical representative of the North Central British Columbia area, observed that in his opinion there were at least 11 empty classrooms in his area alone.

Since their inception, the Vancouver Medical Services and the B. C. T. F. Medical Services Associations have paid out over \$40,000 in benefits to their members.

Mr. Percy Bengough, President of the Trades and Labour Congress of Canada, will be invited to address one of the general meetings of the next convention.

At this coming Annual General Meeting no resolution received after the deadline of February 15th will be considered until all others have been dealt with, except by an extraordinary resolution of the Annual General Meeting requiring a three-quarters majority.

Local associations will once more be requested to contribute to a fund to be used to further the work of the Public Relations Committee. Burnaby has been the only association to send in a contribution to date.

The Federation Executive has endorsed the suggestion of the Public Relations Committee that local associations in large

centres be urged to organize educational conferences similar to but broader in scope than the receptions arranged for members of the legislature last year.

Average increase for all rural teachers last year was \$142.

Federation membership to date is approximately 200 higher than it was for the corresponding period last year.

NEW SECRETARY-TREASURER OF THE O. V. T. A.

MR. J. W. E. Greenaway, Box 1230, Kelowna, has recently been appointed secretary-treasurer of the Okanagan Valley Teachers' Association. He succeeds Mr. H. D. Pritchard who has resigned after holding that office for the past five years and who has been elected to the position of vice-president.

Okanagan teachers are requested to address all association correspondence to Mr. Greenaway.

1944 EASTER CONVENTION

THE 1944 Easter Convention Committee under the chairmanship of Roth G. Gordon has already met and made tentative plans for the coming general meeting.

The date of the next convention will be April 10, 11, 12 and 13. Headquarters will be the Hotel Vancouver, if suitable arrangements can be made; subordinate meetings probably at Dawson School. In keeping with modern trends of thought the keynote of the convention will be "Post-War Education". This topic will be discussed thoroughly at a public meeting to be held on Wednesday, April 12th, at which a well known American authority on post-war planning will speak.

The registration fee for attendance at the convention is being kept at one dollar in the hope that more outside teachers will pre-register (even if they cannot attend the convention) in order to swell the pooling fund from which transportation rebates are given to teachers travelling from places outside of Vancouver. In the past, Vancouver teachers have been most generous in pre-registering to help pay the expenses of their fellow-teachers. It is hoped this year that local associations everywhere in British Columbia will also organize campaigns to have 100 hundred per cent pre-registration in their respective districts.

RESOLUTIONS DEADLINE

YOUR attention is drawn to the following recommendations of the 1944 Resolutions Committee confirmed by the B. C. T. F. Executive at its meeting during the Christmas vacation: "That resolutions affecting general policy must be received before the deadline."

"That the deadline for resolutions be set early enough to allow for publication of resolutions in 'The B. C. Teacher' prior to the Convention."

The deadline date for resolutions has been definitely set as February 15th.

Get your resolutions in early! Send them to W. Lorne Ginther, Chairman, Resolutions Committee, B. C. Teachers' Federation, 1300 Robson Street.

DEMOCRACY AND EDUCATION COMMITTEE REPORT

AMONG the highlights of the meeting of the Education and Democracy Committee was a report from our committee chairman, Mr. Hugh Creelman, regarding the work of the Victoria sub-committee on the question of Rehabilitation of Teachers. Mr. Hunkin, who contacted most of British Columbia's School Boards, found that all teachers in the services were given leave of absence by their respective boards. The resolutions regarding demobilization, professional considerations, guidance, etc., will be considered by the Federal Government.

Mr. Roth Gordon, chairman of the Easter Convention, was a visitor whose co-operation and suggestions were much appreciated.

The CBC Citizens' Forum, "Of Things to Come", should develop into one of the biggest movements in educational history. And since we are in the war for democracy we hope all of us at home will join the fight against ignorance of the issues at stake by forming listening groups. Our representative, Mr. Sutherland, informs us we can get literature for each Tuesday broadcast by writing the Extension Department of the University of British Columbia.

The danger of being detracted from the main problems was pointed out. The post-war world is growing out of developments now. We must therefore study present trends in the war and significant movements at home, not forget the war in our present planning for a better future. What reconstruction should be begun now? What educational changes

can be effected now? How can we help strengthen national unity now? Can apathy lead to Fascism in Canada? Are the teachers to blame for apathy? Do the exiled governments in London represent the people of their homeland? Should refugees from war-torn countries be allowed to make their homes in Canada? These were some of the problems presented to us for study and discussion.

From the Canada and Newfoundland Education Association report we learn that the annual median salary for teachers in Canada in 1941 was \$782. The lowest annual median salary for that year was \$318 (Quebec). The effect on education and democracy?

It was observed that compulsory education came to Quebec as to England with the advent of trade unionism.

We would be pleased to hear from you on any of the above topics. Write us in care of B. C. T. F., 1300 Robson Street, Vancouver. —CLARA E. JOHNSON.

SUMMER EMPLOYMENT

THE Unemployment Insurance Commission has notified us that only about fifty teachers filled in the questionnaire published in the November issue of *The B. C. Teacher*.

Other teachers concerned are requested to write to the Unemployment Commission, Ottawa, informing them of the type of work undertaken, the name of the employer and the duration of employment during the summer months July and August, 1943.

Letters may be mailed post free if the envelope is marked O.H.M.S.

PHYSICS V AT SUMMER SESSION

IF a large enough number of students signify now their desire to take Physics V at the University Summer Session of 1944, this course may be offered. Should you be interested, please communicate immediately with R. D. Cleland, 4693 West Ninth Avenue, Vancouver.

N. T. Nemetz

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Attention, B. C. T. F. Members — Re Proposed B. C. T. F. Library

FOR some time your British Columbia Teachers' Federation Executive has had under consideration the advisability of establishing a Federation library for members, particularly those in remote parts of the province who may not have access to suitable reading matter. The Alberta Teachers' Association inaugurated such a library service some time ago and it appears to be performing a useful and needed service.

A non-profit library receives special mailing rates for books to and from members. It is proposed to prepay all postage so that this would be another service provided free to B. C. T. F. members by the Federation.

The Executive has accepted the offer of the Salary Indemnity Fund Committee to sponsor this project provided our membership shows an interest in it and indicates that such a library could perform a useful function. It is not intended to duplicate existing library facilities. If, however, there are groups of teachers who are unable to secure books and periodicals in which they are

interested, and with which other libraries are either inadequately stocked or do not carry at all, this would serve as a field in which our proposed library could operate.

It could undoubtedly be of assistance to other B. C. T. F. committees. Our Democracy and Education Committee, for instance, is most anxious to have groups of teachers reading and discussing current and post-war problems. The Public Relations Committee is sponsoring a drive to build up listening groups in connection with the splendid series of timely CBC programmes broadcast each Tuesday evening. In order to make their proper contribution to community and national life, all teachers should be reading literature dealing with wide range of problems connected with rehabilitation, rural education, post-war education, community leadership, and a host of others too numerous to mention.

At the moment, we are in the dark as to the needs of members for such a service. You are requested to assist us by answering the following questions:

Yes or No

- 1. Do you think a B. C. T. F. library could provide a useful and needed service for our members?
- 2. Indicate by inserting "1st", "2nd" choice, etc., the type of reading which you would consider would be most suitable because of teachers' interest in it and because it is not readily available from other sources:
 - (a) Better Class Modern Fiction (Book-of-the-Month Selections, etc.)
 - (b) Better Class Magazines (*Atlantic Monthly, Harper's, The Nation, Canadian Forum, etc.*)
 - (c) Professional Books.
 - (d) Professional Magazines (including back numbers donated).
 - (e) Books Reviewed in the columns of *The B. C. Teacher*.
 - (f) Other suggestions:

Please detach and mail to British Columbia Teachers' Federation, 1300 Robson Street, Vancouver, B. C.

President's Message

January 10th, 1944.

AT this writing I would like to tell you of some of the important matters that have been acted upon recently by your Executive and Table officers.

Early in the Fall term the Provincial Executive decided to seek a meeting with the Trustees' Association. I am pleased to report that on December 18th, a conference was held with members of their Executive. Many important problems were discussed in a frank and friendly manner, but it was agreed that the urgent and immediate problems had to do with Rural education. With reference to this it was thought that the establishment of a satisfactory scale of wages for Rural school teachers was necessary as a first step. The trustees also agreed to cooperate with the Federation in the production of a series of Educational Broadcasts. I think the success of the meeting was assured when all agreed that another conference should be arranged in the Spring further to discuss important matters.

On December 20th a small committee met with the Hon. H. G. Perry, Minister of Education, to discuss frankly and informally matters of Federation policy, and especially those dealing with Rural education. During the meeting your committee stressed the fact that the forward step taken last year by the Government in establishing the schedule principle for Rural teachers should be extended this year. It was strongly urged that minimum salary scales with an adequate number of increments be established for Rural school teachers. Advantages of such a scale were pointed out to the Minister. He was very sympathetic towards our suggestions and it was evident that he is well aware of the need for educational reforms throughout the province.

On December 21st and 22nd, the Provincial Executive met in Vancouver. While it would be impossible at this time to give an outline of all that was covered in the two-day session, I would like to summarize some of the more important decisions that were reached:

The following action was taken regarding the salary situation in Rural areas. It was decided that the Federation should press for a minimum salary scale in Rural areas that would give a starting salary of \$900 for Elementary teachers

and 10 annual increments of \$60 each. Scales should also be established for the Secondary schools. Your officers were instructed to prepare a comprehensive brief covering the salary situation to be submitted to the Minister of Education. Further, it was agreed to seek through the Minister a meeting with the Premier; and if necessary, with the Cabinet to place our views before the Government. With reference to this I am pleased to report that a brief was sent a short time ago to the Minister of Education who has been kind enough to arrange a meeting with the Government for Friday, January 14th.

The Executive also discussed fully a report on the Larger Administrative Unit and it was decided to seek a conference with the Trustees' Association and the Inspectors who are also working on this problem. I believe this is a good step forward.

The action taken by the Government last year whereby provision was made for a Supplementary Aid's Grant to Rural Schools and the schedule principle established is to be commended. The average increase this year is \$142.

While at this time the salary situation in rural areas has been stressed, it is important that we realize there are other problems of immediate concern and of need of immediate action. I think we should be alive to some of the real issues that must be faced in education. While it is not the place, perhaps, to discuss these at this time, I would like you to understand that your officers are not unaware of these problems. However, there is no doubt that while the adoption of a minimum salary scale in Rural schools will not produce all the improvements that we wish for, the provision of such scales constitutes the first major step toward the improvement of education in the province today.

Before closing I feel I should mention how unfortunate it has been that Mr. Charlesworth has been unable to be with us this year. We miss his kindly counsel and keen intellect. However, I want you to understand that Mr. Charlesworth, early in the fall, did some valuable work for us. I know that all of you would want me to add that we hope for a speedy recovery, and look forward to the time he will be with us again.

L. B. STIBBS, President.



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The Code of Ethics

THE Malekulans of Melanesia think it abominably rude if a man laughs at his mother-in-law's jokes. It is a real piece of bad manners to address an aunt by her real name. When a woman sees a relative (her brother-in-law, for instance) she will give a little squeal, crouch on her knees at the edge of the path, and cover her face with her hands and her head-mat, so that he cannot see her face and she cannot see his. There are hundreds of these *tabu* rules in primitive society, and the first thing that a stranger has to do is to learn them. Otherwise he will be lacking in good manners, and people will not like him and the breaking of some serious rule might endanger his life."

So runs a recent book on the Malekulans of Melanesia, written for children by Tom Harrison. These people are cannibals. When the warrior party returns to camp with a dead enemy it is a time of great jubilation. A furious rhythm is beaten out on five drums, and is taken up all over the plateau until the whole land seems overwhelmed with nerve-shaking sound. At the appropriate moment the dance begins, and what a dance! As they dance they sing, telling in song the story of the victory to the tiniest detail.

"Every man present must eat a small portion. It tastes rather like pork . . ." (We shall not draw the obvious conclusion of what we often held of some people).

If we grin at these customs in a smug complacency or assume the priggishness of a Jack Horner we miss the point completely. Conditions of life in a primitive society made adherence to explicit faith in tradition essential to the continuance of the group. Hence the need for *tabus*. Why does the woman hide her face? Perhaps it harks back to the time when incest was (and still may be) accounted an offence equal in gravity to the shedding of the blood of a kinsman. All members of a class had a common ancestry from the same supernatural founder. To infringe the sacredness of this mystic bond is to sever relationship with the source of life, ending in pestilence, failure of crops, death. Did the cannibals gorge themselves on the flesh of their victim? Did the four men who so painfully packed the body of the enemy through treacherous country do so because food was scarce? Of course not. The whole community tasted of the com-

mon enemy because they believed that by doing this they added to the strength and energy of the whole village.

Where authoritarian control is the rule in these days the Leader's first concern is to seek cohesive forces for the solidarity of the community, be it the slaughter of the Jews, the adoption of a race mythology, dialectical materialism, or the elevation of the State into a sort of *corpus mysticum*. In any case explicit obedience to the demands of the sovereign state becomes the one essential thing in any modern dictatorship. We note, therefore, that the two extremes of civilization in point of time have a common factor.

We don't want dictatorship here, but we do desire the cohesiveness. What I am trying to say is that ethics, like piety, or art, or science, or any other activity, is an affair of the community as well as of the individual, and can only be sustained by an organized effort on the part of society as a whole. It follows, then, that a "Code of Ethics" for teachers cannot function without a deep realization on the part of each individual member of the corporateness of that "community within a community" that goes by the name of the British Columbia Teachers' Federation.

Some day soon the Federation office will be sending each member a copy of the "Code" in the form of a printed folder. Peruse it carefully, apply it diligently. The Code is not a static thing, it is in the process of growth, it is far from perfect. Consider, therefore, means of improvement, or cases that have come within your knowledge not covered by the Code. Let us hope that the Code will be a potent ingredient in the cement that is so essential to give our profession a certain corporateness and solidarity. It is up to you.

—NORMAN MURRAY.

Code of Ethics for B. C. Teachers

This code is intended to serve as a guide to individual teachers and to organized groups of teachers to assist them in maintaining a high standard of professional behaviour. Nothing in the code is to be interpreted as denying to the teacher those rights and freedoms which properly belong to him as an individual.

Teacher and Pupil

(1) The teacher should assume responsibility for the safety and welfare of his

pupils, especially under conditions of emergency.

(2) The teacher should at all times avoid subjecting his pupils to physical or mental cruelty. He should be very judicious in his use of threats, sarcasm, derision, or belittlement.

(3) The teacher should avoid giving offence to the religious beliefs and moral scruples of his pupils or of their parents.

(4) The teacher should be as objective as possible in dealing with controversial matters arising out of the curriculum subjects, whether scientific or political, religious or racial.

Teacher and Teacher

(5) It shall be unethical for a teacher, in the presence of pupils, teachers, principals, or other persons, to make derogatory remarks that might harm a fellow-teacher professionally.

(6) It shall be unethical for a teacher to accept the position of another teacher who has been unjustly dismissed, or to fill a vacancy arising out of an unsettled dispute between a teacher or teachers and local authorities.

Teacher and Internal Administration

(7) The teacher should observe a reasonable and proper loyalty to the internal administration of his school.

(8) The principal should deserve the respect and loyalty of his staff by fair and just dealing. It shall be unethical for him to make an unfavorable written or oral report on a teacher's efficiency without first discussing the matter with the teacher concerned.

Teacher and External Administration

(9) It shall be unethical for a teacher to disregard a contract with a school board.

(10) It shall be unethical for a teacher, as an individual, to have any negotiations or conversations with his school board or any member thereof which might be prejudicial to his fellow teachers.

Teacher and Teacher Organizations

(11) It shall be unethical for a member or members of a local association to take unauthorized individual action, whether with the Federation, the School Board, the Department, or the Government, in matters that should properly be dealt with by the Association.

(12) It shall be unethical for a teacher to make damaging charges against a local, the Federation, or their officers by public utterance, or through such agen-

cies as circulars, newspapers, and the radio.

(13) A local association, though free to make criticism within the Federation, should not take independent action on matters requiring the authorization of the parent body.

Teacher and Profession

(14) The teacher should regard it as a professional obligation:

- (a) To maintain a critical interest in current trends in education, and especially in his own subjects;
- (b) To participate actively in his professional organizations.

(15) The teacher should not follow any but the proper and recognized channels in seeking promotion or self-advancement.

Teacher and Community

The teacher plays an important role in the life of the community. Through him the true principles of democracy should be fostered. It is therefore incumbent upon him to make these principles real and vital to his pupils.

(16) In his private life, the teacher should so conduct himself that no dishonour may befall him, or through him his profession.

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University of Saskatchewan

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Academic Certificates

By M. A. CAMERON, *The University of British Columbia*

IN 1940 the regulations concerning Academic certificates in British Columbia were revised. The changes have caused some natural confusion in the minds of teachers; this article was prepared with the object of explaining them.

THE FORMER SYSTEM.

There were formerly only two types of general (as opposed to specialist) teaching certificates issued by the Province's Department of Education: the First Class and the Academic. The former, obtained by attending one of the Normal Schools, qualified the holders to teach in elementary school. The latter qualified for any school, elementary or secondary. In addition, those who held First Class Certificates and University degrees could seek positions in junior high schools.

The Academic Certificate was obtained in one of two ways. First, prospective teachers could enter the University's Teacher Training Course, graduation from which earned the Academic Certificate. Students could not enter this course, however, unless they had obtained standing either in an honours course or in nine units of third and fourth year university courses in each of two high school subjects.

Second, normal school graduates could earn the certificate by obtaining a degree and four and one-half units of education plus essays in the methodology of two high school subjects.

These arrangements had three defects. The graduates of the Teacher Training Course could teach elementary school, although the amount of elementary school preparation which could be given them was small. Second, the normal school graduates who obtained the Academic could teach high school, although their degrees might represent few or no courses in high school subjects. Third, the methodology essays required earned no credit towards a university degree.

PURPOSE OF THE NEW REGULATIONS.

The new regulations seek to remove these anomalies. Hereafter, those who attend the Teacher Training Course will receive the Academic A certificate, entitling them to teach junior and senior high school only. If they wish to teach in elementary schools they will have to attend a session (five units) of the Provincial Summer School of Education in

Victoria or attend a normal school for the first term.

If a normal graduate obtains a degree, his right to teach junior high school will be recognized by an Academic B Certificate. If, however, he seeks to teach in high schools, he will need (except in a few special subjects) an Academic A Certificate, and this will require him to have two or three university courses in two or three high school subjects. However, since there were a number of teachers who had completed or almost completed their degrees before the regulations were changed, this requirement was not at once insisted on. A grace period of three years was allowed. Those whose degrees do not include the academic requirements prescribed for the Academic A Certificate may obtain an Academic Certificate until August 31, 1944.

THE ACADEMIC A CERTIFICATE.

The requirements for the Interim Academic A Certificate are simple. First, the candidate must hold a Bachelor's degree with either nine units of third and fourth year university courses in each of two high school teaching subjects (*e.g.*, English or Mathematics), or six units in each of three subjects. Let us call these the academic requirements. However, as already noted, those who do not have these may nevertheless obtain the Academic Certificate until August 31, 1944.

Second, he must have either a permanent teacher's certificate or he must do fifteen hours of observation and thirty hours of practice teaching in high schools. If, for example, a person had a permanent first class or Academic B certificate, he would have fulfilled this requirement. Otherwise the observation and practice teaching would be necessary.

Third, he must obtain six units in Education. Let us call these the professional requirements. These must have some relation to secondary education and must include Education 16 (1½ units). For example, such courses as Educational Psychology, the Psychology of Adolescence, and Comparative Education would be acceptable. Education 16 is a reading course in methods of teaching two high school subjects and replaces the methodology essays formerly required. Unlike the essays, however, it carries

credit towards a university degree. Persons who have already registered for the essays may, if they wish, complete them in lieu of Education 16. The exact order in which the academic and professional requirements are completed is to some extent immaterial. A degree represents 60 units. The Academic A Certificate calls for six more. The requirements are fulfilled by obtaining these 66 units, whether or not the courses taken for the degree are all academic or partly academic and partly professional. And, of course, the extra six units count towards the B.Ed. or as prerequisites for an M.A. (Education Major).

A normal school graduate with a degree and the necessary academic quali-

fications may also receive the Academic A by attending the second term of the Teacher Training Course.

The general pattern is therefore this: Normal school graduates with degrees are entitled to the Academic B certificate. They may earn the Academic A by attending a summer session or the second term of the Teacher Training Course. Certain academic qualifications are imposed, but these may be escaped by obtaining an Academic certificate by August 31, 1944. Persons graduating from the Teacher Training Course receive the Academic A. They may obtain the Academic B by attending the first term of a normal school or the Department's Summer School of Education.

Pertinent Points on Perplexing Pensions Problems

By F. J. McRAE, Chairman, Pensions Committee

Q. HOW much must I contribute to the Pension Fund?

A. The minimum contributions are as follows:

- Up to and including \$100 per month the contribution is \$3.00;
- Exceeding \$100 but not exceeding \$125 the contribution is \$4.00;
- Exceeding \$125 but not exceeding \$150 the contribution is \$5.00;
- Exceeding \$150 but not exceeding \$175 the contribution is \$6.00;
- And so on at the rate of \$1.00 for each \$25 a month increase in salary up to a maximum contribution of \$20 for a salary of \$500 per month or more.

Q. What happens to the 1 per cent that is deducted from my salary? **A.** This amount is credited to the Service Pension Fund?

Q. Am I permitted to increase my annuity pension contributions? **A.** Yes, by simply notifying the employer and the Commissioner of Pensions.

Q. How much can I claim as deductions for Income Tax? **A.** The maximum allowed is \$300 per year.

Q. If I want to put a lump sum into the Fund to my credit am I permitted to do so? **A.** Yes.

Q. For how long must I teach to become eligible for a pension? **A.** The minimum service is ten years.

Q. Is service under the former Act included in total service? **A.** Yes.

Q. What happened to the money at my credit under the former Act? **A.** This amount purchased an annuity as at

January, 1941. If you were a male, age 35, and had \$569 to your credit that would purchase an annuity of \$10 per month. (See tables in December issue).

Q. How is my pension estimated?

A. Your pension is made up of two parts:

- (a) Service—20 years service, \$360 per year; each additional year, \$12 per year.
- (b) Annuity on amount under the former Act if employed prior to 1941; annuity on amount as per contributions under the present Act. (See tables in December issue).

Q. Is retirement at ages 60 and 65 compulsory? **A.** Yes. However, some retired teachers are offering their services for the duration of the war only.

Q. May I claim a pension previous to retirement age? **A.** No employee shall be entitled to a superannuation allowance unless he remains in service until he reaches the retirement age, except on the grounds of total and permanent disability.

Q. Why is the payment for an annuity pension under the Teachers' Pension Act higher than the rates of the Federal annuities? **A.** This is, because there are two insurance features in the Teachers' Pension Act that are not in the Federal annuities plans; namely, the disability pension and pension paid to your beneficiary in the event of death. These features operate after ten years service.

More answers next month.

Crisis In Democracy

By F. A. ARMSTRONG, Sir Richard McBride School, Vancouver

"If our Democracy is to work after the war, if there is to be any chance of building a better society in America and in the world, education must be its foundation. Only a generation which understands far better than we do the society we live in, the workings of our economic system, the new relationship of nations, can keep Democracy alive in this fast-changing world."

—Vancouver Sun, October 16, 1943.

* * *
THE depression of the '30s; the destruction of food supplies and the curtailment of production in the midst of widespread need; the physical and mental suffering endured by those who had lost the means of maintaining themselves, and of many others verging on that condition;—these things are yet vivid in our memory, as well as the minor disturbances and the wastage of human values which accompanied them. Similar conditions provided the seed-bed for the rise of dictatorship in Europe, and finally the war of counter-revolution against democracy broke in September, 1939.

To those interested in public affairs, and in democracy as the means through which the individual and society may realize simultaneously their own greatest well-being, these conditions bore very real evidence of weakness in our democratic way of life. We were shocked by the excesses of our enemies in callously denying principles and privileges fundamental to a democratic society. We were further shocked by the ferocity of their attacks and the cruelties inflicted on the inhabitants of countries which they have overrun. The sadistic treatment of those whom they choose to call their enemies is incomprehensible. Yet at the same time most of us believe that this revolt would not have occurred had democracy been functioning as it should; that the real causes of the armed struggle in which we are now engaged lie much deeper than those which appear on the surface. We cannot account for this war simply by saying that it is due to the machinations of a small number of individuals motivated by a lust for power and self-aggrandizement. Rather, the sources are to be found in the failure on the part of society to adjust itself to changes which have been taking place in our social-

economic structure with steadily increasing tempo since the inception of the industrial revolution about the middle of the eighteenth century. Let us examine, then, rather briefly, some of the reasons for this crisis in democracy.

The eighteenth and nineteenth centuries witnessed a broadening of the democratic vision and an extension of political liberties and rights among the peoples of western Europe and the Americas, chiefly through the influence of the thought and practice governing the movement toward democracy in England and France.

Professor Carr*, in his book *Conditions of Peace*, points out that the liberal democracy of Great Britain, which reached its culmination in the nineteenth century after a struggle of more than 300 years against feudalism, and the remnants of that system, "was a democracy of property-owners. It interpreted 'equality' as requiring the removal of all inequalities save those arising from the unequal distribution of wealth, and 'liberty' as liberty to behave and to use one's property in any way not calculated to inflict physical damage on the person or property of others. The essential function of the liberal democratic state was to protect life, property, and the freedom and sanctity of contract; and the enjoyment of the franchise by a gradually increasing number of property-owners assured the performance of this function."

Although it is unlikely that any of us would accept these as suitable conditions on which to base our conception of democracy they, nevertheless, marked a great advance in that the rule of law had taken precedence over the arbitrary rule of the military machine. And, by 1884, political rights were extended to all male adults, and to women in 1917. Britain had become a mass democracy.

But even during the latter part of the nineteenth century it was becoming apparent, not only in Britain but elsewhere in industrialized countries, that economic power was gaining steadily in importance and political rights were losing. Business organizations, abandoning the principles of liberal democracy (and *laissez-faire*), which required that the state should act merely as an arbiter while they competed with each other for as much of the world's trade as they

could get, combined to exert pressure on government to secure favourable conditions for themselves. Economic interests thus became the dominant factor in shaping political policy.

Further, Hallett Carr tells us that the party machine, dominated by these interests, now exercises its power in the selection of candidates to such an extent that only rarely is its choice over-ridden by the electorate. And after election its pressure is continued in parliament so that members usually vote not as they might choose but as economic interests have decided for them. "It has come to be widely believed today," he says, "and with much plausibility, that the attitudes and policies of political parties in most democratic countries are determined only in minor degree by the opinions of the electorate which they purport to represent, and in a major degree by the vested interests which supply the bulk of the party funds." Hence a feeling on the part of many of the futility of their political rights.

Another feature, inseparable from the conditions attendant on this scientific age of ours, is characteristic of present-day government, viz., the dependence of the parliamentarian on the advice of the civil servants and experts in the various fields of activity. The management of public affairs, first, in the matter of tendering information and advice, and, second, in putting into effect the measures which have been passed by parliament, thus falls more and more into the hands of "bureaucrats". This condition tends still further to discourage many from attaching the value which they should to their political rights, and the duties which accompany those rights.

I will finish this article with a further quotation from Professor Carr's book: "The old democracy, under which property-owners valued political rights as the prerogative and instrument of a ruling class, is dead. The new democracy, which seeks to make the masses conscious of their rights and of their responsibilities as a ruling class, has not yet been born. The crisis of contemporary democracy is that it is suspended between these two stages, enmeshed in the obsolete traditions of the first and therefore unable to break its way through to the second.

THE NEW DEMOCRACY

We are now perhaps in a position to examine the fundamental conditions of the birth of the new democracy towards

which we are groping our way. There are three main conditions:

- (1) The new democracy must achieve a reinterpretation, in predominantly economic terms, of the democratic ideals of "equality" and "liberty".
- (2) Just as liberal democracy[‡] won the struggle to make political rights effective over military power, so the new democracy must win the struggle to make political rights effective over economic power.
- (3) The new democracy must develop among its members a sense not only of common benefits to be derived from the state, but of common obligations to the state—in particular of a common responsibility to make democracy work.

Readers of this article, and particularly study groups, are asked to consider the questions involved, particularly as to the position of the school in preparing its pupils to live effectively in our great Canadian democracy, with so many crucial problems springing from racial, religious, sectional, and economic differences. Address comments either to the writer or to Miss Clara Johnson, Secretary of the Committee on Democracy and Education, care British Columbia Teachers' Federation.

* Edward Hallett Carr, Professor of International Politics in the University College of Wales; *Conditions of Peace*; Macmillan; 1943; pages 280; \$3.00.

‡ By "liberal democracy" Dr. Carr would mean a democracy of titled property owners and business interests.

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Nature and Aims of a Liberal Education

REPORT OF THE COMMITTEE OF THE ASSOCIATION OF AMERICAN COLLEGES

By FRANK WILSON

THE Editor of *The B. C. Teacher* has recently put into my hands a very stimulating and valuable pamphlet. It is the report of a committee established by the Association of American Colleges to restate the nature and aims of Liberal Education. The report is also concerned with the post-war problems of American Colleges and Universities and deals, through a considerable part of its length, with the difficulties facing these American institutions of learning as they prepare to meet the needs of returned soldiers and to readjust themselves to the problems of the post-war world.

The exigencies of wartime have caused the Federal Government to move in and utilize the educational machinery for technical purposes immediately connected with the war effort. In so doing it has provided large subsidies and has assumed large powers over curriculum and methods.

The problem facing the Association of American Colleges is to convince the general public and also those in authority of the fundamental need for a return to a Liberal Education and for the greatest possible degree of academic freedom. In order to do this it has found it necessary to undertake a clarification and restatement of the aims and methods of a Liberal Education.

It is this part of its work which is, I think, of particular significance to us here in Canada; although of course many of the organizational problems arising out of the war-time situation are common to educational institutions on both sides of the 49th parallel.

I was personally most encouraged by the conclusions of this committee. I have sometimes felt rather lonely in my advocacy of a Liberal Education and it is therefore with a sense of lively appreciation that I find a body of such authority as the Association of American Colleges endorsing most of the ideas that I have been attempting to forward for many years.

The committee, while avoiding a formal definition, indicates what it means by a Liberal Education as follows: "This

would suggest that men and women are liberally educated to the degree that they are literate and articulate in verbal discourse, in the languages of the arts, and in the symbolic languages of science; informed concerning their physical, social, and spiritual environment and concerning their relationship thereto as individuals; sensitive to all the values that endow life with meaning and significance; and able to understand the present in perspective of the past and the future, and to decide and act as responsible moral beings."

In developing this general proposition it suggests certain areas of knowledge which a person must explore in order to be liberally educated. These are:

(1) The world of nature, including a knowledge of the historical development of the Sciences and the meaning of the Scientific Method.

(2) Human Society and Man's inter-related social political and economic institutions and their historical development.

(3) American Civilization and its European background—its historical origin, its relationship to European culture, its own distinctive character and contemporary tendencies.

(4) Other cultures and their significance.

(5) Man's artistic tendencies and their historical setting.

(6) Man himself, as a biological, psychological and moral spiritual being.

(7) Man's attempt through the ages to understand, in art, literature, philosophy and religion, what life means.

These studies must be integrated so that the various facts and values shall be understood in their relation to one another. The type of integration which the committee recommends is the historical approach.

"Since man's works have all been produced in time, they can be understood only in historical perspective. The historical dimension is essential and inescapable. The achievements of the past have meaning for us only as they are related to the present, and the present has meaning only as it is related to the past and to the future. Neglect of history

condemns an individual to historical provincialism; it robs him of all that he might learn from past human endeavour and compels him to plan blindly for the future."

"A student's studies must therefore be so organized that their relations can become clear and their unity effective. For they are all one study—the study by man of man in the world in which he finds himself. A heterogeneous lot of studies, without order or sequence, produces distraction instead of comprehension. Education, to be liberal, must be cumulative and integrative. It must enable the student to achieve a sense of real accomplishment by relating the whole of reality to himself and himself to the whole. Then, and only then, will he take the responsibility for his judgments as a conscious and educated man."

The committee warns that the historical approach alone is inadequate since it tends to promote a certain fatalism and the attitude that man is merely a pre-determined end of historical processes. Not only does history make man, man makes history. One aspect of a liberal education must therefore be to show how the spirit of man has produced works of permanent validity and beauty and to show how the ideals of man have themselves helped to shape the world as it has evolved.

The intrinsic worth of Liberal Education and its contribution to human freedom and dignity is also stressed by the committee. Not only is it necessary for the welfare of the democratic community that man should be liberally educated; it also is an endless source of satisfaction and delight to the individual himself.

"If men and women are to be responsible for themselves, as individuals and as citizens, they must come to know how to do things for themselves; they must learn to think and judge and choose for themselves. To have independent judgment they must be able to think critically. To have wise individual purpose they must think reflectively and consider the whole available truth. They must be trained in the scientific method to learn its lesson of impartial, objective procedure in all matters of knowledge. They must learn to express themselves clearly and effectively in speech and writing in order to clarify their own thinking and to contribute to a common social life based on mutual understanding. They must come to realize that such self-expression is not only useful but intrinsically good—a

source of enjoyment and deep satisfaction. They will thus discover that the power to communicate fittingly what one knows, and the kindred power to create and enjoy beauty in all its forms, are ways in which man achieves a consciousness of the fact that he is free, not only in a political or even a moral sense, but spiritually free as is no other mortal creature. This sense of spiritual freedom, arising directly from man's achievements in creative thought and art, is the strongest support of Man's democratic conviction that the only right life in society is the life of liberty."

In a section of remarkable beauty and wisdom the committee proceeds to speak of education in "Humility." Again I will let the report speak for itself since no precis can do justice to the excellent brevity and apt expression of the writers themselves.

"The cultivation of the human spirit is, at least in part, an education in humility. With the best competence in the world, man's adjustments to life cannot ever be wholly successful. He cannot always understand his neighbor; he cannot always understand other nations and cultures; and he fails because his thought and reactions, like those of his fellow-men, are warped by prejudice and lack of justice. Thus man is challenged all his life by persistent ultimate problems; he lives in ignorance of much that he needs to know. It is important that he have self knowledge in this respect, that he be prepared for man's inevitable human failings and deficiencies, and that he learn the rudiments and humbling lessons of religion. This knowledge, besides giving men new strength, strengthens also the sense of real comradeship among men—a comradeship so necessary to good citizenship and to the spirit of equal and willing co-operation upon the common tasks that call for sacrifice and devotion."

"The individual can best achieve this cultivation of character, mind and spirit by studying what is already known to have most worth. Civilized mankind has treasured and passed on to successive generations a precious cultural heritage. It is the capital with which men have won their way increasingly to the freedom we are still striving for today. In this heritage is a rich fund of proven knowledge and well-tested opinion concerning man himself and his physical and social environment. It provides the long perspective of history that enables him to understand his present social and political order in the light of the past, and to

grasp the point of departure for a future where man can act. It is also the inexhaustible many sided record of man's persistent striving to shape historical events to his own ends—the expression of human aspirations, ideals and spiritual faiths in the forms of art, literature, ethics, philosophy and religion. These are the things man first needs to know in order to see and solve his contemporary problems. By learning what other men have thought and believed he is started on the road to his own discovery of truth, justice and good. Contact with great minds elicits the original spark of inde-

pendent thought and makes him ask his own questions and solve them for himself. Thus he advances not only in learning but in the power to take care of himself in a troubled world."

This eloquent and thoughtful pamphlet should do much to crystalize our thinking regarding the nature and ends of a Liberal Education and also to impress us with this supreme importance for civilized living. Its origin gives it great weight. I greet it as a sound and vigorous contribution to the principles of higher education.

The In-Service Education of Teachers

By DR. S. R. LAYCOCK,

Professor of Educational Psychology, University of Saskatchewan

By the in-service education of teachers is meant that professional growth which takes place without their relinquishing their posts as teachers.

THE NEED

In both war and peace the in-service education of teachers is one of the most pressing problems which face individual teachers, teachers' organizations and government departments of education. It should also greatly concern boards of trustees, trustees' organizations and the general public.

First of all, what sets teaching apart as a profession is not the possession of a Grade XII diploma nor yet a B.A. degree. These qualifications are shared with many men and women of other professions and vocations. Rather it is the case that any profession is so designated because it possesses a distinctive body of professional knowledge and a distinctive set of skills which other citizens of the community do not share. This is the case with medicine, law, and dentistry. Teaching, therefore, is a profession to the extent that teachers possess professional qualifications which are unique to teaching. Judged on this basis a very large percentage of teachers can lay little claim to belong to the teaching or any profession.

Instead of having several years of professional training as in medicine and law, teachers commonly possess few qualifications beyond certain academic requirements. The teacher's strictly professional training has been crowded into a brief

academic year. Many teachers now teaching were trained in far less time than that—in three months or less. Now, in wartime, teachers are in many cases being sent out with a still lesser degree of training. The result of all this is a most unfortunate, vicious circle. As the teachers have little professional training the public does not regard teaching as a profession and because of the public attitude teachers are sent out with little professional training.

However, even if we had a two-year course in our normal schools and colleges of education, the problem of in-service education for teachers would still arise for two reasons. First, there is a body of professional knowledge and skills now available which cannot be mastered even in two years. Secondly, new ideas in education are developing so rapidly as a result of changing social conditions and of educational research that any teacher whose professional education was obtained five years or more ago is very much behind current trends unless he or she has taken definite pains to keep up to date.

All teachers, therefore, are in need of in-service education—the young and the old, those with experience, and those who are beginning their teaching career.

THE METHOD

It might as well be recognized that the individual teacher, left on his or her own, will do little or no systematic study. It would be illuminating to know what percentage of the teachers of a Canadian province read three strictly professional

books a year on their own—that is, other than those they use when pursuing an organized professional course. Unfortunately, it is often the senior and most highly paid members of the profession who do the least systematic study. Having arrived at the pinnacle of the profession, they too often cease to grow. This is most unfortunate because the profession should be able to look to these individuals for inspiring leadership in the newer ideas in education. True, teachers can study systematically as individuals but the truth of the matter is that they don't to any great degree.

In order to promote the in-service education of teachers there are two bodies which separately and together can render great service. First of all, departments of education may make such regulations that teachers who have left normal schools and universities are required to attend summer sessions or to take extra-mural work in order to qualify for permanent or higher certificates or in order to be allowed to teach certain subjects such as dramatics, shop-work, etc., in certain types of schools. An enterprising department of education can do much in this field.

However, the growth and development of its teacher-members should be as great a concern to a provincial teachers' organization as legal protection, salary status, or reform in the field of administration—important as these are. Only as teachers prove themselves to be in possession of truly professional knowledge will they be able to convince the public which controls the purse strings that they should be treated as members of a learned profession.

The ideal study-group to promote the in-service education of teachers is the teachers' local of the provincial organization. Indeed, the study aspects of its activities should take a far greater share of its time than the business and social aspects.

Unfortunately, again, the senior teachers of the province often ignore local meetings altogether or attend only at irregular intervals.

What should the members of such a local study? It is suggested that a start be made by using a small 1942 book which has been produced in Lincoln,

Nebraska. It is Darlington and Skudler's "In-Service Education of Elementary Teachers". It is meant to be a teacher's guide for the self-evaluation of her school. Its purpose is to give the teacher a point of view, a method of approach to thinking out her own school problems and to open up for her the large field of educational implications, potential techniques, devices and procedures she might use to effect ways of genuine in-service professional growth for herself and for the improvement of her school.

The material is organized into seven general sections each covering several smaller areas with a broad sampling of items under each.

The first section deals with: "What My School Should Do For Every Pupil". The first subsection deals with the teacher's philosophy of education. Here the teacher asks herself a series of forty questions designed to clarify in her own mind the principles she believes in and tries to attain and what her responsibilities as a teacher are. The second subsection deals with the development of desirable pupil characteristics under such headings as: Skills I wish every pupil to develop; Understandings I wish every pupil to have; Attitudes I wish every pupil to develop; Character traits I wish every pupil to have; and Pupil Attitudes of Citizenship I try to develop. There are about one hundred items listed in this subsection and here, as elsewhere, there is a place for the teacher to check her own attitude against the various items.

Section two deals with "The Kind of Teacher I Should Be" and deals in some detail with the following: My philosophy of life; Factors in a well-rounded personality (such as good health, pleasing appearance, pleasing manner, an alert and open mind); Characteristics of a good teacher (qualities as a good disciplinarian, a co-operative worker, a pleasing personality, and of good teaching techniques); Professional fitness for teaching; Professional growth of teacher (including principles for evaluating growth); Characteristics of my teaching procedures; My attitudes towards pupils; My policy in evaluating pupil progress, and my relationship to the community (social life in the community, relationship to parents and fellow-teachers).

Section three deals with "Data I should Have On Every Pupil". Topics under this section include: Purpose of Gathering pupil data; Ways of gathering pupil data; Measuring and evaluating pupil

*Darlington, M. W. and Skudler, R. A., "In-Service Education of Elementary Teachers", Wekesser-Brinkman Co., Lincoln, Neb., 1943; price \$1.05.

status; What data the teacher should have on every pupil (school history, home and family pattern, socio-economic status of the family, marital status of parents, religion and church preference, siblings, parents' attitude towards school, parents' plans for pupils' future, family talents and accomplishments, recreations and activities, cultural and educational resources of the home, physical and health status of the family); Physical status and development (this is elaborated in considerable specific detail); mental and educational development; personal and social development; pupil behaviour and conditioning factors; personality difficulties and mental hygiene (possible reasons for and solutions are given for such problems as timidity, inferiority and insecurity, evasion, temper tantrums, fear, showing-off, daydreaming, dishonesty, cruelty, bullying, sensitivity, nervousness, etc.)

The remaining four sections of the book deal with "Learning Experiences My School Should Provide", "What I Should Know About My Community", "The School Library", "The School Plant". At the end there is a list of books for enriching the teacher's work.

While this book could form the basis for a discussion group in a teachers' local, it would be very valuable for any individual teacher who would conscientiously evaluate herself, her philosophy of education, and her teaching procedures in the light of the suggestions provided. Any teacher who has not had a refresher course during the past five years would greatly profit by the stock-taking which will be the result of using this book. In addition every beginning teacher would be helped in clarifying her own educational ideas, standards and techniques. Older teachers who feel insecure because they fear they will be shelved for being out-of-date might well make a fresh start through the self-evaluation this book will give. Fortunately the book is somewhat more than a check list as there is sufficient explanatory material to give the reader a point of view. The greatest value of all will be that the teacher will be stimulated to study and read further in order to find answers to the questions which she will have raised in her own mind.

It is suggested that, in addition to the above, the provincial teachers' federation prepare, before the beginning of each fall session, outlines of five or six study courses for locals. These should include book references. These courses might be

on such subjects as Child Psychology, Mental Hygiene in the Classroom, Democracy in a World at War, The Teaching of Social Studies in Our Schools, The Teaching of Reading and Language, A Democratic Philosophy of Education, Classroom Problems in the Rural School, etc.

As changes in the education of youth are likely to occupy a large place in public discussion both during and after the war it is suggested that secondary school teachers apply themselves to an intensive study of the needs of adolescents and of the revision of the high school curriculum. The following books would be useful: Cole, Luella, *The Psychology of Adolescence*, Revised Edition, 1941, Farrar and Rinehart; Spears, Harold, *The Emerging High School Curriculum*, The American Book Co.; Thayer, Zachray and Kotinsky, *Reorganizing Secondary Education*, D. Appleton-Century Co.; Douglas, H. R., *The Education of Youth in Modern America*, The American Council of Education, Washington, D. C.

Among the recent books which would be of interest to elementary school teachers are the following: Morgan, John J. B., *Child Psychology*, Third Edition, 1942, Farrar and Rinehart; Tiegs, E. W. and Katz, B., *Mental Hygiene in Education*, The Ronald Press, New York, 1941; Gates, Jersild, McConneil and Challman, *Educational Psychology*, 1942, The MacMillan Co.; Griffin, Laycock and Line, *Mental Hygiene—A Manual for Teachers*, The American Book Co.; Jersild, A. T., *Child Psychology*, Revised Edition, 1941, Prentice-Hall; Darrell, Donald, *Improvement of Basic Reading Abilities*, World Book Co., 1940; Horn, Ernest, *Methods of Instruction in Social Studies*, Scribner & Sons, New York, 1937; Foran, T. B., *Psychology in the Teaching of Spelling*, Catholic Education Press, Washington, D. C., 1934; McKee, Paul, *Language in the Elementary Schools*, Revised Edition, Houghton Mifflin Co., New York, 1939.

BUILD WELL

Because it is wartime, those who are left in charge of the schools must redouble their efforts to make themselves worthy leaders of youth and of the community. As a definite part of their *war service* all teachers must strive to increase their own efficiency as builders of democratic ideals and habits. The war will be won by the nation which has the greatest spiritual resources. These resources of the human spirit which we

call morale are as important as weapons. Indeed, technological advances are *always*, in both war and peace, the servant of *values*. It is for fundamental ideals and values that we fight, for it is not in technological skill that we have excelled Germany. If we confine all our education to technical training we are in danger of losing both the war and the peace. In our present crisis we need to strengthen, not weaken, those institutions which develop and conserve values and ideals—the church, the school, and the home. To develop in our children clear conceptions of democracy and its meaning, habits of democratic living and of social co-operation and sound physical and mental health may be equally as important as fighting on the battlefield. Striving to learn how best to develop the spiritual resources of our children and of our communities may be more important to teachers than knitting for the Red Cross or selling war savings stamps—important as these are.

As there are no slackers among our airmen who daily brave the perils of the skies over Europe, Africa and the Pacific, let there be no slackers among teachers to whom is entrusted during wartime the building of democratic citizens with healthy, wholesome personalities. Making ourselves better teachers of youth through thought, study, planning and discussion is as vital to our country's welfare as the training our men and women receive in army camps. We cannot justify ourselves as teachers unless our teaching is a real contribution to our country's welfare in this crisis. Doing the job we did before the war is not enough. We must do a much better job so that boys and girls acquire not only skills and knowledge but also high ideals of service to their fellows and to the fundamental values for which we fight.

The in-service education of teachers has always been important. Today it is an urgent national duty.

Freezing

By DONALD COCHRANE, *Ocean Falls*

IF there is a crust of ice on the water-pail, you can turn it up and show on the under side of it how the ice grows in spikes, always at an angle of 60 degrees to something. This will help the children to understand what happens when apples and potatoes freeze. The ice crystals pierce the cell walls, so that the food spoils rapidly when melted. With apples, freezing produces practically the same results as cooking—warm them in the oven and you have excellent baked apples. But potatoes, being starchy, contain an enzyme to change the starch into sugar, and when the cell walls are punctured it starts to work, with well known results. If you have some frozen potatoes, you might try to extract the sugar by soaking them in water and then boiling the water down. It will probably taste bad, on account of other substances also released by the cold. I read recently that if the potatoes are warmed slowly enough, the sugar will turn back to starch, but I have not tried it yet.

Frozen ears, or fingers, are something different. The cell walls, being made of protein (skin) are not so easily broken as the cellulose (wood) walls of vegetable cells. The danger here is not from freezing, but from thawing. It works like this:

Living tissue must have oxygen brought to it by the blood. That is why you loosen a tourniquet every few minutes. Frozen tissue is practically not living, so it gets along without oxygen. But when it melts, it must have oxygen quickly, or die. But the arteries are far inside, close to the bone. So if you thaw the frozen tissue from the outside, it is likely to die before the arteries underneath can supply it with blood. It must thaw from inside, by the natural heat of the blood. So you massage it with snow, to stimulate the circulation inside without melting the outside. For the same reason, you should try not to rub the skin, but to rub the flesh back and forth on the bone.

I do not recommend any experiments on this section, and I am afraid that none of the above information is of any use for passing examinations. It is an application of pure science, and is not related to any of the military organization—Gen. Science, Maj. Objectives, Pte. Study, or even Cpl. Punishment.

TEACHERS are reminded that to be eligible for transportation refunds at the next Convention their fees must be paid before February 15th.

The Place of Canadiana in School Libraries

By MARGARET C. COWIE

SOMEONE once said, "The library is the heart of the school." This sounded well, and impressed many of us greatly, but time has not improved the impression. Suppose we regard the statement as one of simple fact, and consider one or two essentials to a heart which is fulfilling its normal purpose.

Surely something depends on the librarian's position. She should be the head of a department, not merely a glorified book monitor. Even more depends on her own attitude towards her responsibilities. If the librarian fails to distinguish between the spirit and the letter—if in worshipping at the shrine of the great god Administration, she forgets that organization is only a means to an end, and that it is of much less importance than that end, then she is not living up to her responsibilities, nor can the library of which she is in charge fulfil its manifold duties.

Was it not Professor Wallace of Toronto University who once said that the only thing a school can really do for a student is to give him a love of reading? Having that, any human being may become an educated person—education not being measured only by certificates and diplomas.

Through love of reading, such important principles as loyalty, faith, love of country and of fellow-man may become an integral part of a student's character. Libraries should be well supplied with books—the reader will do the rest, if he is permitted.

Perhaps the most noticeable weakness in Canadian school libraries is that of material closely connected with our own country. This is due less to scarcity of material than to the fact that until very recently it was educationally fashionable to regard Canada as too immature a country to have any art or literature of her own, and therefore her young people were taught to look outside her borders for such cultural interests.

Well, if "the heart of the school" is beating strongly and evenly, as all well-conducted hearts should, it will change that situation by sending streams of good healthy interest in Canadiana flowing through the school veins.

What have we, as librarians, to present to our readers, in the way of Canadiana for young people? Quite a bit, if we

scan the list carefully. There is a wealth of historical fiction, some following facts carefully, some giving only a picture of life as lived in a particular period. Among these books might be listed J. MacDonald Oxley's *Fife and Drum at Louisburg*; Anison North's *Forging of the Pikes*; and such tales of the fur-trading days as Oxley's *The Young Nor'wester*, Lant's *Lords of the North*, Skinner's *Red Man's Luck*, McKelvie's *The Black Canyon* and *Pelts and Powder*, and the recent volumes by Charles Clay. Pauline Johnston's *The Moccasin Maker*, and Fraser's *Blood Lilies* are good tales of Indian life.

For geographical interest we have, among others, Oxley's *Boy Tramps Across Canada*, Dickie's *Book of Beautiful Places*, Blodwen Davies' *Saguenay*, Cameron's fascinating *The New North*, and Clara Dennis' books on Nova Scotia and Cape Breton. When a child asks eagerly for one of these latter because he has heard that it contains a story about someone bearing his family name, the librarian may hope that he'll find it so interesting that he'll read on! And Ethel Hume Bennet's *Treasure Ship of Old Quebec* is guaranteed to rouse interest in the Ancient Province. (I know; I've tried it. And I've had pupils not only proceed to read everything they could get about Quebec, but declare their intention of going there, "when I grow up.")

Books of folklore and fairy tales abound. "Maxine's" little volume, *Unknown Fairies of Canada*, while possessing absolutely no folklore value, is so charming that it entices unwary "don't-like-to-read" fifth and sixth graders into asking for more, while her little historical verses in French would surely make the study of that language much more attractive.

Talking about poetry—is there any school librarian in British Columbia so unfortunate as not to have a copy of Arthur S. Bowrinot's *Rhymes of the French Regime* on her shelves? Many a harassed teacher of social studies has echoed its

"Sing a song of history
To which some romance clings"

while unhappily regarding books in which Canada's colorful history is presented tastefully draped in gray words

and phrases dull as ditchwater. But few children will forget the Intendant Bigot, for example, after chuckling over

"Bigot was a scoundrel,
Bigot was a thief,
Bigot came to Canada,
But Bigot came to grief."

Wetherald's *Tree-top Mornings*, Osborne's *Flight Commander Stork*, Bourinot's *Pattering Feet*, and Mackay's *Shining Ship* all serve to lead children into enjoying poetry—just one more avenue of beauty for their feet to explore.

Archibald Macmechan and C. H. J. Snyder have written exciting, but truthful, books of adventures at sea. Others have given us biography, nature-study, art, and humor. We have plenty of Canadian material.

Nevertheless, many excellent Canadian books for children are now out-of-print. Perhaps librarians' associations could do something about that—a demand for reprints would probably result in their production. Let's try it!

Alienisms—A Challenge to the Language Teacher

By R. B. WESTMACOTT, *Lord Byng High School, Vancouver*

TO those of us who year in and year out struggle valiantly to impart the gift of tongues there come moments of disappointment and dark depression. The heights we strive to scale seem hopelessly formidable: we sometimes despair of our goal: we begin to doubt if we shall ever get there, even if we succeed in retaining our sanity.

I often wonder if by fixing our eyes on a far horizon we overlook the simpler needs that lie around us. It seems to me that—war notwithstanding—these and the days to come, are, and will be still more in the future, days of international understanding and co-operation. Even now we have coined that vibrant and robust term "the United Nations". England, always a linguistic "rendezvous", is now a veritable babel of tongues, a variegated pattern of foreign tongues and uniforms. Soldiers from France, Poland, Holland, Belgium, Serbia, Czecho-Slovakia and many other nations rub shoulders with our own fellow countrymen, British, Canadian and American alike. News sheets are springing up in many different tongues, British newspapers are reprinting foreign language articles, their columns bristle with foreign words and idioms which twenty years ago would have been ruthlessly excluded as being "foreign" and therefore undesirable. The same trend is becoming perceptible on our own continent especially along the Atlantic seaboard. In the United States they are already coming to regard linguistic isolationism as a thing of the past. Their foreign sections in cities and countryside are becoming more attuned to the needs and characteristics in life and language of their neighbors than ever before. True, the camaraderie, the

flux and interdependence of the army camp, the naval barracks and ships afloat and the correlation of the Air Forces has a good deal to do with this but the purport of it all is vastly significant.

How can we help in our small way towards this worthy end?

First, by doing all we can to create a sympathy for and an understanding of the foreigner, his history, traditions and language, by trying to break down any prejudice that exists towards the effort needed to attain such an understanding through study, concentration and experimentation. Secondly, by showing how desirable, how appropriate are the alienisms in daily use among us, in speech, on the platform and in the newspapers. We read them, we hear them (usually grossly mispronounced) on all sides. It is high time that the average citizen, young and old, was taught their use and their adaptability. Obviously, they are neither pedantic nor superfluous or why should our authors, publicists, speakers and editors have used them so freely and for so long? Dictionaries are of small avail for they are coming into the language far faster than dictionaries can be published. Why have these alienisms been selected out of thousands of others for loan or assimilation into our language? What do they describe or infer that our own language cannot fully do justice to? What is their origin? Their history? Their proper and improper use? How should they be pronounced? All these are questions for the language teacher. He, or she, is supposed to be the expert to whom others can turn for guidance in this matter. It is not difficult to cull a collection from a handful of periodicals

of decent standing. Here are a few of them all from papers widely read and known:

cliché	Alma Mater
raison d'être	Nom de plume
al fresco	ipso facto
ultra vires	sine qua non
bonhomie	sine die
camaraderie	sotto voce
persona grata	a'denda
pot pourri	corrigenda
agent provocateur	cil de sac
homo sapiens	virago
magnum opus	savoir faire
impasse	à propos
dolce far niente	au courant
vis-à-vis	sang froid
tête à tête	table d'hôte
nom de plume	aria

There are innumerable others.

Some of these have positively no exact equivalent in English: all of them properly used are pithy and potent. We have no right whatever to neglect them in our language instruction and that does not exclude English itself. And "à propos" of this. How about throwing in a good selection of English and foreign place names? In this respect our radio announcers are indubitably the worst offenders with the least excuse. Their mispronunciation of place names in all languages, English included, is notorious and appalling. Nor is this confined to place names alone. Examples are too numerous for specification but I do recollect one case as glaring as any I have ever heard. The occasion was a death at sea and the subsequent landing of the body. It came over thus: "the body of the diseased was landed at the kway at Har-which". The script doubtless ran "the body of the deceased was landed at the quay at Harwich." If this can happen in our own mother tongue one wonders what havoc upon our ears a few alienisms would have wrought. There is clearly scope here for the teachers of all languages. It is consoling to know that the large broadcasting corporations have now taken the matter in hand, and are firmly raising the standard for would-be announcers to include a sound knowledge of one foreign language, and an acquaintance with at least one other with an ability to pronounce accurately names, places and titles. It comes none too soon, and until the millennium has arrived, it would seem wise to warn the young "listener-in" by no means to accept the news commentator's or announcer's pronunciation of a name or place as being correct nor his handling

of any "alienism" that may cross his path, but rather to check for accuracy with those whose business it is to be well informed on that subject.

Finally, I would quote from a letter appearing in a recent letter to the teachers journal *Hispania* over the signature of two members of the faculty of Stanford University. As planks in a programme of instruction in what they term "foreignisms" they recommend the following:

(1) Invite all pupils to bring to school all foreignisms found in reading, heard over the radio, or picked up in conversation.

(2) Have all language teachers collaborate in assigning their proper meanings and pronunciation. Consult educated natives or other specialists to secure authoritative information on new terms, abbreviations and the like.

(3) Enlist pupil volunteers in making a card index of foreignisms to be housed in the school office with meanings entered.

A little time given to this sadly neglected phase of legitimate language teaching should pay dividends in interest and variety, and the material all around us is prolific.

RESOLUTIONS for the Annual General Meeting must be received at the Federation Office on or before FEBRUARY 15th.



JOIN THE BIG PUSH

New Teacher

By M. G. WHITE

(Reprinted, with the permission of the Author, from *The Teachers' Bulletin*)

"I'M very glad indeed to meet every one of you and I hope that we shall be very happy in our work together this year.

"Please believe me when I say that I shall do my utmost not only to teach the knowledge of the prescribed course of study but also what is greater, the knowledge of the rules of the Game of Life. I shall be very glad to talk with you at any time about your child and its problems."

The brave voice shook a little and the wide clear eyes fell so as to hide the fright in them, but the hands were very quiet and no one could see the tenseness of the slim body.

Mrs. Jim Schrader, she that had been Martha Dixon, sniffed and turned her head quickly to look from the window on her right. It was very hot in the little country school room.

The August sounds came drowsily through the open door and flies buzzed against the small many-paned windows as if they were not at all interested in such trivialities as the Get-Acquainted Hour on the first Friday afternoon in the first school ever taught by Marcia Bailey.

Upon Mrs. Schrader's thin knees sat in chubby content the latest and most placid Schrader.

A wisp of mousy straight hair dangled from the bun on the back of Mrs. Schrader's rather long scrawny neck. Her five-year-old hat, a sort of nondescript black, sat carelessly just a bit too far back on her head. Mrs. Schrader's face was sharp-featured and its mouth rather bitter. Her eyes, which were intelligent and dark blue, and had once been lustrous, now had a perpetually anxious look. The wide brow was lined as if from watching through too many nights over too many cases of colic, whooping-cough and croup.

Scornfully now she adjusted the clean white lawn hand-me-down frock of six-months-old Rhona Schrader and looked straight ahead at the front blackboard.

A pretty one to talk about work! This one, with her clean 19-year-old beauty and her soft hands and soft voice. What did she know about work? These city girls coming to teach in the country! Looked down on honest country folk they did, the lot of them.

This one! What would she do with a lazy husband and nine stair-step Schraders? How long would her good looks and her patience last in those circumstances?

This was what had come to teach her Martha Dixon Schrader's children. Lovely dreamy Lois, thirteen years old and already ambitious. "Some day I'll teach school, Mum, and then you'll have a washer and a new linoleum on the kitchen floor every year if you want it, and we can use those pretty dishes you bought at the Starr's auction every day and not just on Sundays." What highfalutin' notions would not this creature put in Lois' head, her, with her high-priced city clothes, and city manners and—yes, it was—actually, a diamond-set wristwatch she was wearing! Sinful waste, that's what it was!

And Matt Schrader, twelve years' old and as large as Bill Dwyer, who was a good sixteen. Matt, with the wild black eyes and dare-devil ways of his uncle, Matthew Dixon, her own brother, though you would never have known it, for the other Dixons were a decent God-fearing lot. Matthew Dixon had run away to sea at the age of fourteen and would surprise his disapproving family with abrupt and hilarious visits, bearing at various times a really fine Chinese tea-set for his mother, a parrot which talked so disgracefully and swore in so many languages that his mother made him take it away again, and lastly a case of smallpox from which he died in 1914.

That Matt! She thought she had begun to notice signs of restlessness in him even at this early age, and once lately she had found a "blood and thunder" story under his mattress. It worried her.

There he sat right now, slyly untying the hair ribbon of proud Guinevere Tureman who sat stiffly erect in the seat in front of him. What could this flibbertygibbet do for Matt? Expel him likely, at the end of about two days, and she, Martha, would worry her life half out wondering where he was and what he was up to in between meals and till bed-time.

Her eyes thoughtfully scanned the remaining school-age Schraders. They'd be all right. They would take no harm

for they were docile enough and unimaginative enough to cause her no worry.

If Miss Hoyt had only stayed! There was a teacher! A large sensible country girl with apple-red cheeks and neat straight yellow hair securely pinned under a net. (Here Martha glared at the curly black head of the new teacher). No nonsense about Miss Hoyt. She had taught the curriculum the way Martha liked it taught and had whipped Matt regularly and made him toe the mark.

"And now we shall have a little refreshment. I do hope to see all of you again soon." (She'll come to visit to see if the house is clean, thought Martha. Well, Martha's house usually was).

She was moving those soft hands deftly among saucers and teaspoons on the rickety side table which was now wearing Mary Mullin's best damask tablecloth. (The new teacher boarded with Mary Mullin). Another white cloth, but not as nice as Mary's damask, had covered the dishes.

At a smiling nod, three of the larger girls, her Lois among them, went forward and began to unload from white boxes slices of good pound cake and ladyfingers from the baker's in town.

Martha's eye caught another signal and two boys arose and shuffled smugly if a bit sheepishly down the aisle toward the one door. Matt was not one of them but grinned wickedly at them and made a hideous "face" as they passed his seat.

Soon they returned importantly, carrying, cold from the well-house, a large ice-cream freezer (also Mary Mullin's). This they duly deposited behind the teacher's desk.

Just think! Sugar rationed and that creature—but what was she saying: "Saccharine has no food value but it sweetens and enables us to still be patriotic." Such drivel!

But sure enough, the ice-cream was sweet and Mary Mullin's maple syrup-flavored ice-cream was not to be sneezed at. It gave one a delicious sense of enjoyment if only for the time of eating it. It made one think of the spring when one was eighteen and at an ice-cream social with Jim Schrader whose beguiling could charm the heart of a grindstone.

After the refreshment came leave-taking and the new teacher standing very straight by the end of her desk. One by one the mothers filed past clasping the timid seeking hand of the new teacher. For an instant Martha Schrader's hungry

careworn soul looked into the compassionate shining one of the girl before her and as she passed on through the dusty-smelling entry, Martha found herself with a strange warm glow in her breast, a sort of peace that had not been there before.

And she thought: "Funny! Seems like she knows all about me and the things that bother me. But of course that's nonsense. She's just a rattle-brained city girl. Why would she care about me?" And she tucked Rhona into the shabby buggy and pushed it through the dusty short grass of the school-yard toward the road.

Almost before Marcia knew it, October had come. She sat alone with a slowly diminishing pile of exercise books before her, the sinking sun falling across the rows of desks, the too-narrow aisles and finally reaching the new Union Jack stretched proudly across the top of the front blackboard.

"Well," she thought, "September's gone already, my report went this morning: these tests show that they are intelligent and for the most part, up to standard in their academic work. But what else are they getting from me? And Matt Schrader, is there anything left that I can try on him? I don't believe he's a bad boy. He just is not interested and must do something to use that amazing vitality of his. Perhaps he would like wood-working. I'll get him some necessary things in town on Saturday." And she listed them hurriedly in a tiny memo book.

But her brow was puckered by a frown, an anxious look clouded the brown eyes. Oh, to win Matt Schrader! That was her prayer. If the wood-working failed, what other means of rousing his interest could she hit upon? The sun sank behind the distant North Mountain and the pile of tests remained as they were, unimportant beside her real problem.

One day two weeks later, Jimmy Schrader, the 11-year-old step, was not present at school.

"Mum says she thinks he caught cold when you put him out in the cloak-room so long the other day," announced Matt, enjoying the stir the word invoked and grinning openly at the flush of discomfiture that spread from the teacher's neck to her brow.

"Why, Matt, the sun was shining in there, it certainly was not cold," she began falteringly, then stopped abruptly and bit her lip. No. This wasn't the

way at all. A teacher never argued with a pupil even if she were in the right. "Very well, Matt, that will be all, thank you." And her eyes flashed and she drew up her small figure to its full height.

That night after supper, with a sore heart, Marcia started for the Schrader's. This was to be the first unpleasant interview of her teaching experience. But she felt that it would be best to discover for herself, if she could, why she had been so coolly treated by Mrs. Schrader from the first. She had always felt that whenever she had gone there to call that she was merely being tolerated and she resolved that the time had come to find out why.

Through the quiet October dusk Marcia trudged the mile and a half up the dusty road, now damp and sweet with the scent of dying leaves and that dreamy country woodsy feeling that is found only on lonely tree-fringed roads in October.

Resolutely she knocked at the Schrader door. Slow footsteps approached the inner side. Then Marcia was looking at the Schrader father.

"Good evening," he said in his wonderfully musical voice, "I had once won the heart of Martha Di."

"Good evening; are you Mr. Schrader?" Then, at his nod, "I'm the children's teacher, Marcia Bailey."

"Come in, Miss Bailey," and he shambled across the room to pull forward a chair, his old shoes flapping their tongues as he went.

The Schrader juniors sat in a group about a large kerosene lamp on the kitchen table. Of the steps who were Marcia's pupils only Jimmy was missing. Mrs. Schrader was nowhere to be seen.

The room was very clean. It evidently served as a living room as well as kitchen. Little indescribable signs of poverty were everywhere. Marcia did not consciously note them but they impressed themselves upon her nevertheless and she suddenly forgot that she was very angry at Martha Schrader. She remembered the neatly darned and made-over clothes she had seen at school, though she had not noticed them at the time. She remembered Martha Schrader's work-roughened hands.

"Martha, their mother, is upstairs with Jimmy. He's pretty sick and seems to be worse now night's come. I'd get the doctor but Martha says not yet, as it does cost such a lot to get him out here

this seven miles from town." His voice was worried.

"Please take me to him. I want to see him once," and she moved toward him.

Without another word he rose and led the way through a dark room and up a narrow stair. They entered a small room containing two beds, over one of which bent Mrs. Schrader, her eyes wild with fear. She was moaning softly, "Oh, oh, oh!" One of her thin rough hands clasped the arm of the feverish Jimmy, who muttered in delirium and tossed restlessly. His breathing was labored and uneven.

"Do you suppose it's pneumonia?" breathed Marcia. "Do send for the doctor."

Hardly noticing the intrusion the mother drew back at the fateful word and whispered "Pneumonia!" Then she stood looking at her child as a wounded animal mother looks at her helpless young whom she cannot remove from danger.

Then swiftly she turned. "Jim, get him. Mind you take the bay mare, not that slightly black that would land you on your back at the first shadow. Get going."

The instant his back, going at full speed for once, had disappeared toward the darkness of the stair, the woman turned back to the bed and as if in a daze stood and watched the child.

Swiftly Marcia removed her coat and tossed it on the vacant bed. "Bring hot-water bottles, a woollen blanket and some old woollen pieces about two feet square." And as the woman stood like a post, "Please get them so we can help Jimmy."

Then the mother turned and mechanically said "What for? He's got pneumonia. What can you do? My little Jimmy's got pneumonia. He'll die. My first baby died with it, too."

Frantically Marcia seized her shoulders. "He'll live if you bring hot-water bottles and hot blankets—please, please."

For one instant Mrs. Schrader's body was immovable, the next she had wrenched herself away and was rushing down the dark stairway like a mad thing.

Soon came Lois, bearing two worn but hot woollen blankets. Matt behind her, carried two towel-wrapped glass bottles filled with hot water. "Mum thought these might do, she hasn't any other kind." He looked white and frightened. "And, Miss Bailey, Mum didn't know

Jimmy was ever in the cloakroom. I just told you that for fun." His chin quivered as he looked at his brother on the bed. "I guess he stayed in swimming too long yis'dy noon in the pond across the railroad track."

Scarcely hearing him, Marcia said: "Matt, you're the only man in the house. Can you keep the fire going and plenty of hot water in the kettle until the doctor comes? And bring four more bottles as large as possible." Dumbly he nodded, straightened his shoulders and went down the stairs at a gallop.

Quickly Marcia moved about, placing the bottles in the most appropriate places, then, knowing that they were too hot to be trusted not to roll free of the top sheet whereon she had tried to fix them, she pulled onto them Jimmy's own stockings which lay near the bed. Then she wound the hot blanket around him till he was like an insect in a cocoon, for he tossed the bedding from him repeatedly.

When he was secured to her satisfaction she went downstairs where she found Mrs. Schrader calmly filling four other bottles which Matt had unearthed in the barn. "Lois, could you and Beth go for Mrs. Mullins and tell her to bring about two quarts of the calf meal in that bag in the barn, and tell her to hurry."

"Calf meal?" Lois stopped in amazement and looked at her.

"Hurry, Lois. Calf meal and hot water bottles, too, all she can find." Marcia's voice was sharp with concern.

Marcia took the bottles from Mrs. Schrader as she filled them and soon had them sewn into their woollen covers, the tops pinned down. Then she anxiously looked at her watch. It would take the stout Mrs. Mullin a good half hour to walk to the Schraders'. Could Jimmy wait? Quickly she decided that he could not.

"Have you any rolled oats?" Mrs. Schrader looked astonished. "Yes," she said.

"Make a quart of stiff porridge without salt. We'll poultice him."

She had never even seen a poultice of this kind, but her grandmother had once told her how Marcia's own mother's life had been saved by linseed poultices when she was critically ill with pneumonia. She reasoned that it was the steam that worked, and no matter what produced it the result should be the same.

So she poulticed Jimmy Schrader,

changing the poultices every ten minutes; and so Mrs. Mullin, calf meal and all, found her.

It was twenty minutes to one when the doctor walked up the Schrader's stairs. He had been away from his office when Jim Schrader's voice, speaking from a neighbour's telephone, had summoned him.

When he left the Schrader home some time later, the three tired women looked at one another and smiled for the first time that night. Then they looked at the quiet figure on the bed. The brow was at last damp with the dew that meant life to Jimmy Schrader.

* * *

It was not until after the Christmas concert that Marcia and Martha Schrader met again.

Marcia stood among the lonely splendor of the dismantled tree and piles of collected garlands and wreaths. The older pupils were capably putting in their respective packages the trimmings lent by the various families.

The adult audience, with a few exceptions, had melted away. The remaining few, whose children still laboured among the decorations, stood in overcoats and ear-muffled caps chatting companionably beside the fat black stove.

Marcia stepped to her desk, laden with an armful of red "rope." Suddenly Mrs. Schrader stood before her.

"Miss Bailey, I want to tell you that I was wrong about you and I'm sorry."

Marcia's load sank trailingly to the desk and she could only stammer: "Why, that's all right, Mrs. Schrader, I'm sure. We all make mistakes at times and whatever mistake you have made about me—it's all right—I'm sure." She looked at this proud headstrong woman and realized at that moment something of what this confession was costing her.

"Oh, no, it isn't all right," she snapped, her eyes flashing. "You don't know how I had had thoughts about you even at the first. I looked at you with your pretty city clothes and your pretty well-dressed hair and your pampered-lady look and thought myself at your age and the way I look now. Too many babies too close together and a good-for-nothing husband who only works when he has to and—and—no pretty clothes, and every year getting uglier and uglier—and I nearly hated you."

"Then, even after you saved my Jimmy with your calf meal and rolled oats—"

even after that, I still felt bad 'owards you, thought not so much as before.

"But I must tell you when I stopped disliking you and it's bothered me a lot to know that I might have been wrong all this long time.

"It was that day last week when I thought you had kep' Matt in after school to let him play with them little tools you bought him. I wanted him to go to the store right after school that night in partic'lar and I was hoppin' mad to think he hadn't come home. Well, I started out to come down here to give you a talkin' to about bein' afraid o' Matt and that's the reason you didn't ever lick him, only a little at first, and babied him up with lettin' him play at makin' them little wooden things nights after school. I sailed right down till I came in sight of the school and all of a sudden there came Matt a-carryin' under his arm some foolishness he'd made; and I lit into him.

"When I got done, he says, 'Mum, Miss Bailey never kep' me in. I don't have to stay in any more 'cause I can't do my wood-work nights if I ain't real good all day. I bin stayin' tonight so's to finish this sewin'-box for your birthday tomorrer,' and he held up the cutest little case with the cover in halves to open. Well, I stopped right there and says I to myself, 'Martha, you fool, p'raps she's doin' all right with your young ones. You just leave her be!'

"So I'm here to tell you I'm real sorry and I guess you can't help being pretty and rich and havin' pretty clothes." Martha swallowed suddenly and fiercely buttoned her already buttoned coat, and turned to flee.

But Marcia said: "Stop. I've something to tell you, too. Perhaps you will find it harder to dislike me after I've told you.

"I'm not rich. I'm an orphan who was put through college by the generosity of a great-aunt. This is my first position. I have to pay back every cent and my salary will be small until I have had enough experience to teach in a city school. My clothes are nearly all mended and I make the most of them myself. So I haven't been pampered as you think."

"What about the diamonds in that watch, then?" demanded Martha with some of her old spirit. To her surprise, the teacher's eyes filled.

"That was the last Christmas present from my fiancee who was reported missing after Dieppe," she said softly.

The rough hand of Martha Schrader flew out and grasped Marcia's hand and in the woman's breast there suddenly burned again that glow, warm and bright. And the name of that glow was Friendship.

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That Propaganda Assignment

By HAROLD SIGALET, *Lumby High School*

I AM supposed to make a few inquiries about propaganda and write some kind of essay about the subject because I was a naughty boy in school and this is my punishment for being such a mean little kid.

I met a very friendly looking chap so I asked him, "What is propaganda?"

He looked at me with haggard eyes, sighed deeply, and replied: "Dunno."

I just had to get somebody to say something, because, after all, that was my assignment. Finally, I managed to get enough nerve up to ask a grouchy old mug who happened to be in the vicinity at the time.

"Say, fishface, what's your opinion about propaganda?" I asked.

"Wal," he replied, throwing in a few adjectives that just aren't in the dictionary, "we string a lot o' that junk around here, but we just don't call it propaganda."

I couldn't find anybody who would make solid suggestions that would be enough for an essay. The matter worried me considerably because I always like to get my homework done. (Well, just about always, anyway).

When night came, I still had no solution for the problem. Then suddenly, a light popped on in my head. The idea came to me very abruptly as I was sitting beside a very attractive young girl, twiddling my thumbs and frantically racking my one-cylinder brain for something to say.

"Say, Cutie, what in the heck is propaganda?"

She looked at me in a superior manner, yawned, and replied, "Dunno."

Her mother who was, unfortunately, sticking around at the time, was very anxious to express her opinions on the matter. And let me tell you, she had plenty of them. (Opinions, I mean).

"Propaganda, my dear boy," she said, with emphasis on the 'boy', "has done very much to bring this world into the depths of ruination."

"Yeah," I scowled, trying to pretend to be interested.

"Yes!" she declared emotionally. "Why just the other day my dear little

Billy (who was really about six foot two) was in the pool room and some older men told him that he should join the army like all the rest of the young fellows are doing. Isn't that outrageous propaganda?"

I agreed that it was.

"Every single nation is using it to influence the people in this war," she continued, "for instance, they tell us that victory must be achieved before we can have a satisfactory peace. Don't you think that we could come to some agreeable terms without all the bloodshed and hatred?"

I wondered if she had something on the ball in that point. Seeing that I was particularly interested, she went into great detail about the terrible propaganda used in the war between the Russians and Finns. I listened.

Sitting between us (the girl and me, of course) was her freckled-faced little brother to whom I had given a whole dime just a while ago so that he wouldn't pester us with his annoying acrobatics. He was paging industriously through a comic book which was plastered full of adventurous stories about the war.

"When I get old enough, I'm gonna join the Commandos!" he shouted in loud tones to his older brother who must have been in another neighborhood.

"Heck, no, I'm joining the Air Force!" squeaked an irritating voice back. "It says in the book that I had that all the heroes are in the Air Force."

"Now, there's a concrete example!" put in the old lady, "they use those trashy comic books to influence the younger generation. They think that it would be thrilling to go out and kill the enemy."

Could be.

An announcement came over the radio, saying, "Buy Victory Bonds to make guns!"

"Is that propaganda?" I asked.

"It would be propaganda for me to say that that's propaganda," she smiled.

That was the most sensible point that she said all evening, so I immediately rushed home and put it all down on paper.

Incidentally, Cutie always appears to be out when I phone now.

The Question Box

*Have you a question regarding a teaching problem you would like answered?
Send it to MR. E. F. MILLER, 130 W. 22nd St., North Vancouver*

NOW the New Year . . . seems to be as good a beginning as any, although as to whether the thoughtful soul may have any opportunity of retiring to solitude is another matter. This is the long stretch—thirteen unbroken weeks of stern pedagogy before Easter with its promise of a fishing trip, or will it be the convention? In any case here are some questions and, by some chance, answers as well.

"How," writes a rural teacher, "can I vary and make more interesting the sort of things that have to be drilled, tables and denominate numbers and silent readings and percentage equivalents and what not?"

One of the answers to this question is flash cards. They are easy to make, and a set, if it is thought out a little, can be used for quite a few different things and in different grades. For example, let us take common fractions. Nine by twelve manila tag paper will cut up nicely into four by four and a half inch cards. On each of these one prints as large as possible with India ink and a large Speedball pen, say $\frac{3}{4}$, or with heavy black crayon, a fraction which can be reduced to one with some easy denominator such as 2, 3, 4, 5, 8, or 10. The numerator should be within the limits of the multiplication tables so that the fraction can be reduced to lowest terms mentally. Now, if you have several grades in the room, perhaps Grades VI, VII and VIII, at first the Grade VI's will merely write each fraction down in lowest terms, the Grade VII's will write each fraction down as a decimal and the Grade VIII's should be able to write each fraction down as a percentage. The time for each card will have to be judged by watching the class at first, but after a day or two one will know just how long to give. A good plan is to count silently at the same speed for each card, perhaps three, four or five seconds, putting the first card down on the desk, face down, at the same time one lifts the next card with the other hand. Before long the Grade VI's will know the fractions so well that one can give them the decimal

equivalents for each and they will soon know those. You may feel that this is sheer memorization but that is the foundation of the fundamentals in arithmetic anyway. By the way, it is not a bad plan to have the answers on the back of the cards. It saves time if you do not happen to be a shark at mental arithmetic.

Another use for flash cards is in silent reading. Select a paragraph in the reader and make a series of questions, as concisely worded as possible, on the contents of the paragraph. Print each question on a long strip of cardboard. With a little practice one can print these almost as quickly as he can write, but in any case the class becomes accustomed to one's orthography. In class the children are given sufficient time to read the paragraph and then each question is held up in turn and the pupils write the answers on a previously numbered paper. This gives a double silent reading exercise. There is the need for careful reading of the paragraph and then there is the speeding-up effect of having to read quickly the question on the strip of card. When the teacher feels that the class can read more quickly than it is doing, the questions can be made longer or the time for each can be made shorter. If the vocabulary of the questions is kept fairly easy, the same cards can be used for sight reading in lower grades where the card is held up and a pupil reads it orally. In the lowest grades the teacher can hold up one of the questions and point out a certain word for the child to identify. In this way a single set of questions can be used in several grades. If these questions are kept, they can be used again and again. It will not be long before the collection of these will cover practically everything in the reader, so that by next year the teacher can start to look for new worlds to conquer.

This seems to be all that time and ingenuity permit. As a concluding thought, plea or almost prayer, will some kind but work-haunted teacher in a remote country school please write in to the Question Box just one little question? Puh-leeze.

What We Are Reading

Books for review and correspondence bearing upon book reviews should be addressed to MR. P. J. KITLEY, Box 585, Kelowna, B. C.

THE Story of the Prairie Provinces; J. M. Scott, Normal School, Calgary, Alta.; J. M. Dent and Sons (Canada) Ltd.; \$1.75; pp. 312.

Of particular value to teachers and pupils of Grade VI this book includes a concise but complete account of the history and geography of the Prairie Provinces. The section on prehistoric times and the successive geologic eras is particularly good, showing as it does how many of the present day industries are the result of these geologic changes and offering an excellent opportunity for correlation with Science teaching. Following this is material on the history of the prairies, including the early explorers, settlers and the founding of the R.C.M.P. Present day industries are given complete and interesting treatment. Attention is also given to such diverse topics as Indians—Past and Present, the Hudson Bay Railway, and the growth of air transport.

Appended to each chapter are suggestions for "follow-up" activities, and the book is illustrated throughout with line and half-tone illustrations.

The level of the language throughout is suitable to Grade VI and this, coupled with the amount of information contained, would make it a valuable reference text for pupil use in the preparation of reports, etc.—W. J. K.

THE Story of the Empire (The Guide Book Series in Social Studies); A. D. Thomson, M.A., B.Ed.; Ryerson Press; 75c; pp. 165.

Mr. Thomson, who is principal of the Mayfair school in Saskatoon, has given us in this book much of the material necessary for the Grade IX Social Studies course. The book includes an overview of the Empire today and a short summary of early English history. This is followed by a clear account of the rise of the various branches of English industry. The balance of the book is taken up with the building of the Empire and the story of the growth of the English and Canadian governments.

The book is apparently not designed to give a complete account of the above mentioned topics but, more valuable still, it does provide a very complete series of suggested activities designed to round out

the information given. In connection with this a bibliography is attached to each chapter.

The book throughout is enlivened by its style (an imaginary class discussion of the subject under consideration) and by line engravings which are much to be preferred in a good many cases to poor halftone engravings usually found in similar books.—W. J. K.

FOR Appreciation—Côté, the Wood Carver; Marius Barbeau; (Canadian Art Series); Ryerson, Toronto; pp. 43; cloth, \$1.00; paper, 60c.

It would seem generally true that in the smaller school at least the appreciation side of our art teaching is apt to get lean measure. As a corrective for this, and certainly as a welcome addition to the library of the "appreciation" teacher, this booklet seems well adapted.

Well illustrated with photograph and wood cut, the book tells simply the story of a Canadian art pioneer who plucked triumph out of adversity. When the carver of figure-heads for sailing ships, Jean-Baptiste Côté, looked despairingly at the coming of the steamer with the steel hull and cried, "Je suis un homme fini!" he stood at the beginning of twenty years of fruitful artistic work. That this should include an excursion into the more rabid side of political journalism provides but a stimulating contrast.

Here is an artist who, like the great masters before him, took well tried material, often for church decoration, but expressed it in the idiom natural to him, making of it something distinctively Canadian. The comparison of his "Last Supper" with Da Vinci's proves especially interesting.

Other volumes in this series are: Cornelius Kreighoff, Tom Thomson, J. E. H. MacDonald, Henri Julien, Clarence A. Gagnon, Paul Kane, A. Y. Jackson, Thoreau MacDonald. More are in preparation.

WHEN Children Ask About Sex— a compilation edited by Anna W. M. Wolf; Child Study Association of America, Inc., 221 West 57th Street, New York 19, N. Y.; pp. 16; 20c.

The education of the adult is the underlying motive of this very clear, concise and straightforward pamphlet. Timid people will not find it a pabulum ready to be administered to the child "holus bolus", but should find in it enough sound common sense to enable them to overcome their timidity.

The subject matter which is arranged under well defined question headings is surprisingly complete for a pamphlet of this size. Perhaps it is the essential puritanism of the reviewer which suggests that the moral basis is a rather too thorough pragmatism, but there can be no doubt of the essential sanity of the approach. There is a valuable bibliography.—P. J. K.

* * * * *
YOUNG Canada Confers; Young Men's Committee, National Council of Y. M. C. A. in Canada; Ryerson Press, Toronto; 45c; pp. 56.

This book is the report of the Second National Young Men's Conference of the Y. M. C. A. in Canada held at Toronto in April, 1943. One hundred and forty-seven delegates were in attendance from all parts of Canada and all levels of society, including the three Armed Forces. The keynote of the conference was "the pressing need of defining positive, dynamic post-war goals".

Part I of the book deals with the reports of the six commissions set up to study six phases of our social structure. These reports, and the recommendations that follow, show how deeply conscious Young Canada is of the problems that lie ahead of us, and how sincerely they desire to see change brought about in a democratic way.

Teachers of Social Studies and Leaders of discussion groups will find the book an excellent source of material, and a reasonably safe guide in drawing conclusions.—A. H. H.

* * * * *
VITALIZED English for Grade IV; G. N. Griffin and F. J. Gathercole; School Aids and Text Book Publishing Co., Ltd., Regina, Sask.; pp. 169; 45c.

This book, which is the latest of the Vitalized English series, has been written to improve the pupil's oral and written language in the fourth grade. It contains a large number of exercises in writing sentences, in using words correctly, in writing paragraphs, in writing letters, in using the dictionary and in giving short talks.

Practical methods of approach are used for all new subject matter. As an

example of this, the book opens with a story about a teacher meeting a new class in September. One pupil, who has met the teacher before hand, introduces each pupil to the teacher in the correct manner. Other situations in which introductions are necessary are mentioned and activities suggested. This is only one of a number of practical approaches outlined in this book.

Other features of the book include rules and a few poems suitable for Choral Speaking, many exercises in speech training, a study of descriptive words and a wealth of language games.

Appealing illustrations are used throughout.

Teachers should find this book useful in providing exercises to assist in covering the Grade IV language course.—M. W.

* * * * *
AEROPLANE Airphoto Recognition, First Series; R. N. Thomas; Musson Book Co., Toronto; 60c; pp. 96.

The reviewer hardly dares to refer to a book of this type as up-to-date, for the statement is often false before the ink is dry, but certainly there is to be found here some of the most up-to-date material available at the moment of writing. In the case of the Fairey "Barracuda", which is still something of a mystery, a blank page is allowed the student for the inclusion of his own material. As far as can be ascertained, armament facts are absolutely the last word.

Here in combination of silhouette, three-position photographs and concentrated, well-organized notes are the forty-three aeroplanes studied at Initial Training Schools. Of special value are the "Interest" notes on each craft, as well as the "General Impression" which, for example, describes the "Ventura" as "portly and comfortable looking".

No Air Cadet Squadron should be without one or more copies of this, and most Air Cadets will want to possess their own copy.—P. J. K.

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Correspondence

Letters To a Country Teacher

My dear Niece:

I am glad to hear that you are using the Lesson-Aids. Too few teachers ever take the trouble to find out how much better work they can do with less effort, just by spending a few cents. These Lesson-Aids seem to me the most important thing that has ever been done for our country teachers. Textbooks are written and courses laid out by city teachers, with no evidence that the conditions of country schools have been considered at all. (Am I telling you anything?) The Department's correspondence courses are often a great help, though they were not made originally for that purpose. But the Lesson-Aids really aid your lessons.

Many years ago teachers urged the need for such things on officials both of the Department and the Federation, and always got the same answer—no time, no money.

So Mr. Boltwood took on the job, with no time but his evenings (he is a Vancouver teacher), and not a cent from either the Federation or the Department. He had help from other teachers—you might be able to add a unit to his collection yourself—but he is the man that keeps the business going.

There is only one thing he cannot do: he cannot standardize his tests. That could only be done by the co-operation of a City Superintendent, or the Department.

So if anyone asks you who is the country teacher's best friend, you will be able at once to give the right answer: it's Harry Boltwood.

Ever your loving,

UNCLE JOHN.

P.S.—I notice that some people don't agree with my ideas on the strike question. Well, we all have our own points of view, but I still don't see how I could help you by making trouble for my school board.

LETTER FROM A SOLDIER-TEACHER

Dear Sometime Fellow Teachers:

This is not Uncle John, Paidagogos, nor the Gallup Poll. If you think that it lacks the avuncular advice of the first, the astute soliloquies of the second, or the discriminating queries of the third, you are justified. If you think that it should have been directed, not to you, but to the Minister of Education, the Lesson-Aids Committee, or the waste-paper basket, you are pardoned.

How many of you, sometime fellow-teachers, now enroll boys who will, following this year, be leaving for the Forces or a career? Some of you, unquestionably. How many of you teach the in-between and the primary grades where the foundations of learning are laid and gradually built upon? A great number of you, certainly. How many of you are influencing the lives of those who are to form the peace-time citizens of our country in the near or not-so-far-off future? All of you, undisputably.

How many of you have felt that your contact with your class is of but a transitory, superficial nature; that what you do or say can have no lasting or inveterate effect? How many of you feel that you cannot fulfill your contract with the curriculum in the time available; that war conditions are going to draw your students from school before their course is run; that your time table is a motley mob that must mark time until the termination of the war gives it the word to advance. How many of you have accompanied the entertainment of any or all of these rationalities with a suspicion that something is wrong? And, finally, how many of you, pursuing your problem, have sought within yourself an answer?

If you have, and if you have perused this far, please compare these contemplations with your own.

Let us assume that teaching, with as much justification as any other occupation, today falls in the category of a wartime emergency. With whom does the obligations arising out of this emergency rest? Primarily and intrinsically, the Department of Education. But let us assume further that the manifestations of this emergency are so manifold and so diverse that the Department cannot

adapt itself rapidly enough to their change of pace. Who, then, must assume the onus? The teacher.

Let us grant that there are tinctures of truth in each of the grievances held by us, but that there is also a rebuttal to each. Let us attempt to lump all problems together, and frame an answer that will cover the sum total.

If we feel that our programme is a hodge-podge, then we must make of it a unit. If we deem our time too short then we must select essentials that can be encompassed within that time. If we fear that our association with a pupil may at any time terminate then we must give him something that will be whole whenever he leaves and takes it with him.

Let us return to our emergency. We must constantly bear in mind the fact that the boys, particularly, who leave our schools today are not likely to return to them. Advancing age dictates that social requirements shall take preference to educational desires; that earning a living with what learning he has will prevail over the possibility of his seeking further knowledge before seeking employment. We must give him something, then, that is permanent; something that he cannot forget or have taken from him. Skills? Yes, as far as possible, but they will inevitably fray and chip as time goes on. What have we left? The field, sometime fellow-teachers, is boundless. Let us attempt to tread but a mote of it.

Man is being called into theatres today where skill and knowledge of an academic nature boot but little. What learning he has sloughs off, and from below its cutaneous layer protrudes character. If we must to some extent sacrifice his knowledge in any case, let us by all means provide him with the force that can remain.

Let us provide him with a love, a worship, of intelligence. Let us equip him to seek to find, not to feel that all is sought and found. Let us make him aware of the goal that knowledge is, that he may know what to seek.

Let us guide him to the paths of right desires and point to him the way. He has his own mechanism, and can propel himself far better than we can propel him. Place in his reach the compass of discrimination, and give him the touchstone of good. Mould him into the forms of rationality and stability, that he may avoid pettiness and prejudice, appraise him of high standards, that he may emulate them.

In the essence, let us give our students,

our country's people of tomorrow, an insight into the glorious experiences that life can be. Let us make them aware that only the keys of righteousness, of reason, and of responsibility will open the doors to these experiences, show them how to attain these keys, and send them on their way. They will not let you down, and it is worth our effort.

Sincerely,
L.-CPL. L. R. PETERSON.

I AM THE SCHOOL TAX

I DISPEL the tempests of ignorance which threaten calamity to community and Nations.

I build temples wherein the wisdom of ages is passed on to citizens of the future.

I am the means of bringing the Light of Learning to all the children of all the people that Democracy may thrive.

I give to boys and girls of poor and rich alike the services of trained teachers who show them the way to self-dependence and self-realization.

I provide laboratories, libraries, and classrooms where the scientist, the statesman, the minister, the teachers of tomorrow find their strength.

I built the bulwarks which stem the tides of crime.

I shape the key of intelligent public opinion which unlocks the doors to economic, political and social stability.

I yield returns more priceless than gold, more lasting than steel, more potent than sword or pen—the returns of intelligently thinking minds.

I am at once the guardian ruler and the servant of the world's greatest power and hope—education.

I insure the rights of childhood.

I am the school tax.

—From the *Nebraska Educational Journal*.

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News, Personal and Miscellaneous

JESSIE J. MacKENZIE

MANY readers of this tribute will vividly recall the occasion when, in 1939, British Columbia Teachers' Federation conferred upon Miss Jessie J. MacKenzie the greatly valued Fergusson Memorial Award. As 1944 was closing a large number of these same professional colleagues and other friends assembled to do her honour as her body was laid to rest.

It was fitting that Jessie MacKenzie should have been working to the last. Everybody was glad that she had been spared any long and painful illness and the indignity of helplessness. When in the week before her death the staff of Britannia High School held the traditional jolly luncheon that marks the end of the autumn term, she had been, we are told, "the life of the party". That is easy to believe. Nobody dreamed that the end of a distinguished professional career was being memorialized.

And when it ended, something remained; for there are indeed echoes that "roll from soul to soul and grow forever and forever".

During the more than thirty years that Jessie MacKenzie had been teaching in Vancouver, a multitude of young folk had been subjected to her dynamic personality. They shared the generous benefits of her sound scholarship, her tireless energy and her unflinching readiness to go that second mile. Many of them will today be aware that she taught them much that was not formally set forth in the Programme of Studies; that indeed she did her large part to teach them a brave philosophy of life. From the level gaze of familiar fearless eyes they will have learned to "see all, nor be afraid"; and from a bonnie fighter they will have learned that nobody is conquered whose will refuses to surrender and that swords should not be sheathed so long as injustice, apathy, ignorance and tyranny survive. These were things against which she waged unrelenting warfare.

The teaching profession in British Columbia never had a more faithful member. Space fails us here to tell of the many offices Miss MacKenzie filled, of the crusades she led and of how she fought the battles of the underprivileged and of teachers whose personal and professional rights had been infringed. The

women of her profession owe her memory a special debt of gratitude.

In fighting for them she herself did not pass unscathed.

To the end our colleague chose to be known by her maiden name.

That choice was doubtless motivated by an unjust and stupid regulation that seeks to perpetuate a mediaeval celibacy in schools of even this Twentieth Century.

Of her bereaved husband, Mr. D. A. McGregor, chief editorial writer of *The Daily Province*, the members of the Federation of which his wife was so long an ornament are thinking and will continue to think with sympathy and understanding.

We are not forgetting. —N. F. B.

PERTINENT PARAGRAPHS



FROM the viewpoint of a prospective borrower the Vancouver Teachers' Credit Union is a service organization run by

teachers for teachers. All administrative help is voluntary. Therefore, since overhead is at a minimum, it is possible for this credit union to lend money to teachers at half the usual interest charges of local finance corporations. In fact, the interest rates charged by the V. T. C. U. are found, upon examination, to be lower even than those offered by banks. Furthermore, all transactions are strictly confidential and no embarrassing information is sent to any employer. On loans up to \$100 no endorsers are necessary. Phone E. J. Simpson, BAY. 0701-M, for further information.

* * *

FROM the viewpoint of the investor, the Vancouver Teachers' Credit Union, on account of small administrative expenses, can afford to pay higher interest to depositors than that offered by a bank on savings accounts. Furthermore, investors in the V. T. C. U. have the satisfaction of knowing that their money is being used to help fellow-teachers solve their most pressing financial problems. To join: Phone

Mr. E. J. Simpson, secretary-treasurer, B.Ay. 0901-M.

If any Vancouver teachers are in doubt as to just what constitutes a legitimate reason for borrowing money from the Vancouver Teachers' Credit Union here is a summary of some uses to which borrowed money has already been put: Christmas expenses; consolidation of small debts; purchase of fuel, furniture; payment of medical, dental, maternity bills; taxes, insurance premiums; household expenses; building alterations and so forth. Perhaps you know of an opportunity to save money by buying something for cash. Perhaps you may later need money to finance various summer school courses.

Registration fee in the V. T. C. U. is only 50c. A fully paid-up share of \$5 makes you eligible for all borrowing privileges. To join: Phone the secretary-treasurer, Mr. E. J. Simpson, B.Ay. 0901-M.



OBITUARY

NORMA Rae Washington, formerly librarian of the Lord Byng High School, Vancouver, B. C., is one who is



greatly missed by all with whom she came in contact. Possessed of a keen wit and a ready sense of humour, she had an infinite capacity for enjoyment which she shared generously with those about her.

The daughter of Dr. and Mrs. E. Day Washington, 1922 West 59th Avenue, she came to Vancouver from Wolseley, Saskatchewan, in 1920. She received her education at the David Lloyd George Elementary and the Prince of Wales High School; later graduating in Arts from the University of British Columbia.

While teaching in Vancouver she was a member of the staffs of the David Lloyd George, Lord Roberts, Alexandra

and General Brock elementary schools, where she specialized in library work in which she excelled. In March, 1943, she received recognition for fine service when she was promoted to the position of librarian of the Lord Byng Junior High School.

She enjoyed a year on exchange to London (1937-38) and on her return took an active part as executive member of the League of Empire.

Her death, on May 10, 1943, after a brief illness, came as a great shock to her many friends. We offer our sincere sympathy to her sorrowing family. Besides her parents she is survived by three brothers, Edwin McLean of Vancouver, Dr. Laurence of Wadena, Saskatchewan, Flying Officer E. Day Washington, R. C. A. F., and two sisters, Mrs. Gordon Heron, formerly a teacher at Simon Fraser Annex, and Miss Dorothy Washington of the Point Grey Junior High School, Vancouver, B. C.

STOUT SCHOOL

It has been drawn to the attention of the Editor by a competent authority that untrue statements regarding the pupils of the Stout School were made in a letter published in the December issue of *The B. C. Teacher* over the signature, "Experienced Teacher".

The Editor humbly apologizes to the pupils of this school for his oversight in not blue-pencilling the part of the letter referring to them, as he feels that it ill becomes any teacher to castigate her charges for personal defects, whether or not such defects actually exist.

HIGH SCHOOL PRINCIPAL AND ASSISTANT required for two-room school. Salaries to commence \$1700 to \$2100 according to qualifications and experience. State subjects best qualified to teach. Apply **Secretary, Smithers School Board.**

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