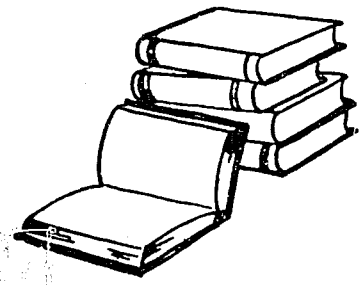
THE B·C·TEACHER



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

VOL. XXI., No. 4. DECEMBER, 1941. VANCOUVER, B. C.

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THE B. C. TEACHER

Official Organ of the British Columbia Teachers' Federation

Published in the first week of each month except July and August. Copy intended for publication in the current issue must be in the hands of the Editor before the second day of the month.

EDITORIAL OFFICE: 4390 LOCARNO CRESCENT, VANCOUVER, B.C.

Correspondence relative to subscriptions and to change of address should be addressed to Miss Clayton, 1300 Robson Street, Vancouver.

Annual Subscription: $1.50; Federation Members, $1.00.
Printed by Wrigley Printing Company Ltd.

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"It is the duty of each representative of any section or department of the Federation to assist in collecting suitable personal and professional news for possible publication in *The B. C. Teacher*; to secure contributions bearing specifically upon particular interests or dutes of the association, section or committee which he has been appointed to represent; to keep in intimate touch with matters affecting the welfare of *The B. C. Teacher*; to do what he can to keep the Editorial Board informed regarding how effectively the magazine is meeting the wishes and needs of its readers; ind to offer any suggestions that may be of use to the Editor."

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THE B. C. TEACHER

Official Organ of the British Columbia Teachers' Federation

VOL. XXI., No. 4. DECEMBER, 1941. VANCOUVER, B. C.

WHAT *THE B.C. TEACHER* DOES NOT PUBLISH

THE articles which with the greatest regret *The B. C. Teacher* does not publish are those that it does not receive.

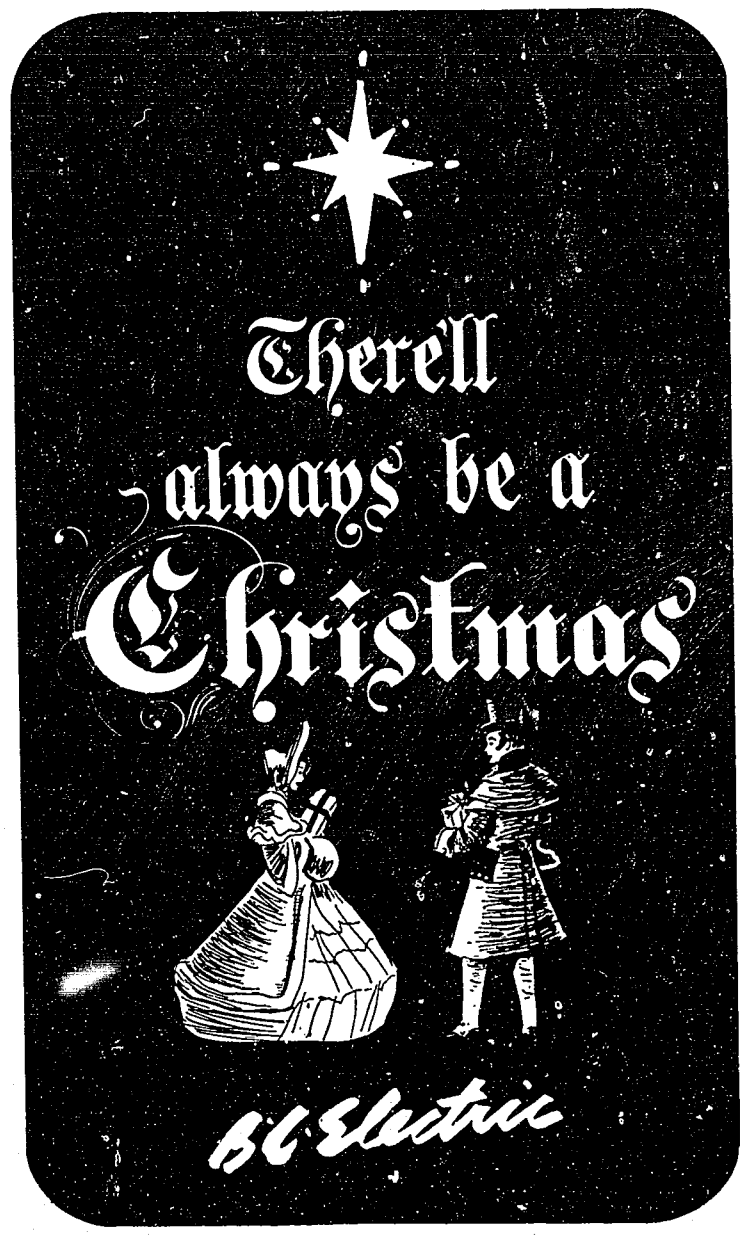
A study of our annual index, published in the June numbers, reveals the fact that certain groups of teachers and departments of school activity receive insufficient attention in our columns. From time to time we get excellent articles from school principals, but school principals as a group do not carry their share of the burden of making this magazine what it should be, and articles on the manifold different phases and problems of school administration are conspicuously few. Persistent efforts to secure an adequate number of contributions aiming at helpfulness to teachers of primary classes—especially to inexperienced teachers of beginners in ungraded schools—have brought discouragingly little response. It is hard to get enough material relative to the Practical Arts and Shop Work and the Commercial Subjects and Foreign Language teaching and Mathematics, and certain other departments. We would welcome more material likely to be helpful to worried teachers facing the problem of school entertainments and similar enterprises. We should like to get more "follow-up" articles, supplementing previous contributions by the same writer or other teachers. Oh, there are lots of things that we would very gladly publish in *The B. C. Teacher* if we could get them!

From the several scores of exchange magazines which we receive monthly we from time to time reproduce some article that seems to us of outstanding interest or importance, and many others we regretfully lay aside simply because we have not space for them.

One of the Editor's hardest tasks is to secure news regarding the activities of local associations, district conventions, and personal events of interest to our special clientele. Nevertheless we receive many readable bits of news which we do not publish. A magazine has to have a "dead line" and ours is the second day of the month. Very many of our correspondents apparently cannot learn that melancholy fact. Every month, two or three days or a week after all copy for the given month has been set up in type, we receive rafts of material that, a month later, has lost its news value.

Each year we publish ten or a dozen poems; that is about our capacity, and will probably continue to be until this journal grows bigger. That fact—together with the fact that not all verse submitted seems to us suitable for our columns—involves the occasional rejection of a manuscript or a very long delay in its use.

By increasing the number of pages to the limit set by the financial allocation at our disposal, and by resort to type which many readers agree with us in thinking inconveniently small, we have doubled the amount of reading matter appearing monthly in *The B. C. Teacher;* but our space is still so limited that occasionally we have to omit or cut an article simply because it is too long and, when the time comes for the framing of the dummy (we hope you understand that bit of printers' slang; the reference is not to any member of the Editorial Board!) it is often necessary to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always be a
Christmas
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eliminate a paragraph here and a sentence there, in order to make the total copy fit accurately into the total available space. The news columns and Mr. Gordon's department are most frequently the victims of this last-minute use of scissors and blue pencil. In the course of a year we can find room for but few articles of 2,000 words or more; that is why we so rarely publish contributions made available by the Canadian Teachers' Federation.

Apart from cases covered by the foregoing explanations, in all the years that the present Editor has been responsible for *The B. C. Teacher*, the articles submitted by members of British Columbia Teachers' Federation and not given a place in our columns have not averaged two per annum. Of course, hundreds of such articles have been more or less drastically revised—generally out of deference to traditional orthography and accepted principles of English composition.

In a very few cases, articles originally accepted have subsequently been withheld from publication, usually at the author's request or with his approval. In a few instances, we confess with contrition that the Editor has erred by admitting to the columns of *The B. C. Teacher* articles that might more wisely have been returned to their authors; but we think that such occurrences have been very rare.

Sometimes an otherwise acceptable article is rejected because it deals —usually at some considerable length—with matters that do not seem to fall within the purview of a professional journal such as *The B. C. Teacher*. Again we admit that there is room for two opinions in connection with such decisions, but our policy is not to accept lengthy essays on debatable phases of economics; we are sorry if this lays us open to the charge of suppressing important facts, something to which we do not think we are seriously inclined.

However, as has been said before in these columns, no article is ever rejected because expressing opinions with which the Editor differs.

That does not mean that we are ready to give publicity to a manifest misstatement of fact. We have on our files letters of grateful thanks from contributors who wrote under a misapprehension of actual circumstances and whom we saved from the disagreeable experience of seeing indefensible statements or inferences published under their names.

Occasionally, but very rarely, we withhold from print an article dealing with a topic well within our field but doing so in a manner that may prejudice the interests of the Federation or even of the writer of the article and of the particular cause which he represents. Mr. X or Messrs. Y and Z, influential folk perhaps, have said or done something of which members of the Federation disapprove, but the final decision in this and other matters affecting the Federation still lies largely with Mr. X or Messrs. Y and Z. If subsequent negotiations are to succeed, it is bad policy to give these gentlemen any grounds for offense. Wisdom in Federation matters is often dependent upon the practical application of a knowledge of human nature in general and of human nature as incarnate in certain particular individuals. Our contributors may have had reason for wrath, but wrath is a poor counsellor. He that, under great provocation, holds his tongue or restrains his speech, not infrequently succeeds at last in effecting purposes that might otherwise have been defeated. When occasion really arises, as sometimes it has, the Federation and *The B. C. Teacher* have amply demonstrated ability to call a spade a spade.

It has happened that an essay has been returned because judged not to be up to the contributor's normal standard of excellence; and in a few cases contributions from a single source have been more numerous and frequent than could well be published in one very little journal.

Again, we try to keep *The B.C. Teacher* free from anything smacking of party politics. This journal and the Federation of which it is the organ have no party affiliations; they give loyal co-operation to provincial authorities and especially to the Minister of Education, irrespective of political labels.

In making decisions regarding articles of whose suitability there is room for a question, the Editor submits the manuscript to the other members of the Committee on Publicity, set up by the Executive body of the Federation.

For example, after the recent provincial election numerous trusted friends of the Federation vigorously advised that this organization, as a non-partisan body, should very actively champion a movement for the retention of the services of the defeated Minister of Education. Certainly an event so outstanding as the retirement of the Honourable Dr. Weir could not be passed over without comment, in a journal speaking for the teachers of British Columbia irrespective of their varied political views. After much reflection it was decided that the proprieties and the interests of education would be best served by an editorial expressing appreciation of Dr. Weir's services and indicating that numerous teachers of different political stripes would welcome his retention if practicable; however, we pointed out that this was not a case for action by teachers as teachers or as an organized body, but as individual citizens with varying views on matters of public policy. Such an editorial was accordingly drafted, submitted to the Committee on Publicity, revised in accordance with its suggestions, and published in our November number. Our handling of a difficult and perplexing situation has, to date, met with the expressed disapproval of only one correspondent.

That correspondent has frequently been a highly appreciated contributor to *The B.C. Teacher,* but last month he and the Editor found themselves differing in opinion as to the suitability of his latest contribution to a place in this journal. It was clever and well written. The fundamental thesis of the essay was one deserving thoughtful attention. But the article involved a sustained satire directed against a particular individual. The victim was unnamed, but the portrait, even though a caricature, was easily recognizable. The editor was at great pains to show this contributor that such an article should not be published in *The B.C. Teacher* and was given permission either to omit it entirely or so to edit it as to eliminate the objectionable features. A couple of days ago, however, we received a letter reading in part as follows:

> "You come out with an editorial upholding a man and a policy which I believe have done immense harm, both to the teachers of British Columbia and to the educational system. In all fairness, if you wish to be free to express opinion one way, you must not deny the right of expression to those with a contrary opinion. . . . I must ask you to publish my article as it is. . . . I feel very strongly that, as things stand at present, you are abusing your position as editor. . . . I am sure that you will see that I have here a legitimate grievance, and

that it is not a healthy thing that only the admirers of the administration should be given access to your columns."

To which we reply very simply. This teacher or any other member of British Columbia Teachers' Federation is entirely at liberty to use the columns of this journal—within limits already explained—for thoughtful and bona fide criticism of educational policies, whether favourable or unfavourable; but no article involving a personal attack upon or scathing criticism of any individual will be published in *The B. C. Teacher*, under its present management, even should the Editor agree with the critic as to the shortcomings of the person under fire.

DEPARTMENTAL EXAMINATIONS IN FOREIGN LANGUAGES

IN previous editorials in the series here continuing, *The B. C. Teacher* has congratulated the Education Department and its Examiners on the general improvement observable in the 1941 tests when they are compared with those of former years. The Geography II paper was cited as a typical example of a good test on work that in preceding years has been very inadequately examined. The paper on Junior Matriculation English has been criticised in some detail, chiefly on the basis of its irrelevancy to the objectives set forth in the Programme of Studies. Last month we stressed the necessity of having the papers read more critically before their final acceptance. We emphasized the difficulty of framing questions that are not open to misinterpretation or that cannot be correctly answered in a fashion not foreseen by the examiner. We expressed the opinion that if a second experienced teacher of the given subject were asked to prepare a key to the paper and encountered difficulty or submitted answers essentially unlike those expected by the framer of the paper, it would be possible, betimes, to remedy defects of a sort that teachers and candidates find particularly exasperating.

The Departmental Examinations for any given year include some three dozen papers and it is obviously impossible to discuss them all in any detail. This month, however, we shall attempt to say something constructive regarding foreign language papers.

* * *

To Greek II we have previously alluded in passing. It appears to be a very respectable paper of a very familiar type; a type, however, that now constitutes a pedagogical anachronism. It stands out as a rather lonely peak reminding a changing world that some things and some people are not subject to change. Fortunately, they were valuable things and admirable people to start with!

* * *

Let us select Senior Matriculation French for more detailed consideration.

Two questions and 20 out of 120 points are allowed for *Le Bourgeois Gentilhomme*. One may assume that the play had been read primarily for comprehension and appreciation rather than as a basis for detailed factual studies. But to too great an extent the questions asked emphasize details and fail to test familiarity with and appreciation of vital points in the play. Thus: "Combien de laquais M. Jourdain a-t-il? Comment the Maitre de Philosophie veut-il se venger des autres maitres qui l'ont maltraité? Pourquoi Nicole n'aime-t-elle pas le Maitre d'Armes?" The remaining items in Question 1 are satisfactory enough. The next question

relates to a phase of the candidate's studies regarding which the instructions in the Programme of Studies read as follows: "General questions dealing with the play or with the characters, or with the aspects of 17th Century life suggested by the play, should be treated in English." But on the Departmental Examination paper this question runs as follows: "Ecrivez en francais un paragraphe (de 80 mots) sur l'un des sujets suivants:—(a) Molière et la Bourgeoisie. (b) Le Bourgeois Gentilhomme, Comédie-Ballet. Commentez sur le sous-titre." It would seem obvious that Question 2 is of a type that should be answered in English.

Question 3 (Value 20) is devoted to *Les Petits Souliers* and consists of ten items which, upon the whole, are open to the general criticism offered in the case of earlier questions: They test for minor facts rather than for knowledge of incidents and ideas vital to the story. Is it really important to know in what part of France Pierre Hallo was born, or "qu'est-ce qui pesait trente-six kilos?" or "que pêchaient les hommes de la Marinette?" In the query "Qu'est-ce qui a éveillé le protagoniste d' 'Une Peur'?" does not one find the term "protagoniste" a bit pedantic and likely to be unnecessarily puzzling to candidates who would have caught the meaning readily enough had the examiner substituted some such phrase as "le caractère principal"? Similarly, in item (h), if the candidate has forgotten the meaning of "escarpin" he has no chance of so answering the question as to show knowledge of the story that he really may have.

A language paper must necessarily be in great part a test of memory but this paper over-does that aspect of the tester's job. Such excess is scarcely open to dispute in Question 5: "Trouvez le(s) mot(s) convenable(s):—(a) Pierrot s'était tranquillement arrêté à mâcher un . . .. . . (b) L'innocente et fugitive royaute de la . . . . . (c) Ses doigts distraits, errant sur les touches de son . . . . . "; and so on through ten items of detailed association and recall. Or would the examiner have accepted words that were "convenables" in the sense that they completed the interrupted phrases in a manner that was grammatically unexceptionable, though they failed to show knowledge of the text read?

Similarly, to write a fifty word discussion justifying the title of Vigny's lyric *Midi,* with "precise references to the poem", would be a decidedly difficult task unless the candidate happened to have included this particular bit of poetry among the French verses he had committed to memory.

In the writing of French prose a senior matriculation student is chiefly concerned with passages specifically illustrating the grammatical points and idiomatic expressions dealt with in the grammar lessons. The English paragraph offered for translation into French in Question 9 in no way resembles the type of work with which such a student may properly be required to be familiar; the subject matter is undesirably technical and the vocabulary is likely to be quite unnecessarily unfamiliar and bewildering.

Our thesis is not that the examination should be "easy." It should be comprehensive and should provide a real test of what the student may properly be expected to have studied and been taught. One feels that this paper fails adequately to test the candidate's knowledge of French grammar. On the other hand, Question 4 calls for familiarity with ten rather

highly idiomatic prepositional constructions and is a type of question probably too limited and specialized in scope for such a paper.

Space does not permit the quotation of those questions to which no reasonable objection may be taken or of still others the suitability of which is open to criticism. However, enough has been said to indicate that, in the opinion of the Editor of *The B. C. Teacher* and certain of his valued correspondents, this examination paper did not give candidates adequate opportunity to demonstrate their intelligent study of the work in Senior Matriculation French as prescribed in the official Programme of Studies for the high schools of British Columbia.

* * *

No reasonable person expects any Departmental Examination paper to be entirely satisfactory to all teachers, even to all teachers whose professional experience and scholarship lend weight to their judgments. However, such papers as those provided in 1941 in French III, German III and German A are of the general type that seems best adapted to the ends which such tests are intended to serve. In the German B paper the element of subjectivity is greater, but the questions really test the candidate's knowledge and appreciation of the texts studied. Our comments on Latin III would be similar, though the present writer thinks that in the sight passage certain additional meanings might properly have been supplied; it is his guess that the verb *tucretur,* for example, floored some good candidates.

* * *

It is a deplorable fact that in recent decades classical languages and literature have lost ground, in both secondary schools and universities, from the point of view of proportional enrolment. Great improvements in language curricula and methodology are cryingly necessary. To some of these *The B. C. Teacher* has endeavoured to direct additional attention in times gone by and will continue to endeavour to direct additional attention in the future.

Meanwhile, it is necessary, among other things, that the Departmental Examinations in foreign languages should reflect intimate familarity with the existing Programme of Studies and with modern scientific techniques for language testing and that they should also provide certain guidance to the classroom teacher. He has a right to look to these examinations for a reward for and guidance in the wise interpretation of the authorised curriculum. He has a right to expect that official examinations, drafted under authority of the Department of Education, will stress those aspects of language study which the Department wishes the classroom teacher to stress in his labours with and for students of high school grade.

In some respects the recent Departmental Examinations in Greek, Latin, French and German have served those objectives; in other respects and in a remedial degree they have failed to serve these objectives. The teachers of British Columbia are looking forward hopefully to further improvement next June.

FLAG COURTESIES

A REQUEST has been received that *The B. C. Teacher* publish, for the information of the teachers of British Columbia, a brief statement of officially recognized rules for the use of the Union Jack. Miss Hilda Cryderman of Vernon has supplied us with the necessary data—borrowed

from an illustrated folder issued by the Universal Life Assurance and Annuity Company, Winnipeg, and from an interesting article in a recent issue of *Institute News*, the organ of the Women's Institutes of Manitoba.

Even on gala occasions one occasionally sees the flag displayed as a signal of distress, i.e., upside down. Accordingly we venture to commence by explaining which is the top.

Of course everybody knows that the Union Jack is a combination of St. George's cross (vertical, and red on a white field), St. Andrew's cross (a diagonal white cross on a blue field), and St. Patrick's cross (a diagonal red cross on a white field, supplied in this case by the broader St. Andrew's cross). If the flag is properly hung the top of the band next to the staff will show the broad edge of the red cross of St. Patrick, and above it, on the upper side of the flag and next to the staff, there will be the broad white of St. Andrew's cross.

The flag should not be hoisted before sunrise and should be lowered at sunset. It should never at any time be allowed to trail or fall on the ground.

A half-masted flag is a universal symbol of mourning. The rules require that the flag should first be run up the full height of the mast and then lowered a distance equal to the width of the flag. When finally lowering it, first run the flag again to the top of the staff.

When carried in a procession in company with other flags, the Union Jack should occupy a position in front of the centre of the line of flags or on the right of the marching line. During the ceremony of hoisting or lowering the flag, or when it is being carried past in a parade or review, all persons present should stand at attention, those in uniform giving the salute and all other male British subjects removing their hats.

When the Union Jack is displayed on the platform or in the chancel of a church, it should be on the clergyman's right as he faces the congregation, and any other flags should be to his left; if displayed in the body of the church, the Union Jack should hang from a staff placed in the position of honour at the congregation's right as they face the clergyman.

If a foreign flag is displayed, it should always be in association with the national flag. If a number of different flags or pennants, including the Union Jack, are grouped, and displayed from staffs, the Union Jack should be placed at the centre and slightly higher than the others. However, international usage calls for the avoidance of the display of the flag of one nation above that of another.

When the Union Jack is displayed in a manner other than by being flown from a staff, it should hang flat. If drapings, festoons and like decorations are used, bunting should be employed rather than the flag itself, unless as the focus of the decorative scheme.

There are other don'ts. It is improper to use the flag as part of one's costume. It should never be used as covering of a table, chair, lounge or balcony railing or in any position where anything could be placed upon it; the only exception to this rule being for the use of the flag as an altar covering, when the Bible, and the Bible only, may properly rest upon it.

At public meetings the flag may be displayed above and behind the speaker.

At first thought, traditionally correct usage relative to the flag may seem unnecessarily detailed and formal. We are not a nation of flag wavers. But that is largely because we feel, inarticulately, that the flag,

and what it really should stand for, is something that must never be allowed to become common. It will be found, upon consideration, that the foregoing rules, and others which we have not included, all embody special cases of the manifestation of due respect to the emblem which, in our capacity as British people, we hold most sacred. If we remember that the Union Jack must never be treated as secondary or incidental but is to be recognized as that thing accepted by the common consent of our people as most significant in its traditional symbolism, we are unlikely to go very far astray, even if we be not very familiar with ceremonial procedures.

SHOULD SOCIAL STUDIES BE REVISED?

RIGHTLY or wrongly, there is a widespread feeling that Social Studies V is in need of revision. At the 1940 convention a committee of experienced and scholarly teachers was appointed to prepare a brief indicating why the Social Studies Section desired a reconsideration of the course and in due time this brief was turned over, by the Education Department, to a special committee of gentlemen who had shared in the drafting of the present course. This committee apparently misinterpreted the purpose of the teachers' brief, the aim of which was simply to show that revision was desirable, not to indicate in any detail how the course should be altered. At all events, the special committee reported adversely to the Central Revision Committee and that body concurred. Through the good offices of Mr. Charlesworth, arrangements were made for the chairman of the teachers' committee to discuss with Dr. Willis the possibility of reopening the matter and providing for an early meeting of the Brief Committee with the Central Revision Committee. As a result, such a meeting was held early this past autumn.

The delegation was assured that from time to time the course would certainly be subject to further revision and that the Central Revision Committee would welcome revised units submitted by the Social Studies Section or by individual teachers. It was further suggested that, insofar as possible, such outlines should be supported by briefs setting forth reasons for considering the proposed units superior to those already defined in the Programme of Studies.

It was felt by members of the Central Revision Committee that possibly teachers may be finding the present course burdensome because they are misinterpreting it. A careful study of the aims and philosophy of education in British Columbia and of certain passages in the Programme of Studies (such as that on Differentiation of Instruction, page 19, Bulletin I) would show that the teacher is really a very free agent. The Programme of Studies declares that "it is to be understood that this organization is not the only permissible organization of units. In all cases the units are suggested units. For good and sufficient reasons the teachers may organize the general content of a subject into a different arrangement of units from that printed herein."

It was pointed out that when a request is made for the revision of a course, the Central Revision Committee would like to know how widespread is the dissatisfaction. They would also value reports of definite studies relative to the effectiveness or ineffectiveness of the present course (or any suggested substitute) in achieving the stated objectives.

To *The B. C. Teacher* this seems to constitute a rather fair and flattering

challenge to the teachers of high school social studies. Mistakes may have been made in dealing with this whole problem and the wheels of revision machinery may possibly appear to have turned very slowly to date in proportion to the amount of grain milled. However, that is not to the point and had better be forgotten. The important considerations are these: First, that if the units of Social Studies V are unfitted to the circumstances of any particular school, the teacher has authority to reorganize the material to better meet the needs of his class; and Second, that if the social studies teachers as a body want changes in the course as at present outlined, they must proceed vigorously and systematically along the lines suggested by the Central Revision Committee. If they can show that the disapproval of the present course is sufficiently general, can draft a better set of units, and can support their case by concrete evidence, they may expect the Central Revision Committee to accede to their wishes.

In this connection attention is invited to a letter from Mr. Burton, which appears in our correspondence section. *The B. C. Teacher* will be much interested to observe how the social studies teachers of British Columbia react to this challenge.

OBITER DICTA

AS we go to press it becomes our pleasant duty to add another name to the list of sectional representatives elected last Easter to serve on the Magazine Committee. Can it be that there are still other representatives of whose election we were not advised?

* * *

AGAIN the readers of *The B. C. Teacher* will presently be closing their schools for a Christmas holiday for which the customary wishes seem out of place. Children can and should be merry, and those with children in their households should, if possible, be merry with them; and no harm will be done if the rest of us also try to forget, for a few hours or days, the tragedy and uncertainty that blackens the world's horizon. At such a time fortunate is he who in the darkness can feel the handclasp of that Divine Companion of whom the King spoke to us a year ago, quoting Miss Minnie Haskins: "I said to a man who stood at the gate of the year, 'Give me a light that I may tread safely into the unknown;' and he replied, 'Go out into the darkness and put your hand into the hand of God; that will be to you better than a light and safer than a known way.'"

THE SEASON'S GREETINGS

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Our Magazine Table

By ROTH GORDON

BY the time you read these lines Christmas will be just around the corner. If at this very moment you are still a bit puzzled about what to send a teacher friend why not surprise him or her with a year's subscription to a useful educational journal? Combine sentiment and sense in a twelve month reminder of your thoughtfulness. Incidentally many magazines at this time of the year are offering bargain rates for gift subscriptions. But please, please, please don't ask us to secure discounts for you or, in any way at all, contact publishers on your behalf. Our part in this conspiracy is merely to arouse your interest in publications of an educational nature. This month, by way of variety, we are including in our examination several periodicals new to this department but definitely worthy of being brought to your attention. And now—lest we forget later—a Merry Christmas and a Happy New Year to you all, every one!

* * *

WE like *Scholastic* (430 Kinnard Ave., Dayton, Ohio; $2.00). The American High School Weekly. The usual table of contents found in this magazine offers first of all, an editorial on some important topics, then a cartoon page, followed by The March of Events (a weekly review of national and world news), Today's Trends in the light of the Past (visualized history), and a thought-provoking feature article. The remainder of the contents are grouped under three sections devoted respectively to Social Studies, English and Guidance. *Junior Scholastic* ($0.90) by the same publishers possesses such departments as: Headline News, Cartoon of the Week, Via Air Mail, Good Neighbour News, What Do You Know? (a quiz section), Teacher's Edition, Birthdays of Famous Persons, Scholastic Bookshop, Today's Trend in the Light of the Past (visualized history), and Stamps Tell Stories Behind the Headlines. All issues are copiously illustrated by means of excellent photographs and drawings.

* * *

IF you desire a periodical supplying pictures, diagrams and maps large enough to be seen from practically any part of your classroom you are looking for *Pictorial Education* (Evans Bros., Ltd., Montague House, Russell Square, London, W.C., $4, post free). Should you also require such things as the history or geography of the U.S.A. in twenty-four pictures or a life-size portrait of Winston Churchill you should combine the above total periodical with *Pictorial Quarterly* at a total price of five dollars ($5), post free, for both publications. * * *

TO stimulate public interest in every phase of nature and the out-of-doors, and to assist practical conservation of the great natural resources of America are two principal objectives of *Nature Magazine* (The American Nature Association,1214 16th St., N.W. Washington, D.C.; $3.75). Among regular departments of this excellent journal we note: Camera Trails, Nature in Print, Poems, As We See It, Conservation Comment, The School Page, Under the Microscope, and a section devoted to astronomy. Outstanding with regard to technical quality are the many pictures provided in this magazine to illustrate feature articles.

* * *

AS you of course know, the overseas journal of the British Broadcasting Company is entitled *London Calling* (Mr. W. F. L. Edwards, Suite 903, 45 Richmond St., N. Toronto; $2.50). Typical titles picked at random from various tables of contents of this publication reveal the general trends of the articles. Some of the titles are: The V Army of Europe, Education as the Nazis See It, The Russian Air Force is an Enigma No Longer, France Will Throw off the Chain, Napoleon's Invasion of Russia, Hitler's Ten Defeats, Tribute to the Tobruk Garrison. I was particularly impressed with the point emphasized in "Education as the Nazis See It," that one of our major post-war problems will be the de-Hitlerization of Nazi youth. In another interesting article Quentin Reynolds (renowned commentator of the newsreel classics, "London Can Take It") calls up Fuehrer Schicklgruber himself on the radio and pointedly warns him: "It is dangerous to awake the dead" —meaning of course, the fighting spirits of Drake, Nelson, Wellington, Allenby, and Beatty. * * *

IT would probably be impudence on our part to describe for you any of the well-known features of certain world-renowned digest magazines. We shall just content ourselves therefore by

reminding you that *The Readers Digest* ($3) is published monthly at Pleasantville, N.Y., by the Readers' Digest Association, Inc., and *Magazine Digest* ($3), by Magazine Digest Publishing Co. Ltd., at 137 Wellington St., Toronto, Ontario.

* * *

WITH the September issue, *Current History and Forum*, and *Events*, combine into one publication, under the name of *Current History* ($3), owned and controlled by Events Publishing Company, Inc., 157 Chambers St., New York, N.Y. The October number announces reduced school rates on orders of five or more copies. Subscribers are also requested to write to the publishers for full details of the Integrated Study Plan, which provides each student with a monthly Study Guide and a Monthly Test. We note that the November edition is printed on an improved grade of paper—indicating still another advance in the quality of the progressive magaine. "I was Hitler's Boss," is the leading article for November. "Canada's All Out War Effort" is the subject of another contribution in the same copy.

* * *

TODAY everyone is interested in anything to do with Russia—many of us rather shamefacedly, we must admit. "My Impressions of the U.S.S.R." is well worth reading in the October *Canadian Geographical Journal* (The Canadian Geographical Society, 2151 Ontario St., East, Montreal; $3). This magazine is also printed on high grade stock which permits full justice to be given to all of the many photographic illustrations. "New Zealand's Trade" and "Northern Ontario" are also dealt with thoroughly in the same edition of this journal. Editors Notebook and Amongst the New Books are two of the regular departments.

* * *

"DAILY Life in Ancient Egypt" with thirty-four illustrations and a map; "Life, Culture and History of the Egyptians" with thirty-two paintings; "Peaks and Parks of Western Canada" with eleven illustrations and "Rural Britain Carries On" with twenty-seven illustrations sums up the October contents of *The National Geographic Magazine* (National Geographic Society, Wash., D.C.; $3.50). In this issue the Egyptian illustrations are particularly magnificent. A reproduction of part of the Rosetta Stone is among them. It is interesting to note here that a recent cultural rating of one hundred American magaiznes as scored by forty-four judges placed *National Geographic* third on the list! Congratulations are very much in order.

* * *

AIR-minded teachers may like to subscribe or receive a subscription to *Flying and Popular Aviation* (Director of Circulation, 6085 Dearborn St., Chicago, Ill.; $3.50). Leading article in this magazine for October was "The Russian Air Force," and in November "Does America Want a Separate Air Force?" Every issue of this very modern journal is replete with interesting photographs and diagrams. Clever cartoons are interspersed throughout the pages. You'll like *Flying and Popular Aviation.*

* * *

CANADA'S National magazine, of course, is *MacLeans* (The MacLean Publishing Co., Ltd., 481 University Ave., Toronto 2; $1.00). The natural colour pictures which grace the covers of this journal are usually particularly well-chosen. This periodical comes twice a month and can always be depended upon to give value received in the way of instructive articles, entertaining fiction and up-to-the-minute departments such as Beverley Baxter's "London's Letter," for the subscription cost.

* * *

AN excellent reproduction from a painting of Stanley Park, Vancouver, by Leonard Richardson, adorns the cover of the November issue of *Forest and Outdoors* (Canadian Forestry Association, Suite 1018, Canada Cement Building, Montreal; $2.00). In the same number C. V. French writes most expressively about the "Blockade at Hell's Gate." The section of the magazine known as Letters from Our Junior Forest Wardens shows many pictures of and quotes correspondence extensively from a number of young B. C. Forest Rangers. An article entitled "British Columbia's 'Daily Bread'" refers to our industries which depend for their raw materials on our forests. In this same article we are told that our province produces more than 60% of Canada's total lumber output and we are warned to conserve this important source of revenue.

* * *

SO much for periodicals new to Our Magazine Table. Now let us turn

once more to publications often mentioned before in these columns. In the past it has been our wont to devote a paragraph to each of certain periodicals. In such a paragraph we mention some item or items which we found interesting and pass on such to you. This month for the sake of brevity and also in order that the addresses of a larger number of publishers than usual be listed at this season of the year, we plan to summarize the main objectives of each journal in a sentence or two.

Here goes:

The Modern Instructor (School Aids and Text Book Publishing Co., Ltd., 1935 Albert St., Regina, Sask.; $2) is principally given over to graded enterprises based upon the usual subject matter common to every curriculum. A helpful feature of this magazine is a monthly outline from September to June of topics already covered in past issues and of those still to come in future editions.

The Instructor (F. A. Owen Publishing Co., Instructor Park, Dansville, N.Y.; $2.50) celebrated its 50th Anniversary this November. We heartily congratulate this journal (one of the finest elementary grade periodicals published) on attaining the ripe old age of half a century—proof in itself of lasting excellence in its special field.

The Modern Language Journal (The National Federation of Modern Language Teachers, 450 Ahnaip St., Menasha, Wis.; $2.50) is devoted to the professional interests of teachers of French, Spanish, German, Italian. In our opinion "Review of Foreign Films" is a particularly interesting department of this publication.

The Journal of Geography (A. J. Nystrom & Co., 3333 Elston Ave., Chicago; $2.75), as its name implies, deals strictly with topics having to do with the story of the earth and the various occupation of its peoples.

The Social Studies (McKinley Publishing Co., 809-811 North 19th St., Philadelphia, Pa.; $2) is concerned with subjest matter having to do with geography, history, together with certain aspects of civics and economics. The Illustrated Section of this magazine is especially good.

World Affairs (224 Bloor St. W. Toronto; $1) is a magazine for students of current events. It stresses in particular the "Canadian viewpoint" concerning international occurrences. A subscription to this periodical will save much time otherwise spent in reading, clipping and summarizing of news items from daily papers.

Music Educators' Journal (64 East Jackson Blvd., Chicago, Ill.; $1.50) is published six times a year in the interests of music education by the Music Educators National Conference. Its slogan is "American Unity Through Music."

Music Teachers Review (45 Astor Place, New York, N.Y.; $1) has a definite editorial policy and a definite aim, which is that of raising the standards of the music-teaching profession. Its motto is "Keep Abreast of Modern Musical Pedagogy."

Journal of Educational Research (A. S. Barr, Madison, Wis.; $4) goes in for advanced research the results of which are usually expressed in tabulated form. A note by the editor prefixed to every important article in this magazine saves considerable time in deciding whether or not the topic in question will be of any interest to the potential reader.

School and Society (The Society for the Advancement of Education, Inc., The Science Press, Lancaster, Penn.; $5.50) is a weekly publication too well-known to need further description. Every issue of this informative journal can be guaranteed to supply interesting and valuable up-to-the-minute articles and reports. For example we were quoting the November 22nd issue of this periodical when we told you that *National Geographic* ranked third out of one hundred magazines for its cultural value.

The School Master and Women Teachers' Chronicle (Toddington Manor, N. Cheltenham, Gloustershire; twopence per copy) is the official organ of the National Union of Teachers. Of special interest in the latest issues are two series of articles, one on "The U.S.A. and Its Peoples," the other on "Soviet Russia: the Country and Its Peoples."

The Canadian School Journal (30 Bloor St., W. Toronto 5; $1) is the official organ of the Ontario Educational Association and is published eleven times a year. The purpose of the *Journal* is to publish material of interest to all persons directly or indirectly connected with Canadian education.

The Educational Review (Barnes & Co., Ltd., St. John, N.B.; $1.50) is the official organ of the New Brunswick

Teachers' Association and the Prince Edward Island Teachers' Association. It was established in 1887 and is devoted to advanced methods of education and general culture.

The Education Gazette (New South Wales, 2d per copy, is published under the authority of the Minister of Education for New South Wales as a medium by which circulars, instructions and departmental information are forwarded to departmental officers, inspectors, lecturers at the teachers colleges and teachers.

The Teachers' Magazine (Peter A. G. Clark, 4889 Grosvenor Ave., Montreal, Que.) is the official organ of the Provincial Association of Protestant Teachers of Quebec.

The Bulletin (30 Bloor St., W. Toronto) and *The Bulletin* (201 Bank of Montreal Building, Saskatoon, Sask.) are organs of the Ontario Secondary School Teachers' Federation and the Saskatchewan Teachers' Federation, respectively.

The Manitoba School Journal (1889 Portage Ave., St. James, Man.; $1) is published for the Department of Education in Manitoba. In it we find an interesting series of articles entitled "Great Citizens of Canada." The work and lives of Dr. William and Sir Chas. E. Saunders are discussed in the October issue.

The A.T.A. Magazine (Imperial Bank Bldg., Edmonton; $1.50) is the official organ of The Alberta Teachers' Association. A feature of the October number is a list of addresses from which materials such as samples, booklets, pamphlets or maps may be obtained.

Educational Research Bulletin (College of Education, The Ohio State University) is published monthly. This informative bulletin has W. W. Charters as the editor and Josephine H. MacLatchy as the assistant editor. Each issue generally deals thoroughly with one topic. The topic for September is "Reading."

The J. U. T. Magazine (C. T. Saunders, Jones Pen P.O.; 6/- per annum) is Jamaica's educational mouthpiece. The letters J.U.T. in the title stand for Jamaica Union of Teachers. Hearing from different parts of the globe is a good antidote against the dread disease of provincialism.

The Akron Journal of Education (Akron Teachers' Association, 308 Y.M.C.A., Akron, Ohio; $1), besides keeping us in touch with certain American educational activities can always be counted upon for an article of real general interest. "Paris-a la Deutsch" is just such an essay.

Pittsburgh Teachers' Bulletin (1020 Bessemer Bldg., Pittsburg, Pa.; $1) for October offers constructive advice in "High School Discipline," "How to Interpret I. Q.'s," and "Social Studies and Current Problems."

Washington Education Journal (707 Lowman Bldg., Seattle; $1.50) is published so close to home that we always turn its pages with a feeling of comradeship. The articles in this publication are often of great general interest to Canadian educators. "Red Light" in October warns about perils ahead for public school teachers.

Transvaal Educational News (Box 1763, Johannesburg, South Africa), organ of the Transvaal Teachers' Association, always impresses me strongly with the humanitarianism of all its articles advocating better treatment for the native population. Even when dealing editorially with "The American Comic" the give-and-take point is emphasized the American Comic is a challenge to teachers to provide a saner substitute for its acknowledged appeal to youngsters.

Chicago Schools Journal (Chicago Teachers College, 6800 Stewart Ave.) has reached us for the first time. Most interesting article to me was "The Two Basic Reading Skills" concerning not oral reading and silent reading but (1) reading with the saying of the words aloud or inwardly, and (2) reading for comprehension without the saying of the words either aloud or inwardly. Non-oral reading, the simple skill, should be well mastered before oral reading, the complex skill, is attempted.

No mention this month has been made of such magazines as *The School, Canadian Teacher, Canadian Forum, Dumb Animals, School Science and Mathematics English Journal, Journal of Chemical Education, School Arts, Magazine of Art, Grade Teacher, Classical Journal* and *School Activities*. The reason is that readers who wish to know the addresses and subscription rates of these publications have only to refer to *The B.C. Teacher* for November.

B. C. T. F. and Kindred Associations

FEDERATION NEWS

(*By* HARRY CHARLESWORTH, *General Secretary*)

Activities re Provincial Salaries.

Executive Meeting. At the Federation Executive Meeting held at the Vancouver Hotel on November 15th, 1941., the following objectives and policies of the Federation were unanimously endorsed:

1. A Provincial System of Salaries, with increments for service, applicable to all teachers in the province, guaranteed by the Provincial Government.

2. An increase in minimum salary of teachers in elementary schools from $780 to $900.

3. Adjustment of grants based on new minimum of $900.

4. Special Departmental Grant to cover period until April 1st, 1942, to enable School Boards with teachers below $900 to raise all to new minimum.

5. An equitable adjustment of all teachers' salaries to provide for adequate present day salaries, or a just equivalent to the cost of living bonus. (Note: Provision in later minutes for "Provincial Board" to deal with "referred" adjustments.)

6. Zone Salary Schedules wherever possible.

7. Progressive readjustment of the system of educational finance, whereby a greater proportion of educational costs shall be met from provincial revenues with consequent relief of taxation on land and property.

With regard to No. 5—"An equitable adjustment of all teachers' salaries", the General Secretary reminded the meeting that the Public Schools Act provided machinery whereby these adjustments could be properly and legally made, and that under the "Arbitration Clauses" of the Act each and every teacher, or group of teachers, or Association, could secure an arbitration board whose findings would be binding on both school boards and teachers. He contrasted this with the much weaker provisions of the "Industrial Disputes Act".

He stated, however, that the setting up of numerous individual arbitration boards at this time, all to deal with the same general issue, would be foolish, costly, and undesirable.

He suggested as an alternative, that the Provincial Government through the Departments of Education and Labor, be asked to provide for the setting up of one "Provincial Board" (with respresentatives of Department, School Boards, and Teachers, under mutually agreeable neutral chairman), to deal with the whole question of Teachers' Salary Adjustments in British Columbia, with the powers of the Arbitration Boards under the Schools Act. If this were done, then any teacher or any School Board failing to reach agreement by conference or negotiation could refer the issue to the "Provincial Board". The settlements by this means would be on a uniform basis, and the experience of one case would assist in the disposition of others of a similar nature. He showed that such a Provincial Board would also be in line with the Provincial Boards set up under the Dominion Government's War-time Wages and Cost of Living Bonus order.

The General Secretary read a wire from the Minister of Labor, Ottawa, stating that the exclusion of teachers from the Dominion Cost of Living Bonus Order was due entirely to lack of Dominion jurisdiction in educational matters. There was nothing in the order which prevented a bonus to teachers, and nothing to suggest that teachers were not entitled to such consideration.

It was moved by Mr. P. N. Whitley, seconded by Mr. W. H. Auld, that this Executive endorse and heartily approve the suggestions of the General Secretary for the setting up of a "Provincial Board" to deal with Teachers' Salary adjustments under Section 5 of the Federation's Salary Policy, and that steps to this end be taken up with the necessary authorities. Carried unanimously.

With regard to No. 6, "Zone Salary Schedules", it was made clear that such Zone Schedules are in no way to be regarded as substitutes for Provincial Schedules, nor must their establishment minimize the activities of the Federation and all Associations towards establishment of a provincial system of salaries as outlined in No. 1. They are, however, most helpful steps in the general direction, and will be of great value in furthering the establishment of a Provincial System.

Meeting with Executive of the Rural Teachers' Association:

At the afternoon session of the Executive meeting, the Rural Teachers' Executive members were present and joined in a discussion of the above named Objectives and Policies, with which they were in general agreement. This joint discussion of salary matters proved extremely profitable, and both groups present expressed their satisfaction with the results of the meeting.

Opportunity was also taken at this conference to deal with several matters

upon which there had been mutual misunderstanding owing to lack of information and collaboration between the two bodies. These were cleared up and steps taken to prevent their recurrence.

Consultative Committee Meeting, November 22nd, 1941

At this meeting, consideration was given to the effect of the Provincial political situation in our procedures re salary matters, and suggestions were made for bringing our requests before the Government.

It was decided that "the General Secretary be empowered to interview the Minister of Education, and the Minister of Labor, to inform them of our proposals, and to arrange for a Federation delegation to discuss such proposals with the Minister of Education and the Department at an early convenient date."

Interview with the Minister of Education

On November 24th the General Secretary had a brief interview with the Minister of Education (the Hon. T. D. Pattullo) and requested an opportunity for a Federation delegation to discuss with him the salary policies adopted by the Federation. A written copy of the seven objectives was left with him. The Minister agreed that a small delegation should meet the Cabinet at its meeting on Friday, November 28th, to explain the proposals, but asked specially, in view of the lack of time available, that discussion should be brief and limited.

Interview with the Provincial Cabinet.

At this conference on November 28th, there were present: President W. R. McDougall, Mr. H. L. Buckley, chairman of the Provincial Salary Committee; Mr. A. Vogee, representing the Rural Teachers' Association, and the General Secretary. The Cabinet members gave a sympathetic hearing and gained a general understanding of the Federation's requests. The Premier spoke of the financial obligations of the Government in many Departments, but promised consideration of the proposals.

The Present Situation.

Since the time of this delegation—as is generally known—the political situation has again changed. The Premier, the Hon. T. D. Pattullo, has indicated his intention of resigning, and his successor is to be the Hon. John Hart, upon whom will devolve the choice of a Cabinet, including the Minister of Education. A Coalition Government is being attempted, but at the time of writing no details as to its composition are to hand.

It will now be necessary for the Federation to continue its activities in co-operating with the new Government so that plans may be made prior to the adjourned meeting of the Legislature—on January 8th, 1942.

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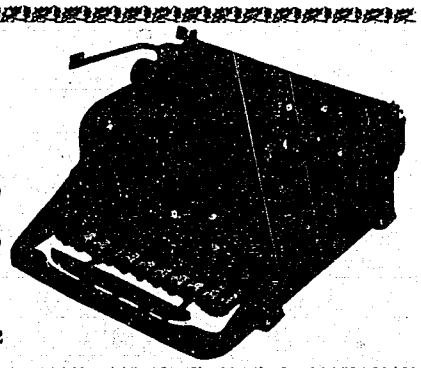

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Fall Conventions

By W. R. McDOUGALL, *President, B. C. T. F.*

DURING the past two months, B.C. T.F. representatives have attended the Fall Conventions of Teachers' Associations of the Okanagan Valley, East Kootenay, West Kootenay, the Fraser Valley, Central and Northern Vancouver Island, Prince George, and Kamloops. Most of these were attended by the President and the General Secretary. Some were attended by Mr. A. T. Alsbury, Mr. J. R. Atkinson and Dr. N. F. Black.

On behalf of the above-mentioned officials, I wish to express our thanks for the co-operation and courtesies extended to us, and our hope that our exposition of Federation policies was satisfactory.

The importance of Fall Conventions is recognized by most teachers of the Province. When a hundred—or several hundred—teachers gather together to share experiences, to visit demonstration classes, to participate in subject discussions, to hear speakers on educational and other topics, and to enjoy the fellowship engendered on such occasions, great good is accomplished.

The thanks of all teachers is extended to the Inspectors, the Normal School Instructors, and the University Professors, who so generously give of their time and talents.

Now for some suggestions:

1. There are other areas which should have Fall Conventions.
2. Dates should be drawn up by a Central Committee, and rectified at the Easter Convention, to avoid clashes (this year there were four Conventions on the same day).
3. Adjoining areas could meet on the same two days, and interchange speakers.
4. Organize Conventions in the Spring. The Department, University and Normal Schools want a complete picture of all requests for speakers as early as possible.
5. Send to the B. C. T. F. a few Convention Programmes in advance.
6. Get lists of your Executive Officers, Convention Officers, details of special exhibits, book displays, etc., all on Convention Programmes.
7. Make requests from larger schools for Art Exhibits, etc., well before the summer vacation.
8. Get Convention Resolutions mimeographed.
9. Give B. C. T. F. officials at least an hour, at a time when most of the teachers are present.
10. Appoint a delegate to speak to your resolutions at the Easter Annual Meeting.
11. Extend appropriate courtesies to the School Board in whose area the Convention is being held.
12. Ask our Central Office for names of speakers, discussion leaders, etc.

Your reaction to these suggestions would be appreciated. Communicate with your District Representative, or with 1300 Robson Street.

ASKED if he could summarize the lessons of history in a short book, Dr. Charles A. Beard, American historian, replied that he could do it in four sentences:

1. Whom the gods destroy they first make mad with power.
2. The mills of God grind slowly, but they grind exceeding fine.
3. The bee fertilizes the flower it robs.
4. When it is dark enough you can see the stars.

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LESSON-AIDS COMMITTEE

Proposed New Units

We regret that we are unable to print the list of proposed new units in this issue as promised. It will appear in the January magazine.

Conventions

We wish to thank the teachers in various parts of the province who attended the Fall Conventions, and there had an opportunity of inspecting our units. Over 50 teachers sent in orders. Nanaimo led with 29 separate orders and one omnibus order. We are gratified to know that Lesson-Aids are becoming more popular.

Will You Help?

This is a real call for help. Some of the units in our long list are the work of outstanding teachers in different parts of the province. The actual members of the Lesson-Aids Committee are Vancouver teachers who give up a good deal of their time to the work of preparing and editing units. There is a point we wish to emphasize. These teachers are city teachers, with city problems, and city facilities. Although most of them have at some time taught in the province, their outlook is now urban rather than rural. We wish to cater for both urban and rural teachers, and we should therefore like to hear from teachers anywhere who have met and overcome any special difficulties. We would like to publish a unit entitled "Rural Problems—How I Solved Them." The matter for this should come from rural teachers. If therefore, you, a rural teacher, have anything to offer in this way, we hope you will send it, with permission to use it. We are also gradually compiling a unit to be known as "Hundred Helpful Hints to Teachers," and here again rural teachers can help us with short items. These units can be published only when we have sufficient suitable material. Have you a good method of marking composition with a minimum expenditure of time?—Send it along. Have you a dodge for expediting the filling in of the new Report Cards?—Let others know about it. Have you solved the problem of the best method of teaching substraction?—Hundreds of other teachers would like to have it. Do you know a good way of giving quick tests in any subject?—All right. How do you cure children of constantly forgetting or neglecting to bring necessary material to school? Have you a suggestion regarding War Savings Stamps? Do you ever wish you could economize on chalk? Have you ever met and overcome the bugbear of gossip? Is your evening time reasonably your own?—If so, how do you manage it? How do you get rid of local grammar and construction difficulties? These are all difficulties which have been already presented to us.

Finally, please remember that many of the teachers in rural districts, some in charge of schools, are youngsters fresh from Normal School. Let them have the benefit of your experience, which you gained through much tribulation, so that they may avoid those pitfalls which almost wrecked your career, and which you eventually overcame. Thus you will become, in effect, a corresponding member of the Lesson-Aids Committee, aiding us in our work with valuable suggestions. Naturally, we should like to hear from teachers anywhere. We would particularly welcome notes from teachers who would write of mistakes they made in their first year of teaching, and what steps they took to rectify them. This would greatly assist all future Normal graduates.

Greetings

Seasonal greetings to all teachers who have corresponded with us during the year.

Please do not address mail to Aldine House, but to Mr. Harry G. Boltwood, Hon. Sec.-Treas., Lesson-Aids Committee, 3486 West Second Ave., Vancouver, B.C.

CONVENTION AT KAMLOOPS

THE annual convention of the teachers of the Central Mainland District was held in Kamloops on Friday and Saturday, October 24th and 25th. The number registering was 84. This was less than the number attending in 1940, but taking everything into consideration we considered it a very fair attendance. Many of the teachers in this area are new to the district; in fact, most of the teachers are in this district for the first time. Some did not receive their appointments until late in September and so were without funds to travel to Kamloops. Moreover, in some districts, married women, former teachers, have been pressed into service to help relieve the shortage. These teachers had little or no interest in the convention as they do not intend to stay in the profession indefinitely.

The Convention greatly appreciated an exceedingly informative address by Mr. A. T. Alsbury, vice-president of

B.C.T.F., on matters concerning the Federation.

Mr. Matheson, Inspector of Schools at Kelowna, gave a very interesting talk on "Units of Work Involving Longer Periods of Time." Miss Grace Bollert, Vancouver Normal School, addressed the teachers on the subject of "Primary Enterprises in Social Studies and Other Subjects." Mrs. Ethel Reese-Burns, of the Victoria Normal School, gave an interesting talk on "Speech Education." Mr. T. A. Switzer, Assistant Inspector of Credit Unions, addressed the teachers at an open meeting on Friday evening on the subject of Credit Unions. Miss Hilda Cryderman, of the Vernon High School staff, gave some very good suggestions to the High School teachers on Guidance. A group discussion on problems of Rural teachers was led by Inspectors A. F. Matthews, and H. McArthur. On Saturday noon, a luncheon was served in the Plaza Hotel, and Dr. W. N. Sage, Head of the Department of History, U.B.C., was the guest speaker. His subject was "Canada's Part in Post-War Reconstruction."

On Friday afternoon a number of teachers visited the Tranquille unit of the Tuberculosis Sanitarium. Through the kindness of Dr. H. S. Stalker, the Medical Superintendent, the teachers were shown around the farm and then taken to the administration building where they were initiated into the secrets of X-Ray and Fluroscope activities.

There were the usual displays of books by J. M. Dent and Sons and the School Publications and Specialties Company. In addition to this there was an excellent display of magazines arranged through the courtesy of Mr. Roth Gordon who is in charge of the Magazine section of *The B. C. Teacher.*

There were displays of work by teachers of several schools. The art display arranged by courtesy of the art teacher of Kamloops Junior and Senior High School was much appreciated. A display of work arranged by teachers of the Merritt Schools included drawings illustrating work in Social Studies, original nonsense verse and limericks by pupils of Grade V., Basketry work by pupils of Grade VIII., and a "Unit of Work" or "Enterprise" on the "Nicola Valley" by pupils of Grades VI. and VII. under the direction of Miss Helen T. Nisbet of the Merritt Elementary School Staff. The latter exhibit attracted a great deal of attention and was the subject of many pleasing compliments by visiting speakers as well as teachers.

On Saturday afternoon, October 25th, a meeting of the Executive of the Central Mainland District Council was held. Mr. A. T. Alsbury attended by invitation.

The election of Officers for the year 1941-1942 gave the following:

Chairman: Mr. Joseph Dilworth, Kamloops City T. A.; Junior Past Chairman: Miss E. A. Bristow, Nicola Valley T. A.; Vice-Chairman: Robert M. Taylor, Nicola Valley T. A.

The Secretary-Treasurer, according to the constitution of the C.M.D.C., will be appointed by the Chairman. At the time of the meeting no one had been appointed.

PRINCE GEORGE DISTRICT TEACHERS CONVENTION

By G. C. LEACHMAN

THE twelfth annual convention of the P.G.D.T. Association was held in Prince George on October 23rd and 24th with fifty-two teachers registering.

Following the singing of "O, Canada," the Convention was officially opened by an address of welcome from Mayor A. M. Patterson, of Prince George. The chairman, Mr. Frederick Flick, Prince George, presided over the meeting with Miss G. Churchman as secretary.

The morning session was devoted to a very instructive and interesting talk on "Your School Library" by Miss J. Sargent, who has charge of the Prince George Library Commission Branch; and the remainder of the morning was devoted to a Question Box, conducted very ably by Mr. T. S. Carmichael, Prince George.

Thursday afternoon's session opened with an address by Inspector Stafford who chose as his topic, "A Point of View and Some Implications." Mr. Stafford grouped his address around three well-chosen words: "Today," "Tomorrow," and a "Wish." Teachers must fit the child of Today for the world of Tomorrow. Teachers play a vital part in the role of their country.

Mr. F. Shearer, representing the Local Branch of War Savings Committee, spoke briefly on War Savings in the school. Representing the Senior Branch of the Local Red Cross Organization, Mrs. M. Cairn, who was introduced to the teachers by Miss G. Churchman, gave

a very interesting account of how the two organizations, namely, Junior and Senior, have expanded; and how they are inter-locked; and of the great and valuable work the two bodies are carrying out. She stressed the need that every teacher make a sincere effort to promote Red Cross work in the school this year.

Drawing the afternoon to a close was a delightful tea, served by the Prince George Parent Teachers' Association. In the evening the teachers attended the local theatre en masse, later retreating again to the Elks' Hall for a most successful and highly amusing "Get-Acquainted Party" with Mr. T. S. Carmichael as master of ceremonies.

Mr. A. Morley, editor of the *Prince George Citizen*, opened Friday morning's session with an address on "Education and the Press". Using illustrative material he very carefully compared newspaper men of today with those of yesterday.

Following this, the Business Meeting was delayed, so that Miss McLennaghen, Supervisor of Home Economics for British Columbia, could speak to the teachers. This was a high honor, and a very pleasant surprise to all present. Miss McLennaghen insisted that every teacher do his best to establish a hot-lunch system in his school.

Discussed, and carried by the teachers present, were two resolutions of vital importance. One dealt with minimum salary of $900, and the other, a cost-of-living bonus.

The highlight of the convention was an inspiring address by Inspector W. G. Gamble of Victoria on "Ideals of Education." Mr. Gamble passed on Dr. King's best wishes for a successful convention.

Also during the afternoon, Mr. Atkinson, treasurer of B.C.T.F., spoke on Federation News including mention of minimum salary, cost-of-living bonus, policy of increments, and other ways in which the B.C.T.F. aims to help the teacher.

Mr. J. M. MacAulay, Telkwa, gave a short informal talk on how to make a film of your school life. He demonstrated this own on a 16mm. projector before the teachers, this being much enjoyed by all.

Closing the successful convention was the annual banquet held in the evening, followed by a dance in the Elks' Hall.

RED CROSS MEMBERSHIP DRIVE

RED Cross branches throughout the province are having membership drives. Some are concentrating on "Membership Weeks," others are extending their drives until December 15th, the date provincial Red Cross Headquarters has named as the "deadline." Heretofore annual membership fees have been included in contributions to the national campaign for funds. This year the Red Cross is not having one. Hence memberships have lapsed. However, there still exists in various towns and cities in B. C., where the Red Cross and local welfare associations had joint appeals last year, a misapprehension that this plan is still in force. This is not so. Complying with a recent request of the federal government, the Red Cross will combine with other national organizations in a national financial appeal in the spring of 1942.

VANCOUVER NATURAL HISTORY SOCIETY

MANY readers of *The B.C. Teacher* have, for years been pleasantly associated with Vancouver Natural History Society and do not need to be told of how successful its 1941 autumn term has been. Still others will probably consider membership and attendance upon examining the following programme of the meetings subsequent to the approaching mid-term holiday:

Jan. 7: Demonstrations; "The Preserving of Specimens," by Prof. John Davidson, Botany Dept. U. B. C.

Jan. 21: "Halibut Research," by Mr. H. A. Dunlop, Director of Investigations, International Fisheries Commission, University of Washington.

Feb. 4: Motion Pictures of Provincial Parks, by B. C. Forest Service.

Feb. 15: Members Night. Each member to make observation along line of Personal Interest.

March 4: "Ethnobotany," by Dr. Erna Gunther, Director Washington State Museum.

March 18: Lantern Night, by members.

April 1: Annual Meeting. Exhibition by microscopes, specimens, photographs, etc., by members.

Meetings in Room 100, Applied Science Bldg., 8 p.m., unless otherwise stated. University of B. C.

CASTLEGAR

MR. L. V. Spearing of Robson was elected president of the Castlegar District Teachers' Association at the first meeting held in September. Mr. Gordon Hughes of Castlegar was elected vice-president, and Miss Betty Bowman, also of Castlegar, secretary. The auditors this year are Miss E. McKinnon of Brilliant, and Miss Asta Zuckerberg of Castlegar. Mr. L. V. Spearing and Mrs. P. Crompton are the representatives to the District Council.

It was decided to have future meetings divided into a business session, followed by sectional meetings for primary, intermediate, and senior teachers.

There have been several staff changes in the district. Mr. P. Crompton has been appointed to the Robson School in place of Miss A. Thompson. Miss I. Goloff has been transferred from the Gibson Creek School to Ootishenia, taking the place of Miss Winnie Jardine who resigned to be married. Miss Alice Knowles of Grand Forks is at the Kay Creek School. Mrs. E. Clark of Nelson is at Kamanoe School, taking the place of Miss Asta Zuckerberg who is at Castlegar. The District Association is pleased to welcome the new members.

KELOWNA

THE last monthly meeting of the Kelowna and District Branch of the O. V. T. A., was held in the Rutland Community Hall on November 12. The Women's Institute served a very delightful meal. Community singing and amusing stunts preceded the business of the meeting. The latter consisted chiefly of reports from sections of the O. V. T. A. Convention. Miss Evelyn Kenney gave a very good report on the Elementary section, mentioning especially the lesson-aids and booklets available from the Vancouver School Board. In the report on the High School section, Mr. Alan Cameron made some very good suggestions that might be beneficial to chairmen of other sectional meetings. He proposed that the chairman be given an opportunity before hand to study the points to be discussed and proposers of topics should be on hand to take part in the discussion. It was also recommended that anyone sending in suggested topics for a sectional meeting, set down his own ideas regarding the topic.

A general report of the convention was submitted by Mr. P. J. Kitley and members welcomed the news that convention expenses were lower than budgeted for and that the O. V. T. A. membership this year reached a new high of 215.

It is hoped that our local teachers' association will have increased its membership sufficiently to allow us four representatives instead of three on the O. V. T. A. executive. It was decided that one of these should represent the rural teachers, so Mr. G. Elliot of Winfield was duly appointed.

We consider ourselves very fortunate in having, once again, one of our local teachers hold the office of President of the O. V. T. A. Mr. Kitley is President for the year 1941-1942.

Following the business section of the meeting the guest speaker, Mr. Bertram Chichester, showed a most entertaining and educational set of films which he had made himself in and around Kelowna and on hunting expeditions into the Cariboo.

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Preliminary Report on Automatic Membership

ATTENTION, District Councils, Local Associations, and B. C. T. F. Members.

ADVANTAGES

1. **Increased Membership.**—The B. C. Teachers' Federation would benefit in many ways through having 100 per cent of the teachers enrolled as members.

2. **Increased Revenues.**—Added services to members would be made possible through increased revenues received from present non-members.

3. **Increased Interest.**—As a result of every teacher being a member of the organization there would be larger attendance at meetings, more interest in Federation activities, and improved professional spirit and morale.

4. **Collective Bargaining.**—The Federation would be able to act more effectively and forcefully because it would speak for all teachers.

5. **Need for Control.**—A body of uncontrolled non-members is a menace when important issues are at stake.

6. **Improved Status for Teachers.**—A professional bill would give to teachers added prestige and improved professional status.

7. **Improved Conditions for Rural Teachers.**—Isolated rural teachers would have the support of the corporate association of all teachers in British Columbia. This would be of incalculable value in their struggle for better conditions and equitable treatment.

8. **Elimination of Drumming, Thumbing, Glumming.**

Drumming—The everlasting round of annual membership "drives" and campaigns—wastage of time, money, and ability.

Thumbing—Teachers riding on the results of the work of others—"reaping where they have not sown", enjoying the advantages and benefits and contributing nothing.

Glumming—The habit of some who withdraw membership and refuse support because of disagreement with majority opinion or because of personal pique.

DISADVANTAGES

1. **Disadvantages Outweigh Admitted Advantages.**—The admitted advantages of increased revenues are greatly outweighed by the many disadvantages involved.

2. **Resort to Legislation is Extremely Dangerous** because it removes the control of our present Federation setup and constitution from our own hands and places it in the hands of an external body (at times, it may be, an unfriendly provincial government).

3. **Is Similar to "Company" Union.**—The type of organization setup by a special act of the Legislature lacks many of the advantages of a bona fide union and possesses many of the disadvantages of a "company" union.

A "union" in real sense of the word is one formed independently by employees and on their own initiative for the purpose of negotiating with their employers.

A "company" union is one which is controlled by the employer in various ways. (Under this act, the control could be exercised through the power to amend or repeal the act).

4. **Not a Closed Shop.**—It is a mistaken idea that 100 per cent membership derived from a legislative act is the same as a "closed shop".

A "closed shop" is an agreement won from below by the employees through the medium of a strong organization; automatic membership would be granted as a concession from above by the (employer) Provincial Government. What one government grants, another (unfriendly) government could by amendment weaken or nullify.

5. **Danger of Trend Towards Centralized Control.**—The provisions of such a special act constitute a dangerous companion to present trends in educational administration in this province (greater centralization of control) as well as to the general world trend away from democracy towards totalitarianism.

6. **Strength of a Determined Minority.**—As has been proven by such examples as the attempt to foist prohibition upon an unwilling public in the United States, legislation is ineffective unless it has the whole-hearted support of those to whom it applies. So long as there is a determined body of teachers opposed to an act of this nature, it would be dangerous to disregard their views and to attempt to coerce them.

It is not the intention of the committee to evade its responsibilities and in due course a report setting forth its position and recommendations will be submitted, but for the present the committee is not pleading a case either for or against Automatic Membership. It is merely providing information on the topic. For this reason we have furnished above, in summarized form, the advantages and disadvantages which have been advanced by the proponents and opponents of Automatic Membership. The committee does not necessarily endorse any or all of the arguments listed. The respective cases are presented so that members of the Federation may study and draw their own conclusions as to the relative merits or otherwise.

Historical Review

The subject of Automatic Membership in the British Columbia Teachers' Federation is once more being studied by a representative committee which has been instructed to report at the next Easter Convention.

In order that the teachers of British Columbia may have ample opportunity for study and discussion of this matter prior to the convention, and in order that the General Meeting may record a vote based upon all the information available, the committee plans to publish a series of articles dealing with this issue.

Our purpose in this first article is designed less to determine the issue than to orient it; less to solve the problems involved than to bring them forth and to clarify them.

Automatic Membership is Compulsory Membership; it is Statutory Membership; it is 100 per cent Membership. It is, in essence, the principle that in order to teach in the schools of the province, every teacher must become and remain a member of the Provincial Teachers' Association. From membership there would be no exemption; to be a teacher would be to participate automatically in all the problems, all the costs, and all the benefits of the professional organization.

Interest in a 100 per cent professional organization began with the consideration of a resolution submitted to the 1934 Convention. From 1935 to 1938, inclusive, each Annual Meeting studied the problem and the machinery that would put compulsory membership into effect. The first referendum taken on the principle of Compulsory Membership showed a large majority in favor. However, when a draft bill was drawn up and submitted, many sections met with strong criticisms. A more determined opposition to the general principle involved was also apparent. It was decided, therefore, to continue to receive criticisms and suggestions, to re-draft the Bill, to circulate it, to call a special General Meeting and, if the Bill proved acceptable to the delegates, to submit it to another referendum. If this referendum on the Bill gained the support of the whole teaching body, it was to be presented to the Legislature. Many teachers had objected that they were not yet sufficiently informed on the matter and so not prepared to commit themselves. In accordance with the decision of the 1938 Convention, a final referendum was held on the understanding that steps to secure the necessary legislation to enact the Bill would be taken only if 75 per cent of the teachers of the province voted in the affirmative. Inasmuch as there was not a 75 per cent majority of all teachers no further action was taken. The matter was revived again during the last Easter Convention, at the request of two local associations, and the appointment of the present committee was authorized to study and report on the question of Automatic Membership.

THERE is an idea abroad among moral people that they should make their neighbours good. One person I have to make good: myself. But my duty to my neighbour is much more nearly expressed by saying that I have to make him happy—if I may.—R. L. S.

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Ramblings of Paidagogos

IN SUPPORT OF FLOGGING

I AM in great difficulty of mind. My educational theories, infused with reason and refined by experience, have been severely knocked about. For last week there arrived in Vancouver one Angus McTurk, M.A., who had the doubtful privilege of teaching me in a Scots high school several decades ago, and who still regards me—despite my gray hairs—as a callow and none too promising lad. I suppose, as McTurk has been retired a good few years, he must be an old man now; but nothing in his physique gives evidence of the fact. His red beard juts out at its accustomed jaunty and belligerent angle and his eye is as baleful as ever.

Although McTurk has no great opinion of my education and judgment, he is indulgent enough to put up with me as a companion. He is a long way from home, and doubtless feels he must make the best of what is available. So I have been listening to his views. And the result is that I grow more and more disturbed—for there is nothing so unsettling as the assault of a powerful intellect on the long-accepted fundamentals of one's philosophy, educational or otherwise. Moreover, there is no dealing with McTurk on what are spoken of as "modern" grounds, because so far as he is concerned the last pronouncement of any philosophical importance was made by David Hume.

Yesterday he expressed his views on the subject of flogging. I must admit to having started him off. I ventured the moderate remark that five floggings in a single day—once received by me at the hands of himself and four of his colleagues—were altogether too many. This he very categorically denied. He then proceeded to analyze the whole question for my enlightenment.

"Flogging," said McTurk, "is essential to any education worthy of the name, and this for five principal reasons." McTurk, you will note, is as partial to "heads" as an old-fashioned Presbyterian minister.

"In the first place,' he continued, raising his index finger and advancing it under my nose, "flogging is a powerful and salutary stimulant. It brings a boy to life—drives the lethargy out of his soul—sharpens the edge of his perception. For my part, I have always welcomed the opportunity to flog a boy during the first hour of the school day. One flogging before ten o'clock is better than two floggings afterwards.

"Secondly, flogging supplies the optimum motive for effort. The greatest need of all is self-preservation, which in the case of a boy is the saving of his skin. It is idle to affirm that this need is extrinsic. Ninety-nine times out of a hundred it is vastly more intrinsic than the exiguous need of the academic moment. Believe me, my gentle friend, avoidance of physical pain is a great deal more important to a boy than solving a quadratic equation. The best way to a boy's mind is, and has always been, through his integument.

"Thirdly, there is no satisfactory substitute for flogging. The social procedures of imprisonment and hanging are not practicable in the school — which circumstance," he looked at me sharply, "I have sometimes regretted. We are therefore reduced to flogging as the sole scholastic expression of the retributive justice that makes society possible. A point whose profound importance may have escaped you! Thus flogging is an experience indispensable to an understanding of the social order. In so fundamental a matter, vicarious experience is quite without value. To quote your oracle, John Dewey (a sound if rather opaque writer), true experience implies "direct participation in a situation." Thus: no participation—no insight; no flogging—no social philosophy.

"In the fourth place, and for this we have the clearest Classical justification, flogging is a great stiffener of morale. The prime virtues of courage and endurance are developed by it. You will recall that Spartan youths were systematically flogged before the altar of Artemis Orthia in order that they might be endowed with Spartan fortitude. We have an even greater need of fortitude today. The tender pedagogue who would eliminate flogging from the schools is nothing better than a saboteur, a nibbler at the foundation of British character and a menace to our institutions.

"Finally, flogging is a most efficacious upholder of authority. Do you presume to doubt this? Let me remind you of what you were when I first took you in hand—a self-centered, irresponsible young cub, quite lacking in reverence for age and station. I flatter myself that I cor-

rected you. By dint of frequent and conscientious flogging, I curbed your crude egotism and instilled into you a healthy respect for your betters. In this achievement I admit I had the co-operation of my colleagues, but the credit is chiefly mine. Without my energetic interest, you would undoubtedly have remained an ignoramus and a vulgarian."

Having delivered himself of this pontifical dictum, Angus McTurk drew forth an enormous purple handkerchief and triumphantly blew his nose.

There is, as I said, no dealing with McTurk. He is an old man very set in his opinions and very tender in his dignity. Argument infuriates him. The possibility of his being mistaken never occurs to him. He speaks and the earth trembles—for has not this pattern of response been established by many fear-stricken boys? So I contented myself with a cryptic look and said nothing in reply.

One thought troubles me, however. Much as I abominate flogging in relation to anyone else, I cannot seem to summon up a scrap of resentment against it as applied to myself. Contrary to all modern pedagogy, I do not hate McTurk. Indeed I have a curious affection for him. And I suppose the reason—if a reason must be given—is just this: McTurk was quite god-like in his detachment from petty emotions. His spirit was precisely that of the text: "Whom the Lord loveth he chasteneth."

Educational Leadership in Alberta

By B. THORSTEINSON, *Powell River.*

DURING the past few years an experiment of momentous importance to education has been in progress in the neighbouring province of Alberta. In 1936 the Public Schools Act of that province was amended so as to permit the Minister of Education to establish "school divisions" throughout the province, wherever, in his opinion, such divisions were thought to be educationally desirable. In that year eleven school divisions were established and these began operating on January 1, 1937. Since that time the number of divisions has increased progressively until at present there are 48, each with its own board, in operation. By the end of this year two additional divisions will be organized, and with these practically all the rural schools in the province will be included in school divisions. The organization of these divisions meant the transferral of over 3000 original small school districts into 50 new school divisions.

These new Alberta divisions are a kind of administrative arrangement in school organization. In general, the establishment of a division involves the practical erasure of the boundaries of the small rural school districts for all but local purposes, and the substitution therefor of extended boundaries embracing many former small districts. In some instances towns, villages, and consolidated school districts have joined in divisional organization. In Alberta, at least nine town or village districts and three consolidated school districts have, by mutual agreement, joined the divisions since organization was commenced.

As a rule, in the establishment of these divisions no public vote is held. Districts have been included or excluded as the minister determined.

In the organization of new districts care is taken to insure a size which is commensurate with efficient supervision by one head. Most of the divisions include from 65 to 85 of the original smaller school districts. There are, however, a few smaller divisions organized so that two divisions may be supervised by only one official.

As may be expected, the area and population of the newly formed divisions vary widely. As a rule, the smaller school districts which are included are districts with one-room schools. There are, however, many two-room schools in some of the divisions, and, where this is true, the divisions are, geographically, smaller.

In the organization of these larger administrative units the local school boards are not automatically dissolved. They remain as necessary bodies for contact between local districts and the division as a whole. In most cases the divisional boards have been able to retain the good-will of the local trustees.

The Larger Administrative Unit in school organization has proven itself to be so much superior to the former system of numerous small school districts that there is no longer any doubt of its advantage.

The larger unit makes possible a

greater extension of educational opportunity to rural districts which was impossible under the old scheme. One of the most satisfying results which has accrued in Alberta as a consequence of larger units is the extension of secondary education to rural youth. Specialized and enlightened supervision may be provided under the scheme.

Greater equalization of educational costs has been accomplished. This has resulted from making the new school divisions single taxation areas. In Alberta the organization of Larger Administrative Units served as a means by which the government was able to tackle in part the problem of inequality in the educational cost burden borne by various districts. The problem of inequality was squarely met and in some cases taxes were raised while in others taxes were lowered. This has resulted in a fairly uniform rate within each division. There was, of course, some objection from those who saw their taxes raised, but by and large the change was accepted without too much objection.

Teachers, too, have benefitted. Greater security for the teacher through the elimination of unpleasant and disconcerting petty local situations so familiar under the old system, makes possible a greater socialization of education within the community. The provision for the extension of promotional opportunity for the teacher within a division tends to lend stability to education. Granted greater stability, teachers are better able and more willing to encourage that sort of socialized, integrated education, which draws its inspiration from within the community itself. In this way a fusion of educational functioning between the school and community becomes possible at a greater number of points. With this fusing of school and community life, the stage is set, for education may take on a new and truer meaning, both for young and for old.

Through the introduction of blanket insurance, the bulk purchasing of supplies, the consolidating of schools or by closing those no longer needed, savings have been effected. In some instances these savings have been considerable, but in all instances each dollar spent is buying much more education.

Although the above advantages have become apparent through the introduction of the larger school divisions, the experiment in Alberta means much more than just the successful introduction of such specific advantages as suggested above. In the determined effort made by Alberta there appears to be evidence of a broader outlook. In this movement there are signs that the educational authorities of Alberta are glimpsing a broader view—a view of education as something belonging to, not something apart from, community life.

Most people will probably agree that education in recent years has been closely tied down by form and procedure. The scientific movement in education which hase been much in evidence during the past years has tended to obscure true *education* and to emphasize *instruction*. It is probably true that the best brains in education have been concentrating on specifics in the educative process. They have busied themselves, not with the broader view of education in its entirety, but with its specialties: such things as the perfecting of standards of penmanship and the building of spelling scales!

It would appear that Alberta has taken a first comprehensive step toward a broader outlook. The extension of secondary education to rural youth arises from a recognition of problems which originate, not from within, but rather from outside, the class-room. Equalization of opportunity for youth and equalization of effort on the part of the taxpayer are sociological as well as educational problems. Extension of secondary education to rural youth meets a constantly growing though not generally recognized need.

This problem of extending secondary education to rural youth deserves careful consideration from people interested in education. For some time now our Canadian city population has been increasing at the expense of the rural areas. The sociological and educational import of a population shift from country to city, from a primary to a secondary culture level, has not in the past been adequately emphasized. As stated above, attention has been focused upon classroom procedure and classroom problems.

The provision made in Alberta for rural secondary education is a move into a broader sphere, and a step in the right direction. It recognizes a need for equalizing educational opportunity as between rural and urban youth. If the farm lad becomes an urban dweller, as he often does, he is faced with the problem of living and working with urban-born and urban-educated fellow-citizens.

Upon this important topic we shall enlarge in a forthcoming issue of *The B. C. Teacher*.

The Kimberley Medical-Hospital Agreement

By FRANKLIN P. LEVIRS, *Supervising Principal, Kimberley Schools*

THE employees of the Kimberley School Board are now in the third year of their medical-hospital scheme, an agreement reached in June, 1939, and in effect since September 1, 1939. In view of the present activity of the British Columbia Teachers' Federation's special committee on medical services, some Federation members may be interested in just how successfully the Kimberley scheme works. A good deal of the credit for inaugurating the scheme must go to Mr. H. D. Stafford, now an inspector with the Department of Education but then Principal of the Kimberley Central School, for his persistent efforts to establish a suitable plan for ensuring medical and hospital services to the teachers of Kimberley. The teachers' committee that carried through the negotiations was composed of Miss Ruth Soderholm, Miss Mildred Burdett (now Mrs. J. Hall of The Springs, Transvaal), Mr. D. W. Foubister, Mr. J. Lukas and Mr. D. Thomson. Messrs. C. T. Oughtred and E. E. Jackson acted for the Hospital Board, Drs. D. W. Davis and J. Haszard for the doctors, and Messrs. P. J. McKim, R. L. Bullen and J. Wolverton for the School Board. The employees of the Board owe a deep debt of gratitude to these gentlemen.

The chief industry of Kimberley is found in the Sullivan Mine and Concentrator, largest source of lead and zinc in the British Empire, and operated by the Consolidated Mining and Smelting Company. For many years the employees of the Consolidated have had a medical-hospital agreement. The chief difficulty lying in the way of a similar agreement for the School Board's employees was the lack of unanimity in favour of the scheme among the teachers. It was finally agreed by the medical and hospital authorities to accept a contract on behalf of all those employees who were willing to sign a contract at that time, provided that all future employees of the Board would enter the scheme at the date of their employment. All but four employees signed the original contract.

The contract covers all dependents of the employees, and costs the same amount for employees with and without dependents. It is rather interesting to note that those who, up to this date, have had occasion to make greatest use of the scheme's benefits have been single teachers without dependents.

Hospital services cost $1.16 per calendar month, deductible by the Board from the pay cheque. Medical services cost $1.25 per calendar month. A total of $2.89 per month is therefore deducted from each of the ten pay cheques, but $3.57 of this is refunded in June to those teachers who signify their intention of waiving benefits for the months of July and August.

The hospital agreement provides for ward accommodation, "except where treatment in a public ward will delay or diminish the patient's chance of recovery, when a private ward will be provided without extra charge, provided such is available," and "provided further that a patient may, by paying an extra charge amounting to the difference between public and private ward accommodation, be accommodated in a private ward if available in cases where private ward accommodation is not necessary in consequence of the patient's condition." Medical and surgical supplies, drugs and medicines, including serums, are provided in hospital. X-ray services are also provided. The agreement can be terminated by either party on three months' written notice. A majority vote of the employees, by secret ballot, is sufficient to terminate the agreement on their behalf.

The medical agreement provides for all normal medical and surgical treatment, including the administering of anaesthetics for the extraction of teeth. Maternity benefits are provided on the payment of a flat fee of $12.50. Doctors are permitted to charge 50c a mile for each mile if their visits are required at a point more than five miles from the Kimberley Post Office. No medical services are provided under the agreement to employees or their dependents for chronic ailments disclosed within thirty days of the date of their employment, but this clause did not apply to those employees who signed the contract at its inauguration.

How has the scheme worked? Several teachers have had long illnesses which would normally have proven extremely expensive. Attention rendered has included an emergency appendectomy, three tonsillectomies, treatment of an acute throat infection, and treatment of an injured cartilage. In addition there have been numerous cases of minor illnesses and injuries. Most important of all, however, is the sense of security resting in the knowledge that efficient medical and hospital attention is available at any time, and that such attention will not involve crippling expense.

Parents Can Help and Be Helped

By DR. S. R. LAYCOCK, *Professor of Educational Psychology, University of Saskatchewan; President of Saskatchewan Federation of Home and School Clubs*

IN the days of our grandfathers the home and the school had little to do with one another. Each seemed to have its own job to do. The school conceived of its task as the teaching of "the 3 R's" and some facts in history, geography and literature. The home's job was to feed the child, clothe him and see that he came to school on time. The teacher's job was to know how to read, write and do arithmetic "sums" and to possess some knowledge of facts in history, geography and literature. In addition, she was supposed to know how to keep discipline and how to pound knowledge into the child's head. Since the parents often didn't know how to read, write or spell and rarely had much "book-learning" or any knowledge of how to teach, the teacher could perhaps afford to ignore and even resent parents.

Today modern educators are stressing the necessity of close co-operation between parents and teachers if children are to have the kind of guidance they should get in their development. Consequently, the Parent-Teacher organization has sprung up to provide opportunity for parents and teachers to study together problems concerned with the growth and development of children. In addition, parents come to the school more often, not only for visitors' days, but also for conferences with the teachers. Many folk ask: What is all this fuss about parent-teacher co-operation? Our grandparents didn't use to bother about it. Why should we do so now?

The answer is that we have a new conception of what education is and what it is for. Our grandfathers thought of democracy as a political system in which every man had a vote. They felt that, in order to vote wisely everyone should be able to read, write, spell, compute and know some facts of history and geography. That was all that was essential for the ordinary citizen and the school's job was to see that the pupil got those skills and that knowledge.

Now we know that our grandfathers had a limited view of democracy and of what was necessary to make it work. We are discovering that democracy is not a political system but a way of life. It is a way of living with others in home, school, store, shop, community, the nation and the family of nations. When we respect the personalities of others we are democratic; when we don't we are undemocratic. When we are dishonest and deceitful with our neighbour, when we are jealous of others, when we bully or boss our children, our wives or husbands or employees; when we lose our temper, when we are unco-operative and unfair, when others find us difficult to get on with, we are undemocratic.

Democracy is really the secular expression of Christianity and Christianity means reverence for personality. The democratic spirit flows from Christianity. It has expressed itself down the ages in many ways: in the freeing of the slaves, in the universal franchise, in the abolishment of child labour, in free universal education, in the better treatment of the mentally ill and of criminals, in child and family welfare agencies, mothers' allowances and in old-age pensions. And we have only just begun. What we are fighting for is the chance to go on and get more democracy into the varied aspects of our individual, national and international life.

To build that kind of a democracy an education which stresses knowledge and skills is not enough. Today, with the most widespread educational advantages the world has ever known and with the greatest technical and scientific knowledge humanity has ever possessed, our civilization totters on the brink of destruction.

We must have a type of education that will develop skills of co-operating with our fellows—that will produce high-grade citizens and wholesome personalities. Instead of education developing the attitude in pupils that they must work hard so they will be able to beat their fellows, we need the attitude in pupils that they must work hard to serve their fellows.

So we need a new education which will help our boys and girls to grow up with sound bodies, with the social attitudes of co-operativeness, of fair play, of being good losers, of being good winners, as well as with attitudes of honesty and generosity. We need pupils who will look the difficulties of life squarely in the face instead of responding

to difficulties by temper outbursts, sulkiness, sullenness, boasting, bullying and bossiness. We need pupils who will not only know isolated facts but who will have developed the technique of thinking problems through in a straightforward and organized manner.

And so the modern school must accept the responsibility of developing boys and girls that they may live with others in a truly democratic fashion. As a matter of fact, the old idea that a child brought his brain to school and left his social and emotional habits and attitudes at home has always been false. The whole child comes to school and is profoundly affected by everything which goes on there. Whether parents and teachers know it or not, the school has always affected the child not only intellectually, but also physically, socially and emotionally.

Once the school has accepted as its task the development of wholesome personalities and high-grade citizens it immediately follows that teachers have partners in this development. These partners are the parents. So far as the growth and development of children go parents and teachers are tied together like Siamese twins. Many teachers and parents do not like this fact, but the fact itself is inescapable.

If parents and teachers are partners two things are necessary: (1) that the parents and teacher of John and Mary come to know and understand each other as individuals and (2) that parents and teachers have a chance to discuss together ideas regarding the policy and methods of education in both home and school.

With regard to the first point, teachers, in order to promote the growth and development of pupils, must know more than the content of the school subjects and the methods of teaching them. They must know their pupils in as thorough a fashion as possible. In order to do this they should know a great deal about such factors as the child's early health, the accidents and infectious diseases he has had, his eating and sleeping habits, his home duties, his recreational facilities and his choice of playmates outside of school hours. Parents can supply many of these data as well as information about the child's interests and hobbies, his personality and behaviour traits, his fears and ambitions.

The teacher will understand the child better if she has met the parents and knows something about their intelligence, health, education, occupation, and personality adjustments. A knowledge of the home language, of the emotional climate of the home, of its economic and moral status, as well as the kind of discipline used there is almost indispensable if a teacher is to promote the child's growth in personality and character, rather than merely to teach subject matter. And it works both ways. The parent will understand her child's behaviour better if she has met the teacher, knows something of her personality strengths and weaknesses, the kind of disciplinary and teaching methods she uses and what her philosophy of life happens to be.

But the individual contacts are not enough. They are too time-consuming. A teacher cannot discuss at length with each parent all her attitudes towards what education is and means. There is need for a common meeting ground where parents and teachers may discuss together three things (1) the meaning and purpose of education, (2) the nature and needs of childhood, and (3) the methods and techniques by which parents and teachers can promote childhood growth and development. That is what a Parent-Teacher Association is for.

Let us be quite clear as to what a Parent-Teacher Association is not. (a) It is not an organization to take out of the hands of the community's elected representatives the running of the school. No voluntary organization can come into a school and take out of the hands of the school board and their executive officer, the principal, the running of the school. If there is a grievance committee in a school it consists of the principal. Make no mistake about that. (b) A Parent-Teacher Association is not a Social Club to hold whist drives and dances. There are plenty of social organizations to do that. Most folk prefer their social life with their own intimates anyway. True, a P.-T.A. may well have a social hour after a discussion meeting. Parents and teachers are thus afforded an opportunity to chat informally. That is part of the association's purpose. (c) A P.-T.A. is not a general culture club like a Canadian Club to hear discussed topics of general interest like Chinese Art or War-Time Finance. (d) The P.-T.A. is not a ladies' aid to help the principal by buying maps or library books. It is the school board's job to do that. True, after a P.-T.A. has studied how libraries or movies may help in the development of children they may want to purchase something extra for the school, but that is not their special job. Such an action, if carried out, should be

the result of joint study and discussion.

What, then, is a Parent-Teacher Association? It is first and foremost a study club where parents and teachers may study together how they can best promote the growth and development of children.

As suggested above, parents and teachers need to get together to discuss such topics as what does getting an education mean, or what do I expect my child to get out of his school life? Many teachers and parents still seem to think that getting an education means the acquiring of grade diplomas or high marks. They seem willing to sacrifice the child's personality for such ends. They regard the cramming in of facts as more important than promoting the healthy, vigorous development of the body and the development of social attitudes of co-operativeness, generosity, honesty, tolerance and good temper. What does it profit a child if he gets a Grade XII diploma but has a bad temper, is a "smart-alec," is bossy, boastful, bullying, sulky, oversensitive, dishonest, deceitful and jealous and if in consequence he cannot keep and make friends? If parents and teachers did more group-thinking about what a school is for we would have a better hope of turning out citizens who are truly democratic.

Parents and teachers need to study together the nature and needs of childhood. What does a child bring into the world with him? Does he bring fear of the dark and of animals, or other related fears? Does he bring shyness and oversensitiveness and nervousness and bossiness with him or are these subsequently developed? How can parents develop self-reliance in little children? How dies a child learn his parents' language and what can they do to help? What should a parent do if her two-year-old child stutters? What should be done about thumb-sucking? What can parents and teachers do to satisfy a child's emotional needs for security, status and achievement? Are children naturally disobedient? What is meant by discipline? How can it be attained? Should punishments be used and, if so, what kind? Are children born equal in intelligence? If not, how should the home and school handle these differences? What should be done for dull children? What for gifted children? Then there are the five major problems of adolescents — their difficulties in adjusting to their physical growth and development; in gaining emotional emancipation from their family; in adjusting to the opposite sex; in finding and entering upon a suitable vocation; and in finding a philosophy which gives meaning and purpose to life. There is a wealth of material available for study, all the way from inexpensive pamphlets, through magazines like the Parents' Magazine, to easy books like Reynold's *From Seed to Saplings* and to more meaty but still non-technical books like Jersild's *Child Psychology*.

When it comes to studying methods and techniques a host of problems present themselves for discussion. Why does the school now teach reading by words and phrases instead of by "a,b,c's"? Why do schools now study social sciences instead of lists of exports and imports in geography and dates in history? Just what do schools expect to develop in children by means of extra-curricular activities? Does practice always make perfect, or just what is it that happens in repetition? Do good habits of thinking in mathematics always carry over to the problems of everyday life? What is the advantage of projects and enterprises over the older methods? What is good discipline in home and school and how can one attain it? When should punishments be used and which ones are effective? What sex information should be given to children and how should it be given? How can parents and adolescents resolve their conflict over late hours at parties? And so one might go on indefinitely with a long list of problems which parents and teachers might think through with great profit to themselves and to children.

In a democracy progress is made only as public opinion becomes informed and as public attitudes change. This is true in education. Teachers can go ahead of public opinion only to a limited extent. And an intelligent parent can go ahead of the opinion of the neighbourhood only to a limited extent. We must be interested in one another's problems whether we like it or not. The democratic way is to make progress by study and discussion. This is what a Parent-Teacher Association is for.

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Letters To a Country Teacher

III AND IV.

October*

My Dear Niece:

It's time to start preparing for your Christmas concert, if you haven't begun already. Don't make the mistake of treating the concert as a necessary evil. In some ways it is the most important part of the year's work. The parents don't know, and most of them don't care, how good you are at teaching history and geography. But Mary's song and dance, and Pete's recitation, are things that Father and Mother can appreciate. A successful concert will make the parents your friends, and that will make your work easier and happier for the rest of the year. And as for real education: don't you think the ability to get up and face an audience will be of more use to the children in after-life than all your percentage, parsing, products of Peru and Peace of Paris?

I have seen some pretty terrible concerts given by teachers, so I pass on these suggestions:

1. Remember that the parents are the people you want to please, and give every child his share of prominence. You may give the older ones more than the younger, but don't "star" any one or two children, no matter how great their abilities. Let everyone show to the best advantage whatever he can do best, whether playing the piano or turning handsprings. Have as many children on the stage as possible. Choruses, dances and drills give all the parents a chance to see their darlings perform—that's what they came for.

2. There is often some jealousy as to who should be chairman. Don't have one. This not only avoids bad feelings, but makes the show much better. There is no possible reason for announcing the different items on the programme, except to waste time. If you have a good programme that will run for an hour or an hour and a half, let the items follow each other without delay. When you have to change scenery or costumes, have a recitation out in front of the curtain to keep the folks happy. If your programme is too short, break it in the middle, and let the folks walk around and admire the specimens of the kids' work that you have on show. If necessary, give them a talk on what you are trying to do with their offsprings, but don't let things lag.

3. Do some stage-managing. Your curtain may be a pair of sheets, but hang them by safety-pins sliding on a wire, and work them with strings from the sides. Don't do any of this yourself—what are boys for? If you have a boy who is too shy or awkward to do anything on the stage, make him "stage manager," and put his name on the programme as such.

4. Have a good encore (not too long) for every item. I wouldn't mention this, but I once saw a school concert where the teacher had not provided encores, and made the children do each item twice. It was awful.

Probably they taught you all this in Normal School. I am only repeating it to make sure.

Ever your loving,
UNCLE JOHN.

*This interesting contribution reached us too late for inclusion in our November number.—Editor.

November

MY Dear Niece:—

Yes, I think you should go home for Christmas. I know it means putting on your Christmas concert very early. I know the people of your district would like you better if you stayed. I know it will make a dreadful hole in that nest-egg you are saving for next year's summer school. But also I know country districts and young teachers.

I knew a teacher who was murdered up North, and I knew about another who killed herself. Those are rare cases. But I have known a dozen who met a fate worse than that: They got married. Don't accuuse me of being a misogamist; I think that marriage is something that everyone should try at least once. But unless you intend to marry both early and often, you should give the first experiment every chance of success. Those girls didn't. They married the most eligible men in their school districts, and settled down to live the life of those districts. Now that life is fine for those that like it. Many a good man has fallen in love with a bush-ranch, country village or mining town, and settled down to spend his life there. I have done the same (but circumstances floated me out of that comfortable eddy, back to the main stream of life) and I may do it again. But a girl falls in love with a

man, and does not notice the difference between loving a man and loving the life his wife must lead. A husband is not with his wife all the time, but life is always there.

But the worst thing about the country district is the lack of perspective. Your eighth grade children begin to seem clever against a general background of ignorance, and the one semi-eligible youth looms up as a wonderful catch. He may be a neighbouring school teacher (they are the best bets in this gamble) a young preacher, the book-keeper of a logging company, or a physically splendid farmer's son who has had two years of High School. In almost every school district you find girls who have married so, and after five, ten, twenty years of marriage one gets very strongly the impression that they wish they hadn't.

Unless they love the life. If you fall in love with your district, as I fell in love with British Columbia when I came out, forty years ago, by all means settle there; but consider first how you would enjoy living there if the One and Only were not there.

I hope you consider these remarks premature and impertinent, as you haven't any idea of marrying any of the local youths. I hope so—otherwise it would be too late. Love is like a cold: once caught, there is practically no cure but time; but proper prophylaxis may strengthen the system so that there is little danger of an attack proving severe, or producing permanent results. That is why I think you should go and have a look at the home life and folks, and get a proper perspective on your job, district, and neighbours. Next year it will be different, but this year you had better use the enclosed cheque to buy a ticket home.

Ever your loving

UNCLE JOHN.

(Uncle John is sorry he can't send every beginning teacher one of those cheques.)

Bible Reading in Our Schools

By WINIFRED M. NEW, *Keefers, B. C.*

THE introduction of Bible Reading or more definite Bible Study into our schools is a topic occupying a foremost position in the minds of so many people at the present time, that we would do well to consider some aspects of the subject. In attempting to answer three leading questions, I have tried to clarify the situation in my own mind.

1. IS OUR B.C. CURRICULUM REALLY PAGAN? We have no doubt all heard this criticism of our schools, and the only way of answering it is to study the curriculum to find out. It would seem that there is a habit in the world, all too common, of repeating as fact the statements of others, without making first-hand research as to whether such statements are true. Often these sweeping generalizations are made in all sincerity by otherwise fine people, which makes matters worse. For other fine people accept what they say without question, and so the misconception spreads.

I cannot speak for the High School Courses, but a few moments spent in a quick glance through the prescribed readers for the elementary grades will show that many Bible stories are included, some in the exact Bible words. Among these are the Christmas Story, the Boy Jesus in the Temple, the Good Samaritan, Psalms such as 23 and 121. There are hymns, some with music, such as Luther's Cradle Hymn (Away in a Manger), Father We Thank Thee for the Light, All Things Bright and Beautiful. This list is purposely incomplete, so that any reading it, who may be unfamiliar with these readers, may be encouraged to investigate for themselves.

In the Grade 4 History Course there is a section on biographies of Bible Heroes, such as Ruth, David, etc. The Grade 5 History Course has a section on Hebrew History with stories taken from the Old Testament. Our Song Books include many hymns. Our school Radio Broadcasts have included hymns and Bible Stories. These topics are not in a segregated subject, but are included naturally in that branch of learning with which they belong. So, even without reference to a whole section on Character Education, it would seem that our Elementary Curriculum is not so pagan as some people seem to think.

2. WHY SHOULD MORE BIBLE READING OR BIBLE STUDY BE INTRODUCED? It seems to me there are three possible answers to this question.

First, there is the apparently superstitious answer. This is found with those who look on Bible Reading as a fetish or charm, and speak as though if

the Bible is read regularly, we have done our duty, and nothing else matters.

Next, there is the cultural answer. Those with this viewpoint recognize in the Bible a unique book. It contains some of the most ancient writings of world history, and is at the same time a modern best seller. It has been translated into more languages than any other book in the world. Although a translation, it has unusually high literary merit, including partically all types of literature. It has been quoted more than any other book, so that the true appreciation of many other works of literature is impossible without a knowledge of the Bible. It has had a profound and incalculable effect on the personalities of many people and on the development of mankind to date. It has many times been suppressed but never destroyed.

Finally, there is the practical answer. These people criticise not our curriculum, but the product of our schools. They look upon the present breakdown of our civilisation as a result of too material an outlook. Our religion has been verbal, formal, and divorced from daily living. While reaping the material benefits of Christianity we have forgotten its spiritual obligations. In our efforts to be broadminded and tolerant towards those with other viewpoints we have lost sight of the fact that there are some essentials to which we must hold. In other words, if we want to live in a definitely Christian civilisation, we must have a definitely Christian education. And a Christian education without the Bible is unthinkable.

3. If the Needs Behind the Requests for Bible Study in Our Schools Are Worth While, How Can They Best be Met?

Here are some suggestions:

First, the so-called superstitious soul cannot be lightly dismissed as deluded. After all, the very reading of great and inspired writings cannot but have its effect on those who hear them. Though much of the Bible is beyond the comprehension of a child, much is not, and it is well known that children often understand more than we give them credit for. Even a simple verse, displayed, in a prominent part of the room, uncommented on by the teacher, will have its effect. In my childhood such a verse in one of my classrooms was "Whatsoever thy hand findeth to do, do it with thy might," and I know that more than one of us in that class will keep that message through life.

Next, the cultural viewpoint is worthy of consideration. If the Bible is what this group of people claims it to be, and it undoubtedly is, any course of education that omits such study is, to say the least, deficient. Whether the teaching body as a whole is capable of directing such work is another question. It would seem a good procedure at first to have courses for teachers by experts in University, Normal and Summer Schools. Then teachers will be ready to pass on such instruction to the pupils of upper grades. Of course younger children find profit and enjoyment in Bible stories and pictures, and, to refer to an earlier part of this article, this they are already encouraged to do.

Finally, what about the practical people? Will Bible Reading in itself make this and succeeding generations more Christian? As suggested already, one curse of our humanity to date has been formality, a divorce between religion and life. We have had our Sunday clothes, our Sunday books, our Sunday music, and it has been looked

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upon almost as equally bad taste to introduce our Sunday living into Monday as our Monday living into Sunday. In other words, we have been trying to live in water-tight compartments. Our Bible reading has not had the effect on our lives that it should have had.

We have also used a similar compartment method in teaching. But now it is impossible to hear an educational discourse of any kind that does not use the word "integration." The ideal personality is an integrated personality. And that is one in which Sunday and Monday overflow and are mutually helpful.

But what about Bible Reading? Let those who, to quote the Anglican prayer book, "profess and call themselves Christions," look back into their childhood and determine what started and encouraged them to continue along the Christian road. Was it the Gospel according to Matthew or John, or according to Mother, Grandfather, or teacher? Children are more influenced by people than books—if the truth be admitted we are, too. Indeed it is people who, by their attitude, lead us to appreciate and enjoy books. Someone has said, "Religion is caught not taught." It is not the Bible on the desk that is going to make the children, the school, or the world Christian, but the God of the Bible in the heart and life of the teacher.

The subject of Christian Education is tremendous, and any one article can only touch on a few highlights. But if it can open up further lines of thought and action it will have been worth while.

Free Literature on General Science

By GERALDINE I. MOCKRIDGE, *White Rock.*

MOST teachers of General Science still find themselves handicapped by the limitations of our school libraries in the matter of reference material and I am under the impression that many of them, like myself not so very long ago, are not very well informed as to sources from which they can supplement the books already available to them and their students without cost to their school. Accordingly, I am venturing to tell readers of *The B. C. Teacher* about some of my own finds in the way of free literature suitable for use in the teaching of general science in high schools.

It is a pleasure to acknowledge my indebtedness to Mr. Jones, Inspector of Industrial Arts, and various professional colleagues for putting me on the track of free publications of the kind listed below. Some of my clues I secured from members of the original Science Committee that served in connection with the drafting of the present curriculum. These sources of information I have supplemented at various conventions and meetings of science teachers.

The list given below does not include any publication which I have not been actually able to obtain. Practically all this material has been secured during the last two years, and a good deal of it in the past year. All of them I have found very useful in my own teaching of general science. Some of the publications listed are booklets, others are charts, large or small.

The publications of General Motors can be obtained in numbers sufficient for a whole class, unless such large scale distribution has recently been interrupted owing to war conditions. Numbers 1 (a), (c) and 1 (f) are particularly useful in the teaching of Science V.

(1) General Motors Corporation, Customer Research Staff, Detroit, Michigan.
- (a) When the Wheels Revolve.
- (b) Chemistry and Wheels.
- (c) Diesel—The Modern Power.
- (d) Metallurgy and Wheels.
- (e) Modes and Motors.
- (f) Electricity and Wheels.
- (g) Research Looks.

(2) Goodyear Rubber Co., 1144 East Market St., Akron, Ohio.
- (a) The Goodyear Plantations, by Hugh Allen.
- (b) The Story of the Tire.
- (c) Charles Goodyear—An Intimate Biographical Sketch by Hugh Allen.

(3) Ohio Oil Company, Findlay, Ohio.
- (a) Five Eventful Decades. A history of the Ohio Oil Co. (1887-1937).

(4) Standard Oil Co., Technical Dept., 910 S. Michigan Avenue, Chicago, Ill.
- (a) Oil Comes to the Farm.
- (b) Transportation, Storage and Marketing. (A chart.)
- (c) The First Fifty.
- (d) Petroleum, Drilling and Production. (A chart.)

(5) W. 50th Street, New York, N. Y., Department of Public Relations.
- (a) Petroleum Products. (A chart.)

(b) The Story of American Industry.

(6) Willard Storage Battery Co., 246-286 E. 131st St., Cleveland, Ohio.

(a) The Nerve Centre of Ten Million Cars.

(b) The Starting and Lighting Battery.

These two could possibly be obtained from: Willard Storage Battery Co., Toronto, Ontario, Canada.

(7) Electric Storage Battery Co., Alleghany Ave., & 19th Ave.., Philadelphia, Pa., or Exide Batteries of Canada, Ltd., 153 Dufferin St., Toronto, Canada.

(a) Fundamentals of the Storage Battery.

(b) Instructions, Installing and Operating the Battery.

(c) Easy Lesson on Batteries. Exide. (A small chart.)

(d) Large Battery Chart.

(8) National Electric Products, Pittsburgh, Pa.

(a) The Way to Wire a House.

(b) New Method of Circuit Wiring.

(9) Aluminum Company of Canada Ltd., Toronto, Montreal.

(a) Aluminum from Mine to Market. (A chart.)

(b) The Age of Aluminum.

(10) Aluminum Company of America, Pittsburgh, Pa.

(a) An Outline of Aluminum.

(b) Aluminum, Ore to Primary Products. (A wall chart.)

(11) E. I. Du Pont de Nemours and Co., Inc., Wilmington, Delaware.

(a) Blazing the Trail to New Frontiers through Chemistry.

(b) Kinship of Du Pont Products. (A wall chart.)

(12) Corn Industries Research Foundation, 270 Broadway, New York City.

(a) Corn in Industry.

(13) The California and Hawaiian Sugar Refining Corporation Ltd., San Francisco.

(a) Behind Your Sugar Bowl.

(14) Gypsum, Lime and Alabastine, Canada Ltd., Paris, Ontario.

(a) Gypsum.

(15) Bausch and Lomb Optical Co., Rochester, N.Y.

(a) The Light Benders.

(b) The Use and Care of the Microscope, by Edward Bausch.

(c) The Educational Focus.

(16) Consolidated Mining & Smelting Co. of Canada Ltd., Trail, B. C.

(a) Metallurgical and Chemical Operations.

(b) Fertilizer Chart.

(17) Buckerfields Ltd., Vancouver, B. C.

(a) Lawns and Gardens.

(b) Royal Superior Fertilizers.

(c) Fertilizers for the Okanagan.

(d) Insecticides, Fungicides.

(e) Fertilizer Recommendations.

(18) Bell Telephone Laboratories, 463 West St., New York City. (Bureau of Publications.)

(a) The Bell System Historical Museum by W. C. F. Farnell.

(b) Through Electrical Eyes by John Mills. (An Elementary Exposition of the Physics and Chemistry Involved in Television.)

(19) American Telephone & Telegraph Co., Information Dept., 195 Broadway New York.

(a) The Magic of Communication, by John Mills.

(b) The Telephone in America.

(20) American Steel and Wire Company, Rockefeller Building, Cleveland, Ohio.

(a) The Experience of an Iron Atom.

(b) Making Steel and Wire.

(21) Ohio Leather Co., Gerard, Ohio.

(a) The Story of Leather.

(22) Ford Motor Co. of Canada, Windsor, Ontario.

(a) Ford Reference Book. Trucks and All Models.

(b) Ford Reference Book. Passenger and Commercial Cars. - - - (112" Wheel Base.)

(23) Ford Motor Co., General Sales Dept., 3674 Schaefer Road, Dearborn, Michigan.

(a) Mechanical Assembly Chart.

(24) American Steel and Wire Co., 1054 Fourth Ave. South, Seattle.

(a) Nerves of Steel. The Story of American Piano Wire.

(25) Plate Glass Company of America, Pittsburgh.

(a) Plate Glass.

(b) Glass a Triumph of Chemistry.

(26) Barrett Co., 40 Rector St., New York.

(a) Products derived from Coal Tar. (A chart.)

(27) United Air Lines — Mainliner Teaching Kit. 5936 So. Cicero Avenue, Chicago, Ill. (Possibly 25 cents.)

(28) Electrolux, Refrigeration Sales Division, Evansville, Indiana.

(a) The Miracle of Ice from Heat.

(29) The Biological Board of Canada, Ottawa.

(a) The Return from the Sea of Sockeye Salmon, with Special Reference to Percentages Survival, Sex Proportions and Progress of Migration, by R. E. Foerster.

(b) The Herring Fishery of B. C., Past and Present, by A. E. Tester.

(c) The Pilchard Fishery of B. C., by Lawson Hart.

(d) The Ling Cod, by C. V. Wilby.

(30) Fisheries Dept., Victoria, B. C.

(a) Pacific Salmon in B.C. Waters, by W. A. Clemens, and the Identification of the Young of Five Species of Pacific Salmon, with notes on the Fresh-Water Phase of Their Life-History by R. E. Foerster and A. L. Pritchard.

(b) Contributions to the Life-History of the Pacific Coast Edible Crab (Paper No. 3), by F. W. Weymouth.

(c) Some Fresh-Water Fishes of B. C., by J. R. Dymond.

(d) The Native Oyster of B. C., by J. Stafford.

(e) A Brief Account of the Life-History of the Pilchard, by John Lawson Hart.

(f) A Report on the Investigation of the Life History of the B. C. Pilchard, by John Lawson Hart.

(g) Some Results of the British Columbia Herring Investigation and their Economic Bearing, by A. L. Tester.

(h) The Commercial Salmon Fisheries of B. C.

(31) Biological Station, Nanaimo, B.C.

(a) The Problem of the Conservation of the Sockeye Salmon in B. C.

(32) Dept. of Transport. Meteorological Division, Canada (25 cents).

(a) Daily Weather Maps. (Consist of five maps showing progression of Highs and Lows Across Canada.)

(33) Dept. of Trade and Industry. Province of B. C.

(a) Report on the Physical and Chemical Utilization of Wood by J. Allen Harris.

(34) Dept. of Marine Meteorological Service of Canada.

(a) Temperature, Precipitation, Wind and Weather.

(35) Dept. of Agriculture. Province of B. C., Victoria.

(a) First Studies in Mendelism by W. R. Foster.

(b) Many other suitable pamphlets too numerous to mention here are also published by this department.

The foregoing list of science aids that may be secured gratuitously is not exhaustive. indeed, I am continually coming upon new publications of this sort. However, if other readers of *The B. C. Teacher* are in a position to name additional titles or sources and will do their colleagues the service of publishing the relevant information in this magazine, I am sure that I am not the only reader that will be grateful.

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Integrative Teaching

By DUDLEY M. FITZPATRICK, *MacBride School, Vancouver*

THIS year children in many British Columbia schools are absorbing knowledge in a different way. That is, they are learning by doing, and that, in short, is the basis of the integrated programme, a new idea in Canada but one which has been tried with a good deal of success elsewhere.

About a hundred teachers last Summer took courses under John Gough, of the Victoria Normal School, and Dr. Vernon Tolle, of one of the state teachers' colleges in California, and now are back at their schools armed with the necessary knowledge to put the integrative programme into effect.

In the workshop course under Mr. Gough, teachers actually took part in some of the activities they will direct in their schools this Winter, themselves building models significant of industrial and historical life in our British Columbia environment. The results were highly satisfactory both to the students and to the director of the course.

But what is this integrative curriculum and how does it work? Can it be trusted to give as good educational results as the old methods we have used in the past? The last question requires an answer first and in the affirmative; otherwise there is no point in considering the other two at all.

NEW APPROACH USED

The integrative curriculum is the result of a shift in psychological theory which now places the great emphasis on the development of all sides of the personality concurrently, that is on the development of the well-rounded personality. Subjects as such have gone by the board and each is used today only in so far as it is able to contribute to the integration of the personality. Educational theory in the integrative curriculum holds that learning is the result of a composite response of the entire organism.

Subjects, then, cannot exist in air-tight compartments. There is no such thing as developing one's historical sense for forty-five minutes, closing off that compartment and proceeding to the mathematical side of one's nature for another forty-five minutes. Instead, it seems reasonable to engage in a life activity which, because it is a life activity, is meaningful to the child; and to pursue whatever avenues of study are necessary to the successful conclusion of that activity. If the activity chosen is truly one from life itself the studies derived from it should include all those which the pupil will require in a life situation. All his studies should tend toward the one end—the furtherance of his unit of work; or, in other words, there should be an integration of his endeavors as a student, which in itself will tend toward the well-rounded development or integration of his personality. For those who are interested in the deeper psychological aspects of the programme, the key is to be found in the Gestalt Psychology, of which Koffka and Kohler are two of the advocates.

But regarding question number two, "How does it work in the class-room?" there is a good deal to be said. To begin with, let's have a look at what we have done in the past. A little six-year-old presents himself for school in September along with forty of his fellows and he is initiated into all the mysteries of being seen and not heard. From then on he is admonished to be quiet, to stop talking, to get on quietly with work he doesn't half understand and in which he is not a bit interested; he is enjoined continually to stop talking, to stop scraping his feet, to leave his neighbor alone, to face the front, to sit still, to look at his own book. Why should he sit still? It is foreign to his nature. Why should he look at his own book? There is nothing interesting on it.

TOO MUCH REGIMENTATION

However, this beneficent brand of criminal regimentation goes on for years to the accompaniment of the time-honored chorus, "Sit down, get to work and stop talking," until, in the upper grades of the elementary school, some teacher burning with the lust for socialized recitation sends the lad to the library, where he is again told to take his book, sit down and be quiet. This he does in the wretched realization that before long he will have to produce the result of his labors before the class or incur the disapproval of his teacher. In short, after years of being told to stop talking he is suddenly told to make a speech. It is little wonder that few adults can think on their feet after training in such a system. Many splendid teachers have alleviated the system, of

course, and it's well they did. This has not always been the picture, but the fact remains that too much regimentation has existed and does exist even yet.

View this case in the light of the knowledge (common to all who know children) that the very main-spring of any child's nature is activity. Activity purposeless and trivial to the average adult, but highly important to him. Imagine, then, forty of these small human dynamos cooped up in a narrow and unattractive classroom, driven to routine tasks and hating it all from the start.

Modern Conception

View, on the other hand, the modern conception of what a school should be—the conception toward which educationalists have been gradually working for a number of years—the same forty children (preferably less but that's not probable at the present), all interested in some job which to them is, for the moment, the be all and end all of high achievement; all getting about their business as directly as possible and with whatever talk and noise is necessary. One group is hammering nails and another sawing boards. Children come and go almost at will. A few rehearse a play, others make up the steps of a dance, but all contribute to the unit of work.

But what is the unit of work? In the integrative curriculum it is simply a handy division of the work which the class proposes to do during the year. It might be a study of Pacific Coast industries or of any one of them, or of a period in history, or of the customs of a foreign land. The example given above might very easily be preparation for a dramatization of some event in the life of the community or of a favorite poem—and the children will have favorite poems under this system.

But what does the teacher do? Does she declare a professional holiday and let the children carry on according to the dictates of their own interests? Not exactly. She must very carefully plan the activity before it begins, examining all avenues that may prove helpful for study and providing materials that will be necessary. The children then choose their activity, but the teacher has already "set the stage." The class might choose the wrong activity, but if the teacher is skillful this is most unlikely. If, however, the unlikely happens, the teacher does not drive her idea through by brute force, but she begins to plan again to meet the needs, interests and abilities of her pupils. The work then proceeds.

Teacher Guides Children

During the class planning of the activity, the teacher guides the inquiries of the children and helps them to select the activities and studies which are likely to prove most useful in the furtherance of their selected unit of work. Once the jobs are chosen each child or group of children is expected to pursue the work to its logical conclusion; the function of the teacher is again that of guidance and direction. She moves about from group to group, giving a word of encouragement here and helping to solve a difficulty there; or she may sit at her desk while the children bring their problems to her. If one difficulty arises repeatedly (it may be an arithmetical problem in measurement) she will probably deem it necessary to call a class conference, in order that all may profit by assistance on what seems to be a common problem. This device is sparingly used, however, since children are impatient of interruptions when they are really interested.

This is not by any means an exhaustive description of the integrative programme, which is changing the entire conception of child education. None of the advocates of the programme considers it the "open sesame" to the educational millennium, but they do believe it a step in the right direction.

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To all readers of THE B.C.TEACHER
The Ryerson Press extends cordial Christmas greetings
and the best of wishes for the New Year.

SEASONAL ACTIVITIES FOR PRIMARY GRADES, by Helen M. Hubbs assisted by Anne Waring. A book of enterprises for the primary grades, arranged by seasons, with detailed directions for carrying out each activity. $1.25.

THE REAL MOTHER GOOSE, by J. B. MacDougall. The story of the origin of the Mother Goose rhymes and jingles. Music to accompany the rhymes and games based on them are included. Illustrated. $1.00.

RECENT PROSE.. Edited by C. L. Bennet. A book which should prove popular with Grade XII classes. These modern prose selections are chosen mainly from the periodical literature of Canada, the United States and Great Britain. They are not only interesting, but show the variety and the excellence of modern magazine writing. 60 cents.

THE RYERSON PRESS - TORONTO

Season's Greetings

from

THE BAY

Your Merry, Merry Christmas City

Hudson's Bay Company.
INCORPORATED 2ND MAY 1670.

The Question Box

Letters intended for this department should be addressed to
MR. E. F. MILLER, *P. O. Box 31, Lynn Creek, B. C.*

THIS month the Question Box will get off to a quick start without the formality of any introduction. Our first question and its answers:

How can the mechanical efficiency of a school be increased without a reversion to regimentation?

This question really involves two problems, the actual arrangement and manipulation of the equipment and supplies, and the movement and control of the pupils.

To the first question, that involving equipment there are several suggestions. If your room is the usual one with blackboards at front and side, the arrangement of the desks may be changed, that is, if your school board and janitor will co-operate. If the desks are placed in diagonal rows so that the centre diagonal row extends from the teacher's left at the front of the room to the teacher's right at the back of the room and the other rows, becoming increasingly shorte, are parallel to the centre one, it will be found that everyone in the room can look with equal ease at both front and side blackboards. Besides this, the light from the windows will be coming from behind everyone, and the teacher, looking across the room from the front has an unobstructed view of every pupil.

In Grades VII and VIII it is usually found that there is not enough desk room to accommodate all the books of the pupils and there are consequently untidy piles of books on the sides of the seats. Get each pupil in these grades to bring a wooden box (it will be better if they are all of the same kind), have these stained and any rough edges trimmed off and then pile them up with the open sides to the front so that the whole pile looks like a set of lockers or large pigeon-holes. Each pupil can then label his own compartment and keep his extra books in it. It will improve the value of these if each pupil has a copy of the time-table so that he can get the books he needs for the morning when he comes in or before school, and then change them at noon for the ones he will need in the afternoon. This will keep the room looking neat and at the same time teach the class to prepare for work of a certain time by getting the right books ready.

It is usually found that the rotary pencil sharpeners in a classroom are very wasteful especially of pencil crayons. Have a competition at noon or recess on a wet day to see who can make the neatest job of sharpening pencils with his knife at the same time making the smallest pile of shavings. Appoint this pupil to be the official pencil and crayon sharpener and give him a little time off at a regular time every day to sharpen pencils for his class.

In regard to pupil movements a good deal of improvement in efficiency can be effected by instituting a system of committees or jobs which rotate about the class from week to week. If the teacher will buy a good loud whistle and appoint someone to blow it two or three minutes before the bell rings, it will be found that the pupils will be able to get drinks or make other arrangements and be in line almost as soon as the bell rings. This will get work started sooner and reduce the amount of leaving the room. If a boy does this for a week and then passes the job on to the next boy, it will not become monotonous for the pupils and none will become careless at his job.

Committees or monitors are always a help in the classroom. Have a housekeeping committee of girls who will keep everything neat and in its place. Appoint someone to keep the inkwells full, but not too full. Take a double perforated rubber stopper from the science supplies and put it in the ink bottle. In one hole of the stopper insert a short piece of blass tubing curved conveniently for the ink to flow through, and in the other, a short piece of glass tubing turned in the opposite direction. If the person filling the inkwells will hold his thumb over the end of the upper glass tube, no ink will flow out of the lower. As soon as the thumb is raised ink will flow. In this way inkwells can be filled without so much ink being spilled. It is always a good plan, however, to keep half a chalk-box full of the fine sawdust in which the chalk is packed. This makes an excellent absorbent to soak up any ink that is spilled, and there will always be ink spilled in the best regulated of schools.

The committee for looking after paint water should have paint tins or bottles ready to distribute at noon and water

containers filled. Nothing is better for pouring out paint water than a large coffee pot. One or two of these can usually be acquired by asking the pupils to ask at home or among friends for old ones that do not leak. If the pupils are taught to clean their paints out into their own paint tins at the end of the lesson a good deal of lost time and confusion can be prevented. The committee can then pick up the tins and empty the water quickly. Teach the committee to dry the tins on the stove or the radiator so that they will not rust. If you have a class that is working with tempera or show card colours, try to get everyone to buy a little muffin pan, one that has six or eight little pans together. These are convenient as separate colours can be mixed in separate pans and thus kept. They must be carefully dried, however, or they will rust and discolour the paint.

In the small rural school, noon hour is often a problem. There is seldom a large enough basement or shelter where all can play and as a result they either go outside and get wet and cold in winter or make a disturbance in the classroom. If the teacher brings her lunch to school, she might try forming clubs of little groups that are interested in some activity—art club, knitting club, whittling club, reading club, checkers club or anything else that seems to have any appeal, and thus socialize the lunch hour.

The rural as well as the city teacher will usually find that any arrangement which gives responsibility to members of the class will improve the tone of the class as a whole and will increase the efficiency and smooth running of the group.

* * *

QUESTION: *What is the value of teaching designs or repeat patterns in the art class? Are these not merely formal exercises with no development values for the art growth of the pupil?*

In introducing the idea of repeat pattern or all-over design to a class it is usually a good plan to have everyone bring samples of patterns of all kinds, wallpaper, coloured print materials, patterned papers, linoleum, oil cloth or anything else that has formal, conventional surface enrichment. Discussion with the class should centre on the idea that things would be very drab and uninteresting if there were no patterns on things. Think of the effect on various rooms, on coloured dresses, on chinaware, on candy boxes and many other everyday things if they were all coloured in plain colours. Develop the idea that the richness of almost anything is increased by the contrast between the patterned parts of it and the plain areas. Notice that in nature the sea is often a repeat pattern of wave forms, trees are usually a compact pattern of leaves, the sky is frequently a mass of repeated cloud shapes and so forth, the whole richness of a scene being produced by the balance of various patterned and plain areas.

When the actual business of making different kinds of repeat patterns begins, the pupils will gain a good deal in accuracy of measurement and exact placing of the unit to be traced if it is emphasized that the pleasure of a repeat pattern lies to a certain extent in the fact that its parts are repeated at exactly regular intervals. If you are able to play the piano, show how a piece of music, which is just a pattern of sounds, can be spoiled by making the time (which corresponds to the space intervals in a design) irregular.

In assigning a problem in pattern or design it should be designed for a specific purpose—not just a repeat pattern based on a butterfly, but a repeat pattern based on a butterfly suitable for a window curtain, or an abstract pattern, using simpler terms in lower grades, suitable for kitchen linoleum. By careful criticism of the resulting patterns the taste of the pupils may be improved with a consequent improvement of judgment when it comes to buying curtains or kitchen linoleum.

From formally organized repeat patterns it is an easy step to informal or esoterically balanced patterns, that is, arrangements of pattern elements not by measurement of equal spaces but by a felt sense of balance. These balanced patterns are usually worked out most satisfactorally by moving about cut out parts until they appear to be happily balanced whichever way the paper is turned. These may then be pasted into place and other elements of the design added in the same way until the whole is complete.

It is an easy step from this form of pattern to pictorial arrangement, the cut-out parts to be moved about being people, buildings, animals, trees, etc. If this activity is constantly related to picture study, every rule that is to be taught being found by the examination of pictures to find their common elements, really purposeful picture appreciation lessons result and ones which are estab-

lished by the fact that the activity of the pupils is based on what they have found in the pictures studied. It is important that the teacher select the pictures to be studied because of their containing the particular point that is needed by the class. For example, if the class is working on a picture containing a group of figures, almost any five or six pictures of groups of figures will bring to the attention of the class the fact that figure groups are usually arranged so that they face into the picture and so that the whole group makes a fairly compact mass in the picture. Of course there are exceptions to these two point as there are in all things related to such human activities as art, but it would be well to select examples which emphasize these points first and then to discuss the exceptions in a later lesson.

From the foregoing it would appear that formal designs and repeat patterns lead easily into lessons involving the improvement of taste in selecting almost any household furnishings or clothing, into picture appreciation, into pictorial composition and at the same time encourage accuracy and perfection of execution.

What We Are Reading

Books for review and correspondence bearing upon book reviews should be addressed to MISS LILLIAN COPE, *3590 West 22nd Ave., Vancouver*

POETRY

TWO small books of verse, recently published, are brought to your attention this month. The first is "Canada Speaks to Britain", by Sir Chas. G. D. Roberts, published by Ryerson Press, Toronto, 1941, 15 pp. It comprises three groups of poems, eight being on the subject of the present war, three on the last war, and three on topics other than war.

Of the first group, the outstanding poem is undoubtedly the title piece, "Canada Speaks to Britain", a fine tribute to the courageous soul of the British people, and a pledge of Canadian loyalty "even to the death". There's a promise of resurrection to downtrodden Europe, and a lovely lyrical epitaph to a young airman, shot down over the Channel.

Chief of the Great War poems is the well-known "Cambrai and the Marne". Another is "Going Over" (The Somme, 1917).

The nature poems of the last group are typically Roberts, breathing as ever the love of the woods and streams of his boyhood days round the Bay of Fundy. The final stanza of "'Down Woodland Ways" voices clearly the message that is present even in his war poems—

"Through weed and world, through worm and star,
The sequence runs the same;—
"Death but the travail pang of life,
Destruction but a name."

The second book is from the pen of Canon Frederick George Scott, Chaplain of the First Division, C.E.F., 1914-1918. It is entitled "Lift Up Your Hearts" (Ryerson Press, Toronto), pp. 23.

Most of the selections are war poems of the present day, sturdy in the conviction that right and courage must triumph over evil and brute force. His attitude on participation is clear for all the hesitant to read—

"if I had held aloof and gone my way,
Hell's worm and fire would gnaw me night and day."

The Anglo-American relationship is the subject for three poems; others are addressed to France, to Finland, to Australia.

Two of the most striking are "The Mother"—contrasting the pleasant visions that come in sleep with the bitter reality of waking in bomb-torn England; and an ode to Youth, whose

"Visions none can name,
But they go to take possession of the kingdoms of the earth."

The booklet closes with a well-known earlier poem of Canon Scott's, "The Colours of the Flag".

The price of these booklets is 25c each, and all publisher's profits and author's royalties go to war work—those from Sir Charles' book to the purchase of books for the armed forces of Canada, and those from Canon Scott's to the Queen's Fund, London, for the relief of civilian war victims.

M. A. B.

MODERN ESSAYS

TWENTY-ONE Modern Essays — Edited, with preface and notes, by J. F. MacDonald, Toronto. The MacMillan Company of Canada, Limited, 1941; pp. 132; price 60c.

The first in this collection, 'A Note on the Essay', by Carl Van Doren, sums up exactly what an essay is. It compares it to the sonnet, the drama, the novel and the letter, and explains how it differs from and is more versatile than each of these in form, subject matter, and manner of presentation. The essay may be of any 'length, breadth, depth, weight, density, colour, savour, odour, appearance, importance, value or uselessness.' It may deal with any subject, solemn or gay, casual incidents or human life. The determining factor of the good essay is the person writing it. He must communicate to the reader his ideas in a tone and rhythm of speech that are his own. Great essays come from great men.

The twenty-one modern essays in this volume use all the prose forms: narration, description, exposition and argument. The range of topics is varied and well-chosen. Stephen Leacock writes on the embarrassment of a novice opening his first bank account; J. B. Priestly expands on the fundamental issue of the war; Frederick Niven, on the joys of reminiscing on campfires; Robert Lynd, on his aversion to cold baths; B. K. Sandwell, on the death of the old back garden; and Gregory Clark, on a child's awakening to the wonder and beauty of the world. When one reads these essays he feels that he has enlarged his scope of information, interest and experience, and that he has met some very talented and unusual people. L. C.

OUR NEIGHBORS TO THE SOUTH

NEW World Neighbors (The Copp Clark Co., Ltd., Toronto), copyright, 1941, by Heath and Company; printed in U. S. A.; $0.35 each.

To the south of the United States of America are many other nations which are also American. These are the countries of Mexico, Central America, the West Indies and South America. In these "other" countries of the Western Hemisphere we find much with which we are familiar—beautiful lakes, rivers, rugged mountains and vast plains. However, there are many surprises that make these countries and their people very interesting. There are dense jungles, coastal deserts, high mountain passes and strange people.

New World Neighbors consists of a series of eight very attractive books, written in a variety of forms, each by a different author or authors, who are familiar with the geography, people and conditions of the country about which they are writing. The books are arranged in order of difficulty. Each contains a map to show where the story takes place, a short introduction, acquainting the reader with the author and the country, and a glossary or "picture dictionary." Throughout, the books are beautifully and aptly illustrated. Any child would be proud to own these books.

The first book is called *Letters from Guatemalia*, by Delia Goetz; illustrated by Katharine Knight; introduction by Ernesto Galarza, chief of the Division of Labor and Social Information, Pan-American Union; pp. 56. Delia Goetz has lived in Guatemalia and likes to write about everyday people doing everyday things—working, taking care of pets, going to school, spending holidays and making clothes. Through Dick's letters to his friend, Billy, are given many of Delia Goetz' experiences in the "Land of Many Trees." One learns that school vacations take place in February and March, that Christmas is celebrated on January 6, and that the growing of bananas and the harvesting of coffee play an important part in the life of Guatemalia.

The other books are equally interesting. *Kimbi, Indian of the Jungle*, by Henry Lionel Williams. *Around the Caribbean* contains three stories: "Double Doors" (A Story of Cuba) by Nora Burglon, "A Knife for Pedro" (a story of Colombia) by Thelma Glazer, and "Young Balsamero" (a story of El Salvador) by E. Mark Phillips; pp. 48. *Exploring the Jungle* by JoBesse McElveen Waldeck; pp. 56. *The Gaucho's Daughter* by Katharine G. Pollock; pp. 56. *Riches of South America* by V. Wolfang von Hagen; pp. 56. *Boys of the Andes* contains three stories—"Farm Boy of the Andes" by Alice Desmond, "Eleven Thousand Llamas" by Alida Malkus, "A Battle of Kites" by Ednah Wood; pp. 56. *Along the Inca Highway* by Alida Malkus; pp. 56.—L. Cope.

SOCIAL STUDY TEXTBOOKS

A REPORT on Textbooks in Social Studies in the Dominion of Canada and Their Relation to National Ideals; Canada and Newfoundland Education Association; mimeo; pp. vii, 88.

In 1939 the Canada and Newfoundland Education Association, apparently comprised mainly of departmental administrators, undertook a study of all textbooks required by the various courses of study "with a view to finding out how

far they foster the best ideals of national life." The nature of the ideals looked for may be indicated by the fact that the questions asked and answered regarding the treatment of National Ideals, except in the case of the High School History Texts, show a decided pre-occupation with an exaltation of the names of Canada and Britain, and nowhere show any concern whether or not the texts would stimulate reflection on the possibility of improving the institutions and practices of those countries or lead to recognition of the contributions of other nations to our common civilization. Is patriotic pride to inspire progressive achievement or national pharisaism?

The inquiry extends also to questions of suitability of style, arrangement, illustration, and subject matter to the grades for which each text is intended, for obviously if the book fails in these respects it fails in all others. The method used was a questionnaire on each of the four categories of books, history texts, elementary and secondary, and geography texts, elementary and secondary. If there is any significance in the fact the committee classed all Social Studies texts under those four headings, there is certainly more in the fact that of the fifty-one prescribed texts in the nine provinces only four did not fit properly into those classifications,—four books of Civics or Citizenship.

There may be no question of the competence of the critic reviewers who answered these questionnaires, but not all of them can have had adequate classroom experience in use of the books on which they reported. Apart from the fact that some of them have not for some time, if ever, taught the Social Studies in the grades concerned, it is noticeable that the reviewers of all textbooks used in the three prairie provinces are residents of the two cities of Calgary and Edmonton, while of the reviewers of the texts used in the two school systems of Quebec only one is not rather too obviously a Catholic.

The principal conclusions of the survey are that the "history" texts in the elementary grades fail, in about one-third of the cases, to make any direct appeal to the experiences and interests of the child, and, in ten per cent of the cases, to be even adequately intelligible to the age-group. The high school texts fail often to inspire further study of any question discussed, and in most cases omit any study of the rights and duties of the citizen in a democracy. These are serious shortcomings. Books of Geography come in for fewer indictments. They fail, however, in the opinion of the committee, to treat adequately the necessity for inter-provincial co-operation and national unity, or to clarify "our commercial and industrial relations with the British Isles and the rest of the Commonwealth." And, one might ask, what about our wider relationships?—J. E. G.

ANIMAL STORIES

ANIMAL Story Books: (1) "My Dog Laddie"; (2) "Biddy and the Ducks"; (3) "Frisky the Goat"; (4) "Little White Rabbit"; by Edith Osswald, Woodward School, Brooklyn, N.Y., and Mary M. Reid, Teachers' College, Columbia University; illustrated by Doris and Marion Henderson; The Copp Clark Co., Toronto; 1941; pp. 32; price $0.28 each.

Joining the ever-increasing list of pre-primers and first library books is this interesting series. The books are well illustrated and the vocabulary very simple, showing particular use of the Action Words with plenty of repetition.

Each book tells a simple story and the correlation with social studies and care of pets is particularly well carried out and presented in a way to be easily appreciated by the six-year-olds.—E.G.D.

SOURCES OF NURSERY RHYMES

"*THE Real Mother Goose*" by J. B. MacDougall; Ryerson Press; 1940; pp. 57; price $1.00.

An attractive little book for the parent or teacher who deals with very small children is *The Real Mother Goose; the Reality Behind the Rhyme*. As the title suggests, the author attempts to ascertain an underlying truth behind the seeming nonsense of the familiar old rhymes. He traces the origin of "Mother Goose" and, after giving several theories, subscribes to that most generally accepted by authorities on children's literature; namely, that there was no one such person as "Mother Goose" but that the term was first used by Charles Perrault, who when translating a few Eastern tales which had caught his fancy, gave them the title of "Tales of My Mother Goose." This little volume was later published in 1765 by the well known English publisher, John Newbery, under the literary guidance of Oliver Goldsmith, and thus came to be beloved by children.

Some of the author's attempts at finding a meaning for the rhymes seem far-fetched. In "Sing a Song of Sixpence" he claims to find reference to the daily

rotation of the sun with its accompanying miracles of day and night. Jack Sprat who could eat no fat and his wife who could eat no lean, are, the author asserts, none other than Charles I and his ambitious wife, Queen Henrietta, who are represented as stripping England of its wealth by selling benefices. "A Frog He Would A-wooing Go" is said to refer to a French suitor of Queen Elizabeth. These theories one finds entertaining but not very convincing.

The most attractive part of the booklet to the mind of the reviewer was that which told of the origin of the various singing games. This was most interesting and traced the origin of such games as "London Bridge" and "The Farmer in the Dell" to old tribal customs observed in the childhood of the race, and preserved in the traditional games of children. Twelve games are described in full and both words and music are given.

The booklet gives an appreciation of the part that Mother Goose rhymes play in introducing children through rhyme and melody to the romance and comedy of life which, at a later age, are found in literature.

Bound in paper covers and illustrated with humorous line drawings by Dorothy Paterson the format of the book is charming but somewhat fragile.—E. E. T.

WHO WE ARE

THE Canadian Peoples by B. K. Sandwell, B.A., managing editor, *Saturday Night*, Toronto; 1941; pp. 128; $0.75. This is also a bright and enlightening volume which has as its theme the Canadian peoples. It deals with the French settlers, and their problems from the early days to the present, the coming of the white man, the beginning and struggle for self-government, the importance of Confederation, Canada's place in the Commonwealth, the Maritime Provinces, and the Pacific Coast. Two chapters are given over to the part played by Canada in the 1914-18 War. The last chapter is entitled "We are Made by Geography," and shows how the character of the Canadian people is unquestionably affected by the geographical position. As in *U. S. A.*, there are many suitable pictures dealing with Canadian life. There is also a map of Canada showing the distribution of population according to the census of 1931. Mr. Sandwell was educated in Canada at Upper Canada College and the University of Toronto. For several years he was Assistant Professor of Economics at McGill University. In addition to producing the brilliant editorials which appear in *Saturday Night* he is a frequent contributor to outstanding English, American and Canadian periodicals. *The Canadian Peoples* measures up to his usual standard.—L. C.

NEW GEOGRAPHY

DISCOVERING Geography (Abroad) by T. Herdman; Longmans Green, Toronto; 1941; pp. 154; price 60c. Authorized by Dept. of Education, New Brunswick for grades 6-8.

This is a very fine simplified commercial geography. It describes in an interesting manner typical lands and points out other lands which are similar. Its chief aim is to encourage children to think for themselves and to be inquisitive about things in general.

Geography is correlated with many other subjects. After each chapter, by deft questions and the suggestion of practical activities, it arouses their interest. The language is suitable and the style readable for children of these grades. Maps, diagrams and illustrations are well chosen.

It is a Canadian edition of an English text.—L. H.

TEACHING TO READ

TEN Years of Research in Reading, by Arthur E. Traxler; Educational Records Bureau, N.Y.; 1941; pp. 195; paper bound; $1.25.

This bulletin is a selective but comprehensive survey of the work done in the field of reading during the last ten years. As stated in the introduction, the emphasis is upon "research literature that may be of particular interest to teachers of reading—especially those engaged in diagnostic and remedial and corrective teaching." Certainly the latter will find it an invaluable key to source-material.

Of the 195 pages of the book, the first 51 are devoted to general and brief summaries of findings in various branches of the research. These are conveniently "Reading Readiness", "Phonics", "Visual, Auditory and Speech Defects", "Diagnosis of Reading Difficulties". The text dealing with these problems is concisely dealt with in question and answer form, constant reference being made to specific studies listed in the bibliography. Controversial findings are presented and conclusions drawn. Some of these will be found to differ from accepted ideas, and

will prompt many teachers to readjust methods.

The remaining 144 pages of the book give an excellently compiled bibliography arranged under the same subheadings as the text. The studies relating to each topic are annotated and listed alphabetically according to author. Not only does the annotation indicate the nature of the study, but, in most cases, gives the level of the school at which it was conducted, along with a brief statement concerning results.

This volume should be in the library of every teacher of remedial reading and would be worthwhile reference book for any reading instructor.

P. B.

CAN MATHEMATICS BE SOCIALIZED?

Two Reviews in One

I.

SOCIALIZED Mathematics (Grade IX) by J. E. Cooper and A. McCallum (School Aids Pub. Co., Regina, 85 cents) is a valiant and praiseworthy effort to connect High School mathematics with the problems of everyday life, business and government. These teachers have spent a great deal of work on the book, and have done the job just about as well as it can be done.

Which leads to the melancholy conclusion that it cannot be done at all. The algebra and geometry are there, inductively taught and deductively practised. The problems of government are much better set forth than in most books on civics. Both halves of the book are excellent, but one looks in vain for the connection.

The problems in algebra are such as: "My father is three times as old as I am, and in ten years the sum of our ages will be 76; how old am I? Perhaps in Regina people tell their ages in that way, but in British Columbia we either tell the truth directly or else lie about it.

The problems in government and business are of this order: "Find the excise duty on 1,240 small boxes of matches, at $\frac{3}{8}$ cents per box." All of them are easily solved by methods taught in Grade Seven. The authors have wisely refrained from any attempt to make problems that would call for such algebra as simplifying $(a+b-c)(a-b+c)$.

Perhaps the basic fallacy of the book is that set forth on the first page, where mathematics is listed as a science—that is, a collection of knowledge. It isn't. It is a language: a method of expressing exact thought.

The present reviewer loves an equation as much as a cross-word puzzle or a dish of ice-cream: he can see no reason for forcing any of the three on children who cannot appreciate it. Aside from the very elementary algebra and geometry used in chemistry and physics, he would subscribe to the old professor's toast: "Here's to pure mathematics, and may they never be of the slightest use to anybody."

In spite of the above remarks, this is a first-class text book on mathematics and civics, and has been authorized for use in Saskatchewan schools.

D. Cochrane.

II.

The authors of *Socialized Mathematics* state in their preface that the work is an effort to embody mathematics in life situations and at the same time to give enough drill exercises to ensure mastery. The book represents the trend found in all modern mathematical texts to cover the bare bones of principles with the flesh of really practical situations. In the first part of the book this attempt to give examples from life loses out to the more pressing need of emphasis on Grade IX principles in algebra and geometry. However, the development of the subject here is excellent. The inductive method is used throughout and there are numerous well graded examples and numbers of self-test exercises.

In the second part of the text, termed *Mathematics for Citizenship*, a survey is made of such topics as Dominion and Provincial expenditure, Communication and Transportation, Insurance, Agriculture, Lumbering, etc. These topics are discussed with their mathematical implications. Several examples are given on each topic; problems are developed and the subjects treated with mathematical emphasis. A number of charts and graphs accompany the text. This section is by nature most applicable to the province of Saskatchewan and somewhat parallels the "Vocational Mathematics" text used in Mathematics VII.

As an outline for a year's work, I am of the opinion that the text contains too much material for a satisfactory course. Either Part I on Algebra and Geometry or Part II on Socialized Mathematics would make a year's course in itself. The two sections are distinctly separate. Part I, for those who need mathematics in Science, in Engineering, and in University work and Part II, mathematics

for everyone—simple arithmetic applied to the problems of the province. It is difficult to make a real life situation come home to a Grade IX pupil for the solution of an equation in two unknowns.

—C. I. T.

LIBRARIAN'S HANDBOOK

TEACHER-Librarian's Handbook by Mary Peacock Douglas; American Library Association; 1941; 136 pp.; $1.90.

As is to be expected of a book published by the American Library Association, this is an excellent handbook for the use of the school librarian. The book is most practical, and, as the preface states, "Every line of this monograph meets a need; it has itself developed as a response to a need."

Of particular use to the teacher just taking over the management of a library, the book covers every phase of library work in the school. Organizing the library, the choosing, classifying and cataloguing of books, standards of training and equipment for schools, the taking of inventory, business records and the lending system are all given due attention. The unit system of book cataloguing is advocated. Explicit directions for the making up and placing of a book order are given. The section on teaching the use of books and libraries does not give lessons but suggests what should be known by the pupils, and provides an example of a diagnostic test. The chapter on publicity and bulletin board displays has many attractive suggestions.

A feature of the book is the inclusion of an alphabetical subject list intended as an aid for classifying and for assigning subject headings to the vertical file, together with an outline of the Dewey Decimal Classification scheme. Many names of firms supplying useful library material are listed. There is also a glossary of library terms.

The trained librarian will also find the book of interest. It can be used as a check to see whether one's library is functioning as efficiently as possible, and there are many suggestions which will be useful even to an experienced librarian.

The handbook is similar in usefulness to Martha Wilson's well-known *School Library Management*, but supplements rather than duplicates the material in that valuable volume. *The Teacher-Librarian's Handbook* should be a very welcome addition to the professional library of school librarians.—E.E.T.

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Write A. T. ALSBURY, Chairman,
Care of the Federation Office,
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Correspondence

DEDUCTIONS FROM SALARY CHEQUES

2nd December, 1941.

DR. NORMAN F. BLACK,
Editor, *B. C. Teacher*,
4390 Locarno Crescent,
Vancouver, B. C.

Dear Dr. Black:

In reply to your letter I send herewith a statement showing deductions made in salary grants payable to teachers in rural schools.

Yours very truly,
S. J. WILLIS,
Superintendent of Education.

RE: DEDUCTIONS MADE IN SALARY GRANTS PAYABLE TO TEACHERS IN RURAL SCHOOLS

1. Teachers' Pension Fund. A deduction of at least 4% is made from the gross salary of the teacher. Section 6 (1) of the new Teachers' Pension Act reads as follows:

"From the salary from time to time payable to each employee there shall be deducted an amount equal to four per centum thereof, or such greater amount as the employee may at his option elect."

Section 6 (3) of the same Act reads as follows:

"In addition to the contribution to be made under subsection (1), commencing with the month of January, 1942, every employer shall deduct from the salary payable from time to time to each employee an amount equal to one per centum of that salary, which special contribution shall be collected in like manner to the contributions made pursuant to subsection (1), and each employer shall forthwith transmit the amount of money so deducted to the Commissioner, who shall pay it into the Fund and shall record it in the Service Pensions Account."

2. National Defence Tax as revised July 1, 1941.

(*a*) Single, widow or widower without dependents. If such a person earns at the rate of $1200 per annum or less, the deduction is 5% on the gross salary. If he earns at the rate of over $1200 per annum the deduction is 7% on the gross salary.

(*b*) Married persons without dependents. If the teacher earns at the rate of $1200 per annum or less, there is no tax. If he earns at the rate of over $1200 per annum, the tax is 5% on the gross salary.

(*c*) A single person, widow or widower, earning a salary at the rate of $1200 per annum or less and having one dependent, is exempt from the 5% tax.

(*d*) A single person, widow or widower, earning a salary at the rate of more than $1200 per annum and having one dependent is liable to the 5% National Defence tax.

(*e*) An allowance of $20 per annum or $2 per teaching month is made for each dependent claimed by a married person, excluding wife, and for each additional dependent over one claimed by a single person, widow or widower.

NOTE—Where there is a dependent, it is necessary to claim exemption by filing the N. D. T. Form 1, revised July, 1941, upon the reverse side of which full information is given on the National Defence tax.

3. Absence from duty. Where a teacher is absent from duty and is not entitled to sick leave there is a deduction from the teacher's salary grant of 1/25 of the monthly salary grant for each day's absence.

4. The 1% Provincial Special Revenue tax was discontinued on June 30, 1941.

FUND FOR RELIEF OR SUFFERERS IN BOMBED AREAS

Editor, *The B. C. Teacher*:

At the annual convention of the C.T.F., held in August, 1941, it was decided to continue our appeal for relief of sufferers in the bombed areas of Great Britain, and it was further decided that all monies collected should be sent to the committee of the National Union of Teachers, Educational Institute of Scotland, and the teachers of Northern Ireland, which is in charge of relief for sufferers, particularly for children.

We have today received notification that our certificate for registration, under the War Charities Act, has been extended until December 27, 1942. This renewal gives us permission to send money to Great Britain and it is hoped that every provincial association will again organize a campaign for the collection of subscriptions for this fund.

We set out objective for this year at $50,000.00. This is less than $1.00 per

teacher across Canada. We know that there are many demands upon our teachers, but since this is the only appeal made by the Teachers' Organization to assist our fellow teachers in the British Isles in their work we feel that as a profession we must support them in their war relief efforts.

Since December of last year we have sent approximately $22,000.00 for relief of sufferers and the Spitfire fund.

Yours very truly.

CANADIAN TEACHERS' FEDERATION
M. CRUTCHFIELD,
Secretary-Treasurer.

A CHALLENGE TO SOCIAL STUDIES TEACHERS

October 20, 1941.

Editor, *The B. C. Teacher*:

A Committee of the Social Studies Section of the Secondary School Teachers' Association has for some time been at work, endeavouring to impress upon the proper authorities the fact that Social Studies V(is in need of revision.

In order that the work of the Social Studies Committee may not be in vain, and to accept the invitation of the Central Revision Committee to submit revised units, and to prove that there *is* a desire on the partf of Social Studies teachers as a whole for reorganization of Social Studies V, the chairman of the Social Studies Section requests that individual teachers or groups of teachers send to him outlines of revised units or parts of units, or even suggestions concerning the direction which, in their opinion, such reorganization should take. The chairman will also ask the committee already referred to to publicize its suggestions for revision, and perhaps, to submit for discussion samples of revised units. If any teachers have "objective evidence" that aims of the course in Social Studies V are, or are not, being realized, will they please speak up.

This request is more than an invitation—it is a challenge. The future of the revision of the curriculum may depend on our attitude now. Do you want to help to make the course a better one, or do you think it incapable of improvement?

Here is your chance—now!

Send your revisions and suggestions to

J. S. BURTON,
Chairman, Social Studies Section,
B. C. Teachers' Federation,
Vancouver.

WORLD FEDERATION OF EDUCATION ASSOCIATIONS MEETING IN MONTREAL, 1942

THE Canadian Teachers' Federation at its meeting in Winnipeg last August extended to the World Federation of Education Associations a cordial invitation to hold their next conference in Montreal in 1942. At a meeting in Montreal recently, representatives of the Canadian Teachers' Federation, the Provincial Association of Protestant Teachers of Quebec, the Montreal teachers, Protestant and Catholic, the Provincial Government, McGill University, the Hotel Association, the Tourist and Convention Bureau, and the W. F. E. A. discussed the matter and unanimously agreed to proceed with the arrangements for the Conference.

Owing to the great pressure on hotel accommodation already booked for Montreal hotels from June to October, 1942, it was found that the only dates available would be in the second week of July and accordingly the Conference dates will be Wednesday, Thursday, Friday, July 8, 9, and 10, 1942.

The local committee will be greatly helped in their work if those who plan to attend the Conference will advise them at the earliest moment. The problem of accommodation will be difficult, but the Montreal Committee will welcome very heartily all Canadian or American teachers, or teachers from other countries.

E. A. HARDY,
Treasurer, World Federation of Education Associations,
124 Duplex Ave.,
Toronto, Ont.

CANADIAN RED CROSS SOCIETY

VANCOUVER BRANCH
208 Marine Bldg., Vancouver, B. C.
Phone: MArine 2221

Editor, *The B. C. Teacher*:

The time has come to remind your readers that membership in the Red Cross Society expires at the end of December next. The purpose of this letter is to seek the continuance of much needed support and to ask the payment of the renewal dollar for 1942 membership now. This is not a solicitation of a larger contribution as Red Cross is not this year making a national appeal for funds.

Yours faithfully,
W. T. WHITE,
Secretary, Membership Committee.

News, Personal and Miscellaneous

H. P. Tyson, principal of Cedar Valley School, has been appointed to the permanent staff at Mission.

MISS R. B. Mailes, who, we understand, expects to change her name in the early future, has resigned her post at Stave River Gardens School, and is to be succeeded by Miss Beryl E. Beaton of Half Moon School.

FRIENDS of Miss Doreen Palmer, formerly of Mayo Superior School, will be interested in the fact that she has recently changed her place of residence to Victoria and her name to Mrs. F. G. Radcliff.

MR. F. V. Holyoke—now Lieutenant Holyoke—principal of the Stillwater United Schools for several years, is at present instructor in one of the Air Force Training Schools at Brandon.

ON November 21 Mr. S. P. Judge, lately retired from his post as art supervisor at Vancouver, was guest of honor at a delightful tea held in the private dining room in the Hudson's Bay Company establishment. On behalf of his colleagues a presentation was made by Mr. W. R. Brooks. Mr. Judge is to be congratulated upon the wealth of affection, gratitude and good wishes that he takes with him into his retirement.

TEACHERS NOW ON ACTIVE SERVICE

TO lists already published, the following should be added:

Mr. J. Douglas L. Ayers, R.C.A.F., Guelph, Ontario.

Mr. Roger C. Winter, R.C.A.F., Jervis, Ontario.

Mr. William E. Norrish, Jervis, Ont.

Mr. John W. Clover.

It is highly improbable that we have as yet been notified of all enlistments from the teaching body. *The B.C. Teacher* would welcome further details.

PLANS FOR EVACUATION

THE British Columbia Division of the Canadian Red Cross Society will assume responsibility for the care of the civilian population in the province in the event of an emergency on the Pacific Coast, due directly or indirectly to war. Immediate steps will be taken to make a survey of the province in order to discover available facilities should evacuation of any areas be necessary. This was decided at a recent meeting attended by G. C. Derby, F. W. Tuffrey, President and Commissioner of the Provincial Red Cross Division; Major S. F. N. Moody, Chief Civilian Protection officer and a representative of the General Staff of the Pacific Command. Red Cross officials agreed they would arrange for evacuation and temporary treatment of any casualties arising from any such emergency, organize nursing and medical services and temporary hospitalization. Red Cross branches and civilian protection units already organized throughout the province will receive detailed instructions as these are worked out by a committee.

SUMMER SESSION APPOINTMENTS

AT a meeting of the Board of Governors of the University of British Columbia, held on November 24, Dr. M. A. Cameron, Associate Professor and Acting-Head of the Department of Education, was appointed Director of the Summer Session, 1942. The following lecturers were selected:

In the Department of Economics, Political Science and Sociology, Dr. J. A. C. Grant, Chairman of the Department of Political Science, University of California, Los Angeles.

In the Department of Philosophy and Psychology, Professor Edward Chace Tolman of Berkeley and Dean Brett of the Graduate School, Toronto.

"THE BIRTH OF CANADIAN FREEDOM" AND "HOW FREEDOM WORKS."

THE Canadian Council of Education for Citizenship, in co-operation with the Canadian Broadcasting Corporation, announces a series of six radio plays to be given over CBC primarily for the secondary school students, but also for the general public, each Wednesday from January 14th to February 18th inclusive, from 1:30 to 2:00 p.m. P.S.T.

The plays to be presented in the series entitled "The Birth of Canadian Freedom" dramatize incidents from the lives of those Canadians who in the past played major roles in the fight for self-government and consequent better Canadian citizenship. At the beginning of the last century, Canadians had yet to find the

secret which made it possible for the people of a colony to become free and, at the same time, to remain an integral part of an imperial system. But, during that century, Englishmen and Canadians worked together to solve this great political problem. The solution made possible the modern British Commonwealth of Nations. Thus, through the struggle of common men in Canada, and with the help of those who extended support in England, the idea of a self-governing colony was given to the world.

The series of broadcasts aims to cultivate better citizenship through development of the realization that, before we can properly appreciate our present way of life, we must know something of those men whose efforts have made possible the freedom we now enjoy.

The programmes are as follows:

Jan. 14—William Lyon Mackenzie—The Right to Criticize the Government; *Jan. 21*—Louis Papineau—The Defence of Minority Rights; *Jan. 28*—Robt. Baldwin—The Idea of Responsible Government; *Feb. 4*—Joseph Howe—The Freedom of the Press; *Feb. 11*—Lord Durham—The Recommendation of a New Empire; *Feb. 18*—Lord Elgin—The First Years of Self-Government in Canada.

The Canadian Broadcasting Corporation also announces an intriguing series of six addresses on citizenship, to commence Tuesday, January 6, at 1 p.m., P.S.T. The speaker, well known to many readers of this magazine, will be Miss Isobel Thomas. Since her graduation from U.B.C., Miss Thomas has done post-graduate work at six universities—Manitoba, Toronto, MacMaster, Chicago, Harvard and Wisconsin—and has studied political, educational and social movements in Scandinavia, Russia, and other parts of Europe, actually visiting the countries themselves. Miss Thomas has been active in political organization in Canada and in Ontario Secondary School Teachers' Federation and it fell to her to prepare the brief presented by the Ontario Teachers' Council to the Rowell-Sirois Commission.

The CBC reminds us that this series will be the first of its kind on the Canadian Broadcasting Corporation's network and suggests that it should be specially useful to clubs, study groups and high school listeners. The topics are listed as follows: Jan. 6, "Why Bother Voting"; Jan. 13, "How Balloting is Done"; Jan. 20, "How We Run a Candidate"; Jan. 27, "How We Make a Law"; Feb. 3, "Why We Have Political Parties", and Feb. 10, "We're the Government."

These programs will be carried by CBR in Vancouver and by some other stations of the Pacific network, although they are not compelled to carry them. Up-country listeners can be certain of getting the broadcasts by listening to the new short-wave station CBRX, frequency 6.16 megacycles, which we understand gives very good coverage of the whole province.

JUNIOR RED CROSS VOLUNTEERS 300 SPLINTS

JUNIOR Red Cross members of Victoria High School have volunteered to make 300 arm splints to meet the request of the Department of National Defence, also to raise the $50.00 to buy the materials. The splints will be made under the supervision of manual training instructors.

THE RYERSON FICTION AWARD

$500.00 AND ROYALTIES

Closing Date, March 1, 1942.

TO stimulate the production of novels that are skilfully written, rich in their interpretations, and genuinely creative in their approach to life, the Ryerson Press offers an Annual Award of $500 to any Canadian author whose manuscript is declared first choice by the judges. No restrictions as to subject, but the manuscript should be interesting, and must have distinction. Not less than 50,000 nor more than 150,000 words.

The award will be an outright prize for book rights only. In addition the author will receive the customary royalties. All manuscripts submitted are presented to the Ryerson Press for publication on the usual royalty terms.

No entry forms are necessary. Manuscripts must be typed, double-spaced, and hitherto unpublished in any form. Each manuscript shall bear the author's full name and address.

The judges will be: A representative of the Ryerson Press, a representative of the Canadian Authors' Association, and a third chosen by these two. The award will be announced and the prize mailed within eight weeks of the close of the competition. No award will be made if in the opinion of the judges the manuscripts submitted are lacking in literary distinction and general interest.

Address manuscript: The Ryerson Fiction Award, The Ryerson Press, 299 Queen Street West, Toronto.

BURNABY ENJOYS ITSELF

THE daily press of November 21 featured a memorable entertainment at the Hugh M. Fraser High School, Burnaby. Mr. Samuel Quigley conducted a chorus of 260 students with great skill and success and a short play written and directed by Mr. John M. Roddan was an outstanding feature of the programme.

FRANK WILSON SEEKS NEW FIELDS

IN educational circles generally, and especially in the Editorial Board of *The B. C. Teacher*, regret was occasioned by the recent announcement that Mr. Frank Wilson of Mission Junior-Senior High School is giving up teaching to go into law. His resignation takes effect at the end of the current month. Mr. Wilson has been a frequent contributor to this magazine. The four essays in which he set forth his philosophy of education were, in the opinion of many, the special feature of the 1940-1941 Volume and readers will recall other contributions with pleasure, notably a very memorable essay entitled "Lyrical Craftsmanship," published in June, 1936.

Mr. Wilson carries with him into his new profession the hearty good wishes of his colleagues.

Mr. Howard O. Manzer, hitherto principal of Langley High School, succeeds Mr. Wilson at Mission City.

B.C.T.F. SCHOLARSHIP

THIS autumn the Senate of the University of British Columbia awarded the British Columbia Teachers' Federation Scholarship to Mr. John Calder, 3560 Eton St., Vancouver.

HOLIDAY RATES

TICKETS good from Friday, Dec. 12, to Monday, January 1, will be sold to teachers and pupils at a fare and a quarter rate, on surrender of the Canadian Passenger Association's vacation certificate form. If more than one railway is used, it will be necessary to present a certificate for each.

THE BRITISH COLUMBIA SCHOOL BROADCASTS

SPRING SERIES, 1942

THE Spring Series of School Broadcasts will commence on January 12th and continue each school day until May 1st. These broadcasts will be heard at 2:00 to 2:30 p.m. from the stations of the Canadian Broadcasting Corporation's Pacific network, and also on CBRX, the new short-wave station (6.16 megacycles) and from CFPR at Prince Rupert and CFGP at Grande Prairie, Alberta.

MONDAYS—On Mondays there will be two series of broadcasts, *"Great Wonderers"* and *"From Marco Polo to Me."* The first series, *"Great Wonderers,"* will be a continuation of the series heard during the autumn term and will be dramatiziations of exciting moments from the lives of great scientists, Newton, Daguerre, Faraday, Marconi, etc.

The alternate weeks' program *"From Marco Polo to Me"* will be a series on transportation. This series will integrate General Science and Social Studies to show how the different types of transportation have changed with the ages and have altered our culture pattern.

TUESDAYS—The library series of broadcasts to the schools of Western Canada will continue on Tuesdays. The list of books to be dramatlized this term are as follows:

Jan. 13.—*The Great Road,* by Fred A. Kummer.

Jan. 20.—*Black Arrow,* by R. L. Stevenson.

Jan. 27.—*Alice in Wonderland,* by Lewis Carroll.

Feb. 3.—*In Scarlet and Plain Clothes,* by Longstreth.

Feb. 10.—*The Lady of the Lake,* by Sir Walter Scott.

Feb. 17.—*Lorna Doone,* by R. D. Blackmore.

GENERAL SCIENCE NOTES

for teachers and students

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Feb. 24.—*Paul Bunyan*, by Esther Shepherd.

March 3.—*The Golden Dog*, by Kirby.

March 10.—*Joseph and His Brethren*, the Bible.

March 17.—*Pinocchio*, by Collodi (Tr. Carol Chiesa).

March 24.—*Robinson Crusoe*, by Daniel Defoe.

April 14.—*Sir Walter Raleigh*, by John Buchan.

April 21.—*The Big Six*, by Arthur Ransome.

April 28.—*Treasure Island*, by R. L. Stevenson.

WEDNESDAYS—For the fourteen Wednesdays of the Spring Term a new program is being planned entitled "The Mighty Fraser." These broadcasts will present in dramatic form exciting stories of the growth of our province and show how the life of British Columbia developed along the banks of the Fraser River.

THURSDAYS—*Music for the Intermediate* School. During this Spring Term there are to be three short series of broadcasts on Music. One series will be the dramatization of the lives of some of the great composers. Some of the music of each of these composers will be played. The second series will be "The Music of the Dance." A short third series of three broadcasts will be an analysis of modern jazz and swing music.

FRIDAYS—On Fridays the Junior Music series planned for the schools of Western Canada will be continued. Mother Goose and Alice will be back on the air again, together with their young friends. On alternate weeks Peter and Sally from Winnipeg will continue their broadcasts on Music and Movement.

The new Teachers' Bulletin will be mailed to all schools on the radio mailing list on January 2nd.

HISTORY AND CURRENT EVENTS

THE very successful and attractive series of lectures on history and current events which the people of Greater Vancouver owe to the initiative of the Adult Education Committee of Vancouver Public Library will continue after the Christmas vacation, with the following programme: Jan. 7, South America, a study in Backgrounds, and Jan. 14, South America of Today, by Dr. Carlos Prada of the University of Washington. Jan. 21, Dr. Thrupp of our own university will discuss colonization and colonial empires, commencing with the French and a week later, Jan. 28, treating of the Dutch and Belgian colonies. On Feb. 4, Professor Crumb of the department of economics will discuss Paying for the War. Feb. 11, Mr. R. T. McKenzie, Assistant to the Director of University Extension, will lecture on Economic Problems of Reconstruction, and on Feb. 18, Capt. Philpott, M.C., of Victoria, will speak on Union Now. Three evenings will then be devoted to consideration of the place of woman in a changing world. On Feb. 25, Professor Irving will treat of the status of women in primitive societies and on March 4 and 11 Mrs. Jamieson will deal with women of later periods, today and tomorrow. March 18 is being held open for developments and the series will be brought to a close by Professor Soward, on March 25.

These meetings are held in the auditorium of the Medical-Dental Building, 7:30-8:30 p.m.

4th Annual Teachers' Xmas Turkey Shoot

2:15 p.m. — Monday, December 22, 1941 — 4:00 p.m.

TWO TIMES — THREE DIVISIONS on HANDICAP BASIS

Men's Singles, "A" Division; Men's Singles, "B" Division; Ladies' Division.

A prize for every 5 entries. Out-of-town teachers invited to participate at

Chapman's Recreations 1312 West Broadway

FOR CHRISTMAS AND NEW YEAR'S HOLIDAY

School Teachers and Students

Fare and one-quarter for Round Trip. Tickets on sale from December 12 to January 1 inclusive. Return to be made from destination not later than January 19 except where school or college does not open until after that date—in no case later than January 31.

Ask the Ticket Agent for further particulars or write:

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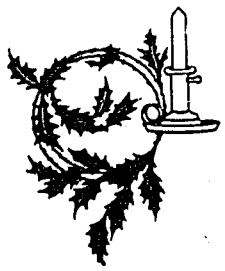

The Clarke & Stuart Company Limited take this opportunity to wish every reader of "The B. C. Teacher" a Merry Christmas and a Happy and Prosperous New Year!

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