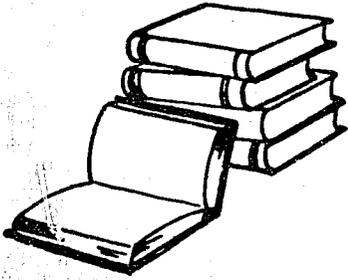


THE

B. C. TEACHER



OFFICIAL ORGAN OF THE B. C. TEACHERS' FEDERATION

VOL. XXI, No. 5. JANUARY, 1942. VANCOUVER, B. C.

	Page
EDITORIALS: Welcome to Our New Minister.....	203
Renewal of Our Vows.....	203
Indian Arts and Crafts.....	206
Other Departmental Examinations.....	208
Obiter Dicta.....	211
OUR MAGAZINE TABLE.....	212
B. C. T. F. AND KINDRED ASSOCIATIONS.....	216
Salary Conferences—Suggested Plan for Provincial Basic Scale—Sabbatical Leave—Warning to Members in Arrears—Call for Qualified Teachers.	
PARTING WORDS OF McTURK.....	219
CANADIANS ALL.....	221
COMPULSORY MEMBERSHIP IN THE TEACHERS' ASSOCIATION.....	223
THE CASE AGAINST COMPULSORY MEMBERSHIP.....	226
SUPPLEMENT TO THE 1937 BRIEF AGAINST AUTOMATIC MEMBERSHIP.....	230
THE PROBLEM OF VOCABULARY IN OUR FRENCH COURSE.....	232
LETTER TO A COUNTRY TEACHER.....	234
A CO-OPERATIVE MUSIC LIBRARY.....	235
EDUCATIONAL LEADERSHIP IN ALBERTA.....	237
RURAL SCHOOLS.....	238
AN OPPORTUNITY MISSED.....	239
OUR QUESTION BOX.....	239
WHAT WE ARE READING.....	240
Excellent General Science Textbook: English, Edwards and Flather's "Science and Life"; rev. by Geraldine I. Mockridge — "Using Our Language"; rev. by G. H. P. — Thrilling Adventure: J. M. Gray's "The One-eyed Trapper"; rev. by L. C. — Black and Davis's "Elementary Practical Physics"; rev. by C. F. H. — Ridley's "The Post-war Woman"; rev. by F. H. — Logan on "Canada's Control of Labour Relations"; rev. by F. I. H. — Britnell's "What About Wheat?"; rev. by F. I. H. — Grannan's "Just Mary Again"; rev. by L. C.	
CORRESPONDENCE.....	243
"Automatic Membership"; Enquirer — "Siamese Multi-Quintuplets"; A. V. McNeill — "C. T. F. Relief Fund"; C. N. Crutchfield — "Thank You, Bella Coala"; F. G. Cook — "Science Teachers Co-operating"; G. W. Warner — "What The B. C. Teacher Does Not Publish"; Frank Wilson — "British Columbia House Systems"; D. Munroe.	
NEWS, PERSONAL AND MISCELLANEOUS.....	246
Footnote to 1941 Census — Personals — From Sea to Sea — Saskatchewan Teacher Shortage — Inter-American Educational Relations — Chairman of Historic Sites Board — New Books in Teachers' Professional Library — University Head Speaks Out — A Vigorous School Paper — Co-operative Committee on Science Teaching.	

JAN., 1942

VANCOUVER, B. C.

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(SEE PAGE 240)

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THE B. C. TEACHER

Official Organ of the British Columbia Teachers' Federation

VOL. XXI, No. 5.

JANUARY, 1942.

VANCOUVER, B. C.

WELCOME TO OUR NEW MINISTER

A PERIOD of much uncertainty and considerable anxiety has been terminated by the appointment of the Honorable Henry George Thomas Perry, J.P., M.L.A., as Minister of Education for the Province of British Columbia.



Hon. H. G. T. Perry,
Minister of Education

Mr. Perry, the editor of *The Prince George Citizen*, has thrice been the choice of fellow townsmen as their mayor and for years he has played a prominent role in public affairs in this province. In 1935 he represented British Columbia Legislative Assembly at the Empire Parliamentary Conference at London. His long experience in the House and his services to it in the capacity of Mr. Speaker have combined with his personal gifts and qualities to win for him the special confidence of his legislative colleagues and the general public.

As spokesman for the general body of men and women engaged in teaching in all parts of British Columbia, *The B. C. Teacher* very respectfully adds its voice to the general welcome accorded to the new Minister of Education.

Mr. Perry will remember that as Speaker of the Legislature he had occasion to make request, in accordance with ancient parliamentary tradition, that his acts would be given the most favourable interpretation; as Minister he has the right to expect the same attitude on the

part of all teachers and we are confident that such expectation will not be disappointed.

RENEWAL OF OUR VOWS

EVERY teacher knows that one telling is unlikely to be enough. The rule applies to adults as well as to children, to teachers as well as to other people, and to things one tells himself as well as to things one tells to others. Recurring days marked by the renewal of vows are justified by sober psychology as well as by ancient usage.

Deep in our hearts we have long ago solemnly sworn to play our part in the preservation and further development of democratic institutions. As we face the opening days of 1942 let us renew those vows and reconsider some of their implications.

Democracy is a mode of life in which neighbours respect the needs and



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opinions and wishes of neighbours. It is a system of adult education in which we learn to know by doing and to do by knowing. It is a social and economic ideal pledged to provision of the maximum degree of opportunity for self-fulfilment, mutual service and the attainment of security. It is an attempt to objectify Christianity in all phases of social experience. It involves such organization of society as may best subserve these various ends and so assist us to establish upon earth the Kingdom of our most sacred dreams.

Certain aspects of democracy are embodied in famous Bills of Rights; but, in democracy, rights, be they never so precious and intrinsic and inalienable, are subordinate to duties.

The Prince of Democrats, whose birth we recently commemorated, said something to the effect that, in other systems, greatness is measured by the number of those over whom one exercises lordship. "But among you," said he, "it shall not be so." In a true democracy greatness will be measured by serviceableness of spirit. In so far as we are democrats—not to say Christians—we think of every man not primarily as a tool or "hand" but as an incarnation of personality, the holiest thing known to us; the something, however defined or incapable of definition, which we share with the Unnamable Himself. The virtue which we believe most fundamental and inclusive "seeketh not her own", being more concerned for the promotion of the rights of others than even for the exercise of one's own.

Since democracy is an informing spirit rather than any specific or external system of laws, when it is threatened by enemies who would substitute compulsion for persuasion and general consent as the basis of social relationships, it is capable of suspending immediate objective rights in the interests of ultimate goals. We are not the less democratic in that we have voluntarily and actively acquiesced in surrendering for the moment many things that are associated with democracy in an era of peace.

A free man is free to subordinate his immediate impulses to the control, in time of stress, of physician or lawyer, or of the political and military leaders chosen by the community at large. A locomotive is more truly free when it follows the rails than when it leaves them. Freedom is conditioned by respect for law, written or unwritten.

Our vows for the preservation of democracy therefore involve cheerful co-operation in measures, however distasteful, that safeguard the freedom of the future. That thesis applies in fields too many and obvious to require enumeration here. We must cheerfully co-operate in blackouts much more serious than those usually thought of by that name, if we are to assure to futurity the light we treasure.

As teachers we have special responsibilities for the inculcation of the habits and ideals of democracy in the rising generation. The school rooms of 1942 are helping to determine the measure of real democracy that will prevail in 1952 and 1962. The school is less effective only than the home as the seeding plot of democracy or of noxious weeds that threaten to exterminate it.

We must, of course, be realists, as all wise and effective idealists are. Democratic procedures, as we have seen, are not ends in themselves, but means, and are therefore subject to principles of expediency. The freedom suitable for adults is not the freedom suitable for children. The teacher

who surrenders control to lawless or ill-informed adolescence is doing poor service to democracy. On the other hand, if the creation and enforcement of the rules and customs immediately underlying life in any school-room are crudely teacher-centric and unshared by the children, those young Canadians are not being given the needed training in democratic ways of life. If your school is a despotism, however enlightened and however benevolent a despot you may be, it is co-operating with the enemy. Quislings are none the less dangerous even if they are unconscious of treason to democracy. Our educational traditions are not democratic; and it is therefore unsafe for the reader of this editorial to assume, without self-examination, that he is doing all that in him lies to promote understanding and love of democracy and to ensure the triumph of those things for which so many members of the armed forces of the British Commonwealth of Nations and its allies—and of their multi-clad citizenbodies—are freely offering their lives.

As we renew the vows of citizenship—Canadian citizenship and world citizenship—we need to be on guard against the danger of forgetting what we are fighting for. For example, if ever we cease to be conscious of our presently accepted social and constitutional blackouts, freedoms costing centuries of effort and sacrifice will be in danger of never being fully regained. That would mean the triumph of tyranny, no matter what army wins the final battle.

The enemy must be defeated. But if we concentrate too wholly and merely upon such defeat, we shall share it.

Democracy cannot be saved by mere violence. The patriotism and loyalty which it is ours to inculcate are not things of prejudice or jingoism or artificial hatreds. It must be shown that democracy can be made as efficient as dictatorship, that democracy can discriminate between the wicked and the innocent, that democracy stands for fairplay and magnanimity—even toward neighbours whose forbears came from lands with which we are at war.

Is the pitiful plight of young Canadians of Japanese origin being practically recognized in your school and community? Are we rising to the challenge of a supreme opportunity to show that the cause we represent deserves the love and gratitude and devotion of everyone within our borders, whatever his breed or social condition? If not, then in that regard we are losing the war. Are we allowing public policies to be shaped by dangerous demagogues, indifferent to democracy and the basic principles of Christian ethics? If so, then in that regard we are losing the war. And if you and I are passively acquiescing in policies of futile hatred, we are guilty of treasonable violation of vows that are none the less binding because unspoken.

INDIAN ARTS AND CRAFTS

FOR this issue *The B. C. Teacher* has secured a contribution from Miss Alice Ravenhill, Windermere Hotel, Victoria, the Honorary Secretary of the Society for the furtherance of British Columbia Indian Arts and Crafts.

This brave-hearted lady has spent many years of a long life in active contact with teachers not only in Great Britain but in Holland, Denmark,

the Scandinavian peninsula and the United States, as well as in our own land, while carrying out government commissions of enquiry on a wide range of educational subjects. In the Old Country, Miss Ravenhill is widely known as a lecturer at King's College, at L. C. C. Training Centres for Certificated Teachers, and in connection with extension courses under the auspices of London and Cambridge Universities. It was a matter of regret not only to Miss Ravenhill but to appreciative friends when she was compelled to decline an invitation to deliver addresses on our Tribal Arts and Crafts at the 1941 Summer School at Victoria. However, one's doctor is apt to develop an arbitrary way of exercising his veto powers when one has reached one's eighty-third year.

Miss Ravenhill is devoting her still astonishing energies to an effort to pay off in part an old debt which Canada owes to its aboriginal peoples.

Prevalent unconsciousness of the degree to which the "progressive" habits of our own racial kith and kin and the "unprogressive" habits of our Indians are products of environmental influences no doubt has helped to make too many of us contemptuous of the aborigines and indifferent to our moral obligations in their regard. Indeed, we are inclined to be very self-righteous over the whole matter. Like a worthy who figured in a well known story told in Jerusalem some 2000 years ago, we thank God that we are not as certain other nations, in that we have not found it necessary to exterminate the former masters of Canada and that indeed we exercise paternal wardship over them; in a Pickwickian sense, of course.

The crude fact is that such policies as we have adopted for the amelioration of conditions among the Indians have, in the main, proved disconcertingly unsuccessful. That failure is not attributable to incapacity on the part of our Indian fellow countrymen but to our own persistent violation of familiar and fundamental principles of psychology and sociology.

All men can benefit by imitation and everybody is the better for occasional deflations of his ego; but the salvaging of our Indian tribes calls for measures that will restore their self-respect and that will stir them to the utilization of their own resources.

The herding of Indian children in barracks and the perpetuation of curricula irrelevant to their needs and instincts cannot but result in much subsequent rebellion and retrogression and in the abandonment of imposed restraints, even if such restraints would otherwise have been advantageous to the Indians themselves. The unvarnished fact is that we are not concerned to train up our wards as good Indians; we merely want to make imitation white men out of them.

Fortunately, no matter how bad a system may be, when administered by noble men and women, as our Indian schools not infrequently have been, results may be attained that give a false credit to the system itself. The probability of achieving lasting and valuable end-products is much greater in a day school than in a residential school. In schools of both types, however, if a teacher of sympathy and intelligence is given a reasonably free hand, traditional school conditions are not entirely incompatible with the provision of helpful outlets for suppressed gifts. Sometimes the capacities discovered are such as may startle those who for the first time see proofs that artistic endowments are independent of complexion.

In November we published a review by Miss Mary Elizabeth Colman of *The Tale of the Nativity* as re-told, in Indian terms, by the children of Inkameep Indian School. Some readers will remember that we particularly recommended this truly remarkable little book as a Christmas gift but it will arouse interest and give pleasure any month in the year. The illustrations provided by young Sis-ku-lk are charming, and give promise of greater things, and the transfer of the story of the Christ Child from Palestine to the Okanagan is artistically convincing. Mr. Anthony Walsh, the teacher in the background and perhaps liable to be forgotten, has earned the congratulations of his colleagues, whatever the type of schools in which they serve.

If you have not yet seen this particular little book, take our advice and bet twenty-five cents that *The B. C. Teacher's* valuation of this Indian version of *The Tale of the Nativity* is worth investigation. If the booklet cannot be secured through your local book store, it will at all events be available to those who order it through the Victoria Book and Stationery Store, 1002 Government Street, Victoria. While you are at it, put in an order for *Meet Mr. Coyote*, a collection of Lytton legends, which is the latest publishing venture of the Society for the Furtherance of British Columbia Indian Arts and Crafts.

Upon such printing adventures as these and upon the generosity of its friends the Society is wholly dependent for its funds; but it nevertheless stands courageously committed to the principle that the commercial utilization of Indian designs and crafts and the resurgence of Indian creative ability may yet restore to our Indian fellow Canadians a gleam of hope for the future. In Indian hearts hope is a light all but extinguished generations ago. If it is to be rekindled, the readers of this magazine are among those who have a necessary part to play. Upon the restoration of Indian self-respect depends the possibility not only of a fair modicum of Indian happiness but of Indian usefulness to Canadian society at large.

Perhaps if both the reader and the writer of this article do a little more to further this generous dream, we shall be somewhat less uncomfortable in the region of our own self-respect the next time we face the coldly adjudging eyes of one of the unfortunate people born to frustration and misery because the only living descendants of the earliest Canadians of whom we have knowledge.

Meanwhile, *The B. C. Teacher* cries "Hats off to Miss Ravenhill and the cause she has championed!"

OTHER DEPARTMENTAL EXAMINATIONS

FROM month to month since last September, *The B. C. Teacher*, speaking for the teachers of British Columbia, has been endeavoring to do its share in calling attention to aspects of our Departmental Examination system that are in need of improvement. We think that we have made it evident that the motive underlying this series of editorials is entirely friendly. The articles embody a sustained effort to co-operate with those entrusted, unluckily for themselves, with the thankless task of preparing examination papers.

It is within the bounds of possibility, if not probability, that somebody besides the Editor may remember the general ground already covered. In

September we dealt with the importance and influence of Departmental Examinations; with the conspicuous improvement in these tests that is manifest over a term of years; with successful measures taken this year to remove grievances of which teachers of geography have long complained; and with certain principles preliminary to further discussion our subject. In October the paper on Junior Matriculation English was selected for somewhat detailed analysis, and suggestions were offered which, we believed, point the way to a more satisfactory kind of test. In November we followed up with suggestions of administrative and professional safeguards that might be employed to minimize regrettable features that at present creep, all too frequently, into many examinations; and last month we treated of Departmental Examinations in Foreign Languages.

Many of the examination papers to be used in the summer of 1942 will already have been drafted and the time is fast approaching when it will be too late for teachers to say anything that can influence this year's policies. In the circumstances it is difficult to decide upon what paper or papers it may be best to concentrate discussion while yet there is time for examination framers to listen, if haply they be so inclined.

With difficulty we resist the temptation to devote our available time and space to the merits and defects of recent papers in Social Studies. Certainly they deserve at least a paragraph. Perhaps we had best confine ourselves to a few aspects of the Senior Matriculation papers on Social Studies, and particularly to the test on Canadian History. It is not too much to say that a very considerable proportion of this section was hardly about Grade VIII level. Certainly the Departmental Examinations should encourage and reward the retention of basic factual data of real importance, that have been familiar since the candidate's childhood, but that sort of thing should not be overdone. The primary purpose of this and other papers in social studies is to discover the success with which the pupil has been taught to think and to bring his social studies to focus upon the current scene. Thoughtful teachers were disappointed at the failure of the paper to call for any adequate discussion of or familiarity with such present day problems as Canadian unity and Canadian-American relations, which are certainly among the matters that should be and had been stressed in every good school. It seemed extraordinary to teachers and students alike that there should be no reference to the Sirois Report. The proportion of the paper bearing upon the economic history of Canada bore no proper relation to the fact that approximately a quarter of the year is devoted to this topic. On the other hand, apart from expostulations relative to over-emphasis upon factual data, no teacher who has communicated with the Editor has quarrelled with the type of objective questions employed; and it is generally though regretfully admitted that, until teachers and examiners have learned more than anyone at present appears to know about testing in such a subject, considerable reliance must still be placed on essay-type answers, despite the subjective element which they intrude into the task of marking.

With these inadequate comments we feel compelled to turn to one of the science papers.

Probably no one man in British Columbia is qualified to criticize papers in all school subjects; certainly the Editor of *The B. C. Teacher* lays no such claim to the implied omniscience and his unsupported opinion regard-

ing the excellence or defects of a science paper would be valueless. However, in this connection he has had the assistance of several scholarly and successful teachers, and the opinions expressed below as if his own are really theirs.

Let us briefly consider General Science V. On careful analysis of the findings of several science teachers whose views have been placed at the Editor's disposal, he finds that nearly half of the 208 items were adjudged to be entirely satisfactory and that minor changes in many others could easily have removed ground for reasonable discontent.

The chief criticism is that in important respects the paper does not reflect persistent attention, on the examiner's part, to the essential objectives of the course. The Programme of Studies stresses the fact that teacher and pupil should be concerned primarily with the achievement of *understanding* of the really outstanding ideas and generalizations of science, as adapted, of course, to the mental age of the pupils. General Science, by its very name, presupposes an extensive rather than an intensive treatment of the topics dealt with. A feature of the examination should be numerous questions dealing unmistakably with big and important principles essential to such understanding of the physical world as is possible for young students who are as yet untrained in the specific natural sciences and who cannot reasonably be expected as yet to have read widely on scientific topics. It is felt that the 1941 examination did not conform to this standard in the required degree.

The paper involves an excess of factual detail, sometimes difficult and quite unessential to the purposes of the course. The Programme of Studies suggests nearly 500 pages of supplementary reading but detailed knowledge of the facts set forth therein is obviously not to be expected, and without such detailed familiarity many of the items on the paper would present insuperable difficulty to the adolescent, and encourage haphazard guessing.

A recital of individual items to which exception is taken might easily appear to magnify molehills into mountains, but in their total effect the points involved become important.

Thus the reference to muskoxen in the group of items numbered 1-6 seems to assume that the student has read some seventy-five pages beyond the suggested reference limit. (*Vide* RM. p. 549).

The examiners must frequently have had to deal with the difficult matter of alternative answers, differing from those expected by the framer of the paper but nevertheless correct. For example, the camel shows "an unusual adaptation toward a particular environment" with respect both to its eyelids and its hooves. Consultation with recognized authorities confirms the fact that biological experts differ as to the function of the different fins of a fish. (Items 40-44). In reply to the question "What intermediate substance is formed in the manufacture of H_2SO_4 from SO_2 ?" (Item 98) it would appear that the answer might be either sulphur trioxide or cleum or fuming sulphuric acid. Opposite item 107 the candidate might correctly insert either $NaOH$ or Cl_2 . Both nitric acid and sulphuric acid fill the requirements for No. 109. "When a paste of sugar is treated with concentrated H_2SO_4 ," (Item 111), either carbon or water, not to say charcoal and steam, would be produced. "Which two of the following will increase the yield of gasoline from crude oil? (1) Carbon, (2) Hydrogen, (3) Nitrogen, (4) Oxygen, (5) Phosphorus." While 1 and 3 may be

assumed to be the desired answers, neither process would be successful without fractional distillation, (2). The answer to Item 120 might be *telephone, transmitter or microphone*. Referring to Item 144, ammonia is used both in refrigerating plants and in soap factories. Expert opinions would differ as to the correct answer of Question 154. Various other cases could be cited in which alternative correct answers are possible.

Difficulties would have been eliminated if freer use had been made of sketch pictures, for example, in the desired differentiation of balsam, cedar, Douglas fir, hemlock and white spruce (Items 24-28). This question bothered students who are quite familiar with the trees concerned. On the other hand, the deliberate use of incorrect diagrams (Item 118) is open to question.

Other examples of faulty questions might be pointed out but there is no useful purpose to be served by further labouring the point.

In connection with a science paper it would appear to be very obviously necessary that proposed questions should be checked by a second person with experience in the teaching of the grades and subject matter involved—preferably, of course, by a science specialist of unquestionable repute.

OBITER DICTA

MR. Kirk's article on the problem of vocabulary in our French course is part of a paper prepared for the Convention of Northern and Central Vancouver Island Teachers' Association. Its receipt by *The B. C. Teacher* was the more welcome in that, owing to some misunderstanding, the paper was not read at the convention. However, quite apart from that fact, the arrival of this contribution gave the Editor much comfort. For years back it has been our wish to present to a province-wide audience a considerable number of addresses prepared primarily for fall conventions but of interest and value to a much wider circle than can be provided by the membership of any local association. Very rarely has this wish on our part been gratified. Mr. Kirk's example deserves emulation. At this point we hope that some reader will put this magazine aside for the time being, while he hunts up a manuscript that cost him many hours of labour, the value of which was confined to a relatively small group of listeners, and that—after making such revision as may be necessary to put an oral address into shape for use as a magazine article—the author will submit it without delay for future publication in this journal.

READERS of *The B. C. Teacher* who feel that they have anything important to add to the arguments for and against "automatic membership" in British Columbia Teachers' Federation are invited to submit their views in brief letters to the Editor in time for inclusion in the February issue, and prior to the publication of the report of the special committee appointed to study the problem.

IN the current issue of *The Journal of Chemical Education*, our good friend, Mr. D. Cochrane of Ocean Falls, is done the compliment of having his disturbing essay entitled "I Still Don't Know" reproduced from the October number of *The B. C. Teacher*. *The Journal of Chemical Education* invites its readers—as we did ours—to suggest a practical solution of the very practical dilemma submitted by Mr. Cochrane. So far, silence!

Our Magazine Table

By ROTH GORDON

HAPPY New Year, everyone—and what could make it happier than dreaming up resolutions for other people to keep! Here are a few: (1) Resolved, that during 1942 no teacher mistake this department for a gratuitous subscription agency, (2) Resolved, that all our old reliable publications maintain their much-appreciated appearance on our reading menu, (3) Resolved, that more and more new educational journals send copies to us for review, (4) Resolved, that a certain few otherwise excellent American publications take time off this year to "discover" Canada, (5) Resolved, that a certain few otherwise excellent British Columbia teachers "discover" both American and Canadian educational publications.

* * *

CAN man and will man take the honeybee and reshape its bodily proportions and its life habits as he has done with the horse, the cow and the hen? Already a Dr. Watson (not the Sherlock Holmes variety) is attempting, with a certain amount of success, just such experiments. "Science Serving Community Needs" deals with contributions of science to solving our food problem, our clothing problem, our housing problem, our power problem, our transportation problem, and our communications problem. "Teacher-pupil Appraisals of 150 Science and Mathematics Films" records that the film called "The Plow that Broke the Plains" is useful for classes in history, economics, social problems, biology, botany, geography and general science. Likewise "Steel, Man's Servant" can assist classes in chemistry, general science, industrial arts, economics and English. We are referring, of course, to articles in *School Science and Mathematics* (450 Ahnaip St., Menasha, Wis.; \$3) for November.

* * *

MOST of us have heard at one time or other the expression "heavy water" but probably our real knowledge of D₂O is still quite vague. November's *Journal of Chemical Education* (20th and Northampton Streets, Easton, Penn.; \$3.50) has an interesting article on the subject and still another equally fascinating essay entitled "Rare Gases in Everyday Use"

IN the section known as Hints for Teachers in *The Classical Journal* (George Bante Publishing Company, 450 Ahnaip St., Menasha, Wis.; \$2.75) are detailed instructions for insulting your friends in Latin with such expressions as: "Abi in cellam vervecum! Mihi verba dau non potes. Quid tibi hic est negoti?" But take warning, before you go too far, from the story of the Irishman who had been called a rhinoceros and beat up the offender seven years later when he accidentally found out what a rhinoceros really looked like. The December journal features a pointed little essay which purports to show that Hitler is really stealing Caesar's thunder with his (Hitler's) blitzkrieg tactics—that is, of course, provided it is possible for lightning to steal thunder. The same edition also carries a pleasantly written contribution on "John Buchan, Classicist". The *Journal* for January discourses on "Pliny's Want of Humor" and describes "A Portrait in Marble" which later turns out to be a bust of Caligula.

* * *

PHOTOGRAPHS in Your Mimeograph Yearbook" tells in detail how easy it is to put photographic illustrations on pages which are later to be run through the school duplicating machine. See page 113 in the November *School Activities* (1515 Lane St., Topeka, Kan.; \$2.00).

* * *

WILD Life in Jasper National Park" is aptly discussed in the November issue of *Our Dumb Animals* (180 Longwood Avenue, Boston, Mass.; \$1.00). The same edition gives us the exact difference between a cat and a comma. It appears that a cat has claws at the end of its paws, while a comma is a pause at the end of the clause.

* * *

A. J. CRONIN comes up for discussion in *The English Journal* (University of Chicago Press, 5750 Ellis Ave., Chicago, Ill.; \$3.35) for November and "The Intellectual Honesty of James T. Farrell" is the topic of the leading article in December. The November issue also provides an interesting contribution entitled "The Ancient Mariner Comes to Life". In the same issue we find "The Keys of the Kingdom" heading the list of national best sellers for

fiction and "Berlin Diary" for non-fiction. Turning once more to the December journal we find "Choosing the High School Play" of considerable value to teachers responsible for school dramatics. "The Sound-mirror," an article in the section known as Round Table, describes the use of a new device which records on a tape a minute of speech and then immediately plays it back. The speech may be repeated as many times as needed and then erased forever and the tape made ready for a new impression. Of particular interest also in December is the index for 1941.

* * *

IN Charles L. Shaw, British Columbia has a first rate champion. On previous occasions we have remarked that *Canadian Business* (F. A. Dunlop, 110 Shelly Bldg. 119 W. Pender, Vancouver, B.C.); \$3.00, has occasionally been guilty of ignoring somewhat the importance of Western interests, but recent articles by Mr. Shaw are rapidly remedying that situation. Be sure to read his November contribution of "Canada's Stake in the Pacific" and "Business Out West".

* * *

WHITE-tailed deer, musk-ox, beaver, porcupine, buffalo, black bear in November; caribou, moose, polar bear, cottontail rabbit, red fox, mink in December, constitute the list of Canadian animals to be coloured that are found in the Elementary edition of *The School* (371 Bloor St. W., Toronto; \$1.50; both editions, \$2.25). These same pictures are prepared by the Royal Ontario Museum and they are printed with hectograph ink with instructions for colouring. Furthermore, they are conveniently located for easy removal. The November issue of *The School* is dedicated to Homework. "Education for Critical Thinking" is the title of an article by Dr. David H. Russell of the University of British Columbia. "An Application of Geometry in Air Navigation by Dead Reckoning" (November); and "A Map Reading Course for Cadet Corps" (December) shows the influence of the war on subject matter. Of general interest to all teachers and of particular concern to librarians is the December contribution entitled "Is Your Library Effective?" A propaganda skit for physical educators, but lively enough to be entertaining for all members of an audience, is given in "Posture College" (December).

MADONNA Della Tenda" by Raphael is reproduced on the cover of *The Grade Teacher* (Educational Publishing Corporation, Leroy Ave., Darien, Conn.; \$2.50) for December, and forty smaller reproductions are to be found inside the magazine itself. Miniatures in full colour are available at the very low price of one cent each, provided each order includes fifty or more pictures (assorted titles, if preferred) accompanied by full remittance. Titles of the remaining covers to June, 1942, include "All's Well", "Washington at Fort Lee", "Hailing the Ferry", "Rainy Day", "Lady Smith" and "Fisherman's Daughter".

* * *

ALL of us probably received in the mail last month a package of Christmas seals. Money raised by their sale provides much-needed funds for X-ray facilities, nursing services, diagnostic and clinic facilities, fact-finding surveys, educational literature, everything that makes it more difficult for tuberculosis to strike without warning. Perhaps a few of us in the rush of Christmas have forgotten to remit for these stamps. If so, there is still time to send our much-appreciated contribution before books are finally audited. A thoughtful study of any issue of *Your Health* (555 Howe St., Vancouver, B. C.; \$2.00) will make any plea for such financial assistance doubly forceful.

* * *

DO you know the difference between a "petrograph" and a "petroglyph"? The November number of *School Arts* (The Davis Press, Worcester, Mass.; \$4.00) stresses American Indian Art Crafts and gives detailed instructions on how to make both petrographs and petroglyph as well as stone tools. Considerable space is also dedicated to Navajo blanket weaving. The December issue specializes in Design and Crafts. For January the December editorial promises interesting items, such as a bulletin on what can be done about art education in the smaller communities, how to plan and run a successful school exhibit, a list of moving picture films on art subjects and maybe one or two instructional outlines on lettering, ink sketching and map and chart making.

* * *

HOLY Night" by Correggio is shown in full colour on the December cover of *The Instructor* (F. A. Owen

Publishing Co., Dansville, N. Y.; \$2.50) and thirty-six miniature black and white reproductions are given within the issue in question. The Illustrated Unit of Work for November traces the history of democracy from Magna Carta, through Switzerland to America via Athens and the French Republic. In October this same section showed pictures of how science helps United States industry.

* * *

ONE of the most helpful departments in *The Educational Courier* (Room 406, 30 Bloor St. W., Toronto; \$5.00) is "Rural Rendezvous", a section somewhat corresponding to our Question Box. "This Way, Postman" is given over to 300-word inspirational letters from various teachers with information to impart. Remember the "O'Grady Sez" stunt for keeping pupils on their toes during physical education exercises? Well, "Sally Scrum Says" is a feature of the new *Courier* that could very well be said to keep teachers and parents alert. Miss Sally Scrum, hypothetical principal of Hog Wallow School, has all the earmarks of a modern feminine Confucius. I wish I had room to quote more of her brilliant sayings, but one must suffice. Says Sally: "A lot of parents would be better employed if they stopped using their tongues on the teacher and began using their hands on their children". Another reservoir of humour is "Afternoon Recess" from which we extract the following gurgles: (1) A wedding is a funeral when you smell your own flowers, (2) A dictator state has been defined as one where everything that is not forbidden is compulsory. All in all I like very much the breezy friendly tone of *The Educational Courier*. Ontario can't be such a bad place after all.

* * *

ARE you absolutely clear in your mind concerning the terms "essentialism" and "progressivism" in education? Dr. Bagley in October and Dr. Kilpatrick in November, respectively, discuss each expression in *The Journal of the N. E. A.* (1201 Sixteenth St. N.W., Washington, D.C.; \$2.00). "South American Impression" in November boldly states that South America, although preferring the States, will line up with whatever nation wins the present war.

* * *

CHICAGO School Journal (Chicago Teachers' College, 6800 tSewart Ave., Chicago, Ill.) is a particularly attractive

newcomer to Our Magazine Table. Excellent paper helps the many illustrations in this magazine to appear at their very best. All articles seem to be just about the right length for attentive reading. Of special interest to me in the November-December edition was "Science by Radio". It is well known that most radio programmes appeal only to the ear and neglect audio-visual combinations of stimuli. During the broadcast described in this article two dependable children operated a film-slide projector and flashed on the screen pictures which illustrated the topics under discussion.

* * *

HAVING just finished reading "Language in Action" by Hayakawa, I found "If This Be Propaganda", editorial for the November *Magazine of Art* (The American Federation of Arts, Barr Bldg., Washington; \$5.50) very much to the point. In it Forbes Watson pleads eloquently for the correct use of the very handy term "propaganda" instead of substituting for it the deliberately innocuous word "information". The leading article for this same month proves conclusively something I was formerly quite hazy about, namely, that "preservation" of old masterpieces is more important by far than "restoration". Actually the latter term denotes a physical impossibility.

* * *

SINCE the outbreak of war the study of German and French in the States has decreased considerably but the study of Spanish has increased. "Some Notes on the Practical Value of Language Study Today" in *The Modern Language Journal* (450 Ahnaip St., Menasha, Wis.; \$2.50) for November stresses some commercial implications of this increasing interest in Spanish and Portuguese. Of special value in this same issue is the summarized information made available in "Annotated Bibliography of Modern Language Methodology—(from January, 1940, through June, 1941)" and "French Book-List".

* * *

THE doctrines of peace as we have understood them during the past twenty years must be recognized as proceeding from false premises; they must never be revived—never, that is, until the primary causes of war have been permanently removed". (Peace—The Great Delusion, December 6).

"Pronounced differences cannot be

obliterated or ever appreciably leveled as a result of any or all environmental factors which it is the responsibility of the school to specify and provide". (Fundamentals of the I. Q. Controversy, December 6).

"In a dictatorship the young are taught the glory of dying for their country, while in a democracy they are taught the glory of living for it". (Some Short-Short Comments, December 6).

The B. C. Teacher, November, 1941, carries an article on the provincial salary reports that were the chief subject of discussion at the recent conference of the Canadian Teachers' Federation". (The Salaries of Canadian Rural School Teachers, December 20).

These are quotations from *School and Society*. (The Science Press, Lancaster, Pa.; \$5.00; published weekly).

THE forty-eight hectograph pages found in each issue of the *Canadian Teacher* (Educational Publishing Co. Ltd., 36 Shuter St., Toronto 2, Ont.; \$2.00) are, as we have mentioned many times before, one of the most important features of this helpful magazine, but, in praising that section, we must not overlook others. Lately we have been admiring the Applied Art department by George Turner and take this opportunity to compliment him on his choice of illustrative material. Nor should the section on Art Appreciation be ignored. In November "The Angelus" by Millet is discussed, and in December "Madonna of the Chair" by Raphael. Current Events is a part of the magazine also particularly well handled. Incidentally, we do not envy anyone responsible for commenting on history month by month in this day and age.

MISERY, they say, loves company and Canadian owners of motor cars who pessimistically visualize the day very soon when the family jalopy, sans gas, sans tires, sans everything (almost) will be towed to town behing the patient

hooves of old Dobbin can now cry sympathetically on the shoulders of American housewives. According to "The Fate of Non-Essential Industries" in the December copy of *The Social Studies* (McKinley Publishing Co., 809-811 North 19th St., Philadelphia, Pa.; \$2.00) the drive for aluminum pots and pans labels the kitchen as the room hardest hit by the defense programme's gobbling of metals and other materials used to make domestic utensils. The Illustrated Section in December deals with the Second Napoleonic Empire. The second series of Geographical Games and Tests concerns raw materials back of manufactured articles, interdependence of certain industries, and some American crops and animals.

TEACHERS' problems as solved by Dr. S. R. Laycock of the University of Saskatchewan, provide one of the highlights of every issue of *The Modern Instructor* (School Aids and Text Book Publishing Co. Ltd., 1935 Albert St., Regina, Sask.; \$2.00). Another outstanding department is the one known as Biographies. In November Leeuwenhoek (pronounced "Layvenhook") is given space, and in December Banting and Best. In all recent editions Western Canada is being effectively dealt with in a series of timely articles from the pen of M. P. Toombs. The December issue carries three excellent aerial pictures of Prince Rupert, Le Pas and Edmonton.

EDUCATIONAL *Research Bulletin* (Room 201, College of Education, Columbus, Ohio) is a free monthly publication of the Bureau of Educational Research, Ohio State University, for the schools of Ohio. The November edition summarizes the Bureau programme for 1940-41. Edgar Dale is responsible for the Curriculum Division. I. Keith Tyler looks after the Radio Division. The December issue contains an Index to Volume XX (1940-41). In each number the section known as Reading offers excellent up-to-the-minute book reviews.

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 1300 Robson Street, Vancouver

SALARY CONFERENCES

THE most important item of Federation News this month is a brief report of a conference with the Hon. H. G. Perry, Minister of Education, and Dr. S. J. Willis, Superintendent of Education, on the subject of Provincial Salaries.

This conference was held in the Hotel Vancouver on Monday afternoon, December 29th, 1941, in conjunction with the Federation Executive Meeting. In response to a suggestion made by the General Secretary, the Minister of Education agreed to spend a day in Vancouver on his return from a Christmas visit to his home in Prince George, for the purpose of meeting with the Provincial Executive of the Federation, the Provincial Salary Committee, and the Presidents of the following Provincial Associations: Elementary, Secondary, Principals, Rural, Shop Teachers, and Home Economics, for a full discussion of the question of Provincial Salaries. It was also arranged that Dr. Willis should be present at the meeting.

The courtesy and consideration shown both by the Minister and the Superintendent was most highly appreciated by the large number of members representing the whole Province who were thus enabled to take part in the conference, for under ordinary circumstances, the business of the meeting would have been taken up by a small Federation delegation to Victoria.

The meeting assembled at 2:30 p.m. After a few words of welcome and appreciation by the President, Mr. W. R. McDougall, who introduced the subject and purpose of the conference in general terms, an opportunity was given to representatives, particularly of distant rural areas, to speak of the need for some system of Provincial Salaries which would recognize the principle of annual increments for satisfactory service for all teachers in the Province. In the discussion, particular stress was laid upon the extreme necessity for such a system in the rural areas, in order that rural teachers might obtain a measure of justice and equity long overdue, and also that those who preferred rural teaching and

rural life might be enabled to remain in rural areas at least for a much longer period than is now possible. The various points were given in clear and concise manner by the several speakers, the argument being confined to fundamental principles and issues.

Amongst those who contributed to this discussion were: Mr. H. L. Buckley, Chairman of the Provincial Salary Committee; Mr. E. R. T. Richardson, President of the Rural Teachers' Association; Mr. T. S. Carmichael of Prince George; Miss F. L. Rutledge of Trail; Mr. N. G. Duclos of Revelstoke; Mr. Joseph Dilworth of Kamloops; Mr. C. E. Clay of Armstrong; Mr. A. Voge of North Saanich; Mr. Earl Marriott of Creston, and their statements were fully supported by the Lower Mainland representatives.

Following the general outline of the necessity for action, the President called upon the General Secretary to present the proposals of the Federation, as adopted unanimously by the Provincial Salary Committee, and approved unanimously by the Federation Executive, and to submit, explain, and discuss the complete statistical and financial details which, through the courtesy of the Department of Education, he had been able to compile from official up-to-the-minute records. This constituted the most complete and the most detailed survey ever made of the salary situation in British Columbia, and from the figures presented in mimeographed tables, it was possible to make accurate and reliable compilations of the cost of various submitted plans, and to segregate such costs, showing their effect in every school district of the Province.

The meeting spent over two hours in studying this material and both the Minister and Superintendent were keenly interested in every detail and asked many pointed questions.

At the conclusion of this study the Minister of Education addressed the meeting and quickly gained the goodwill of all by his evident sincerity and by the friendly manner in which he dealt with our proposals. As he intimated, he could not give us any specific answers until he had discussed the whole situation with the Government, but he stated, and

showed, that he had been much impressed both by the material and arguments presented to him and also by the manner of their presentation and he complimented those responsible for such presentation.

Following the meeting the Minister and Superintendent were honoured guests of the Federation at a dinner in the Hotel Vancouver. While there were no formalities at this function, Mr. G. W. Stubbs of Courtenay and Mr. Richardson of Comox expressed the sentiments of all when they assured the guests in brief and delightful after-dinner speeches that the afternoon conference had constituted one of the highlights of Federation history, both by its nature and by the remarkable spirit of friendly and mutual co-operation so much in evidence throughout, and they suggested that it would be an excellent thing if the meeting were taken as a precedent for the holding of similar conferences of the Federation and the Department at least two or three times each year, when mutual problems and plans might be jointly discussed in the interests of educational advancement in British Columbia.

While it is not possible at present to give many particulars of the meeting, it might be well to report the general proposals submitted by the Federation, as follows:

SUGGESTED PLAN FOR PROVINCIAL SALARY BASIC SCALE

FOR FUTURE APPOINTMENTS:

A. *Elementary or Superior School Assistants:*

Every teacher appointed to any Elementary School or to any Superior School (except as Principal) shall receive a salary of at least \$900 for the first year, and shall receive an increment of at least \$60 per annum for each of the three succeeding years' service; unless such service has been unsatisfactory as evidenced by written reports of Inspectors or Principal.

B. *Junior High or Principalship of Superior School:*

(As above, with \$1100 for first year, and an increment of at least \$60 per annum for each of the three succeeding years' service, etc.)

C. *Senior High Schools:*

(As above, with \$1200 for first year, and an increment of at least \$60 per annum for each of the three succeeding years' service, etc.)

FOR TEACHERS AT PRESENT ENGAGED:

A. *Elementary or Superior School Assistants:*

Commencing in 1942, every teacher at present engaged in any Elementary School, or in any Superior School (except as Principal) whose annual salary is:

- (a) Between the amounts of \$780 and \$839, inclusive, shall receive an immediate increment of the amount necessary to raise such salary to \$900 for the present year, and shall receive an increment of at least \$60 per annum for each year thereafter until a salary of \$1080 has been reached.
- (b) Between the amounts of \$840 and \$1020, inclusive, shall receive an immediate increment of at least \$60, and a further increment of at least \$60 for each year thereafter until a salary of \$1080 has been reached.
- (c) Between the amounts of \$1021 and \$1079, inclusive, shall receive an increment of at least the amount necessary to raise the salary to \$1080.

B. *Junior High and Superior School Principals:*

Every teacher at present engaged in a Junior High School or in a Superior School as Principal, whose salary is:

- (a) Between the amounts of \$1100 and \$1220, inclusive, shall receive an immediate increment of at least \$60, and a further increment of at least \$60 for each year thereafter until a salary of \$1280 has been reached.
- (b) Between the amounts of \$1221 to \$1279, inclusive, shall receive an increment of at least the amount necessary to raise the salary to \$1280.

C. *Senior High:*

Every teacher at present engaged in a Senior High School whose salary is:

- (a) Between the amounts of \$1200 and \$1320, inclusive, shall receive an immediate increment of at least \$60 and a further increment of at least \$60 for each year thereafter until a salary of \$1380 has been reached.
- (b) Between the amounts of \$1321 and \$1379, inclusive, shall receive an increment of at least the amount necessary to raise the salary to \$1380.

The foregoing constituted the Federation's fundamental propositions and it should be noted that they include (a) the establishment of a Minimum Salary of \$900 for the Elementary School (with \$1100 for Junior High and \$1200 for Senior High Schools); and (b) the establishment of a series of annual increments (at least three of at least \$60 each) for every teacher in the Province, over and above the minimum salaries; (c) the financing and guaranteeing of these increments by grants from Provincial Revenue. Thus we have an adequate foundation for Provincial Basic Salary Scales.

Additional Suggested Regulations for Minimum Salary Schedules (with Increments) to apply as Basis for All Boards in the Province:

In addition to the requests of the Department itself, the Federation asked that School Boards also be asked to improve the situation, as follows:

- (a) That the Council of Public Instruction through the Minister of Education be requested to provide regulations whereby every School Board in the Province shall be required to give for 1942 an increment of at least \$60 to every teacher whose annual salary is less than \$2100 and who has not already received an increase under the plans for Provincial Basic Salary Scales as presented above.
- (b) That the Council of Public Instruction, through the Minister of Education, be requested to provide regulations whereby every School Board shall be required to pay increments to a reasonable number beyond those provided by the Provincial Salary Basic Scale and Minimum Salary Schedule Increments as outlined above.

Note: The Minister of Education expressed the opinion that the above proposals should be taken up directly with the School Boards as they were matters for the Boards to decide. It was explained that it was the intention of the Federation to do so and a joint committee had already been named for this purpose.

SABBATICAL LEAVE COMMITTEE

PRESIDENT McDougall announces that he has named the following committee to consider ways and means of putting into effect the recommendations of the Joint Committee Report on

Sabbatical Leave, made some time ago:
Mr. W. M. Armstrong (Chairman),
Vancouver;
Dr. N. F. Black, Vancouver;
Miss C. E. Maxwell, New Westminster;

HAVE YOU DONE YOUR PART?

HAVE you paid your B.C.T.F. membership fees for 1941-42? Last year (1940-41) you paid your fees and became a member in good standing, this year you were given continuing membership. Constitutionally, if your fees were unpaid on January 1, 1942, your continuing membership lapsed and you are no longer entitled to enjoy the benefits derived from membership in the British Columbia Teachers' Federation.

This membership regulation is not being enforced in January in regard to the magazine circulation but will be enforced in February. If you do not receive your copy of the February issue let it be a reminder to you that your fees are still unpaid.

Here is a suggestion: Write out a post-dated cheque for your fees and give it immediately to your local secretary or president.

ALVIN W. MOONEY,

Chairman, Membership Committee.

A CALL FOR QUALIFIED TEACHERS

FROM several sources the Federation has been informed of rumours that unqualified teachers have been given positions in British Columbia schools. This matter has been discussed with the Department of Education, and the following facts should clear up the rumours.

The Department of Education has no intention of reducing the standards of the teaching profession in this Province, and they will not issue any temporary certificate to any unqualified person if any qualified teacher is available and willing to take a vacant position. In a few cases, however, it has been, and still is, impossible to get any qualified person to accept the position (and not because of the salary involved). Obviously, the children of such areas cannot be left without education, and in these cases provisional arrangements of a temporary nature have been made. The whole

(Continued on Page 248)

Ramblings of Paidagogos

PARTING WORDS OF McTURK.

ANGUS McTurk has gone back to Scotland. He found, unexpectedly enough, I daresay, he had grown so used to bombings and other war-time phenomena that he missed them. He said he resembled a man with a taste for Limburger reduced to eating cream cheese—by which he delicately inferred that his life here was intolerably lacking in incident. So he went back to Scotland.

I am not altogether sorry he is gone, and this despite the kindness I have for him. Teaching some forty years in a Scots high school does not seem to be the best preparation in the world for a tolerant old age. At least it has not been so in McTurk's case; and in consequence his companionship leaves a good deal to be desired. In his far-off undergraduate days at Edinburgh I have no doubt McTurk had a mind capable of modification. I am willing to believe he listened with attention to the utterances of his professors. But by graduation, or even before, the structure of his thought was established and fixed; and he has subsequently felt no need of intellectual improvement.

It is not, however, about McTurk himself I would speak, but about his opinions. Before he left, he delivered himself of certain pronouncements regarding education, and charged me to make them known in British Columbia. He seemed to labor under the impression that they were important. Indeed he supported them with many solemn references to his being an old man ripe in experience and wholly disinterested. So I have no alternative but to set them forth. I do it though, with the warning that McTurk, like many other teachers of his type, is a first-rate special pleader.

"Having already shown you," said McTurk, "the prime values lost through the decline of flogging, I propose now to point out another way in which modern education wantonly deviates from the tried and trusty practices of the past. You will be good enough to give me your complete attention."

I indicated with a grave nod that my mind was entirely at his disposal, and he proceeded with his exordium.

"Mark well then. The great purpose of our system, the chief end of education, is to develop character. No one denies this. I believe the process is referred to as socialization nowadays, but we need not haggle over terms. For my part I prefer to call it the development of character.

"Very good. Note now the rational consequences of the principle. Character is composed of many important elements, of which a thorough-going and disciplined perseverance is certainly one of the most essential. Education that does not develop such perseverance is not only stultified but actively pernicious." He thrust out his red beard and dared me to contravert him.

"Agreed?" he demanded sternly. "Then well and good, sir—very well and good. Let us examine this essential element of character and observe the conditions under which it is effectually cultivated.

"First, and by way of a working definition, here is what I take

perseverance to be. Perseverance is the sustaining of effort in the face of a diminishing incentive. It is the expression of an indomitable spirit, of a self-respect that cannot submit to failure.

"What then, my friend? From what source does it draw its strength? Not from the type of interest your modern pedagogy emphasizes: not from an interest intrinsic to the activity in progress—an interest that depends for its motivating force on mere liking or enjoyment of that activity. I shall not go so far as to condemn this modern emphasis as wholly wrong; I shall only call it a very one-sided and dangerous view of the case. Because it puts the development of character at the mercy of extraneous circumstances and fluctuating impulses.

"Now note carefully what I am going to say, for this is the very pith of the matter. Interest may be intrinsic to a person as well as to a situation. I may work out a problem in mathematics—even if the problem bores me—for the excellent reason that I cannot endure myself in the role of quitter. I may have precisely the same motive for scrubbing a floor or reading an instructive book or grinding out an article. In short, I can be supported in all my undertakings, whether these be of specific interest to me or no, by an underlying pride of achievement. What I then possess is a steadfast habit of mind, through which I identify myself with resolute concentration and stubborn effort. Or if you will, I have so knit the ideal of perseverance into the fabric of my working life that the man I conceive myself to be is a disciplined and thorough-going man.

"One question more: How is the habit of perseverance to be effectually cultivated? Very simple, my friend. It is to be cultivated by surrounding the child with an atmosphere of honest work, by having him associate with the people who finish whatever they start, by accustoming him to the principle of carrying on in spite of weariness or boredom. It is to be cultivated through the example of everyone he admires, and through the general expectation that he will never fall below the best effort he can make. Whatever you may find to condemn in the traditional school—and I suspect you can find a good deal—I recommend you to remember this. The traditional school strenuously tried to provide the atmosphere, example, and expectation I have described. I ask you in all honesty and seriousness if the modern school can claim to do as much?"

Such were the parting words of Angus McTurk, and I will be frank enough to admit they did my complacency no good. Looking backward, I think the old man frequently amused himself by pulling my pedagogical leg—as for example in the matter of flogging—but on this question of perseverance I have every reason to believe he was in dead earnest. And whether I agree with him or no, I cannot but admit there is an uncomfortable amount of truth in what he said.

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"Canadians All"

By ALICE RAVENHILL, *Honorary Secretary of the Society for the Furtherance of British Columbia Indian Arts and Crafts*

SOME readers may recall a series of delightful Broadcasts last winter entitled "Canadians All", consisting of national songs and dances from Norway and Hungary, Finland and other European countries. While listening week by week to these haunting melodies, rendered by representative groups of now naturalized Canadians, it occurred to me to write to the Director of Public Information and ask the date fixed for selections of their Tribal music by our fellow Canadians, the Indians. Promptly came a courteous reply that the idea of including such songs had not suggested itself and expressing regret that the series permitted no additions.

This reply gave me, as the French say, "furiously to think"; for, after all, these tribes were the first occupants of what has since become the Dominion of Canada. They surged across the Bering Straits, so far as is at present known, from the northeast of Asia, in waves of migration of which the onset and subsidence are indeterminate, but dating back many centuries. There is reason to believe that the Indians of this Northwest Coast were among the last arrivals. It seems that these relatively late-comers remained isolated for an undefined period, until discovered by Spanish and British explorers and traders in the last quarter of the 18th century. That the occupants of the villages composed of groups of large communal houses, wedged in between dense mountainous forests and the seashore, showed resentment at interference by these white men is not surprising; though the natives proved to be keen traders, with established standards of value in furs, canoes, and other articles, though coinage was unknown. Further, it is well to remember that any sense of responsibility, in respect of exploiting so-called "Savages", or of intelligent curiosity in relation to Indian customs, naturally misunderstood by those concerned only for trade advantages, are of quite recent growth.

Nevertheless, men like Captain Cook and other scientifically minded explorers recorded interesting observations of the remarkable ingenuity shown by these hitherto unknown tribes in the utilization of most unpromising substances to supply

their daily needs; dexterity which led one writer to describe this great area of British Columbia as "The Land of the Cedar and the Salmon"; for from the cedar tree they built their houses and moulded their "dug out" canoes; the roots were used for weaving exquisitely fine hats, baskets and other articles; from its fibres, carefully prepared and spun, was woven material for clothing and mats; from its wood were shaped, with the aid of steam, chests for cooking food and storing blankets or ceremonial paraphernalia, as well as cups, dishes, buckets; indeed conveniences and implements in wide variety, including armour. Even the cambium layer, formed in the bark at springtime, was employed as an addition to their diet. Salmon, fresh and dried, formed a staple food; and the skins, cleverly manipulated, served as bottles in which to convey supplies of the highly valued fats from oolichan and sea mammals to the seasonal gatherings at the mouth of the Skeena or the Fraser rivers to be exchanged with tribes from the Interior for furs or other goods not available on the sea coast.

Fundamentally, these secluded people were neither mechanics or agriculturists. Highly skilled in the securing of the ample supply of fish, the coast dwellers were furnished with abundant material for fuel and shelter by the surrounding forests; consequently, the men enjoyed long seasons of leisure in which their innate love of art found expression in the decoration of every possession with an infinite variety of designs. These they carved, painted, inlaid or polished on stone, wood, bone, ivory, slate, copper, buckskin and, later, engraved on silver. Their keen observation and fertility of imagination exercised themselves in a myriad such designs, never or very rarely duplicated; cleverly adapted not only to the surface to be decorated but, in many cases also, to increase the efficiency of the article itself. These designs were distinguished by balance, symmetry, and vitality, combined with conventionalism and symbolism, and had reached their zenith of skill before interruption by the arrival of white men.

Here it is of interest to mention that the Heraldic or Totem Poles, which to

the average individual represent the sum total of our tribal art, are actually amongst its most recent forms. Preceded for an unknown length of time by the huge house-frontal paintings, also heraldic in significance, the actual carving of so-called Totem Poles developed, in marked degree, only after metal tools became available, in the nineteenth century. The boldest specimens came into existence less than eighty years ago; indeed those well known at Alert Bay are stated by so great an authority as Dr. Marius Barbeau to date back only to 1895.

These forms of Indian art, remarkable and in some respects unique, attained their highest development among the Haidas, Tsimshyan and Kwatiuti tribes, each exhibiting its own variations of detail. The Nootkans and Salish were less gifted, though they, too, exhibited artistic crafts of definite interest. Among the men of the Interior tribes such crafts were virtually wanting, the causes for this lack of development being many. Among these unfavourable factors were climatic conditions which made food and fuel scarce and necessitated nomadic life, with dependence upon hunting and gathering.

But here is an interesting fact. A clear line of demarcation existed in all the tribes between the form of art pursued by men and the crafts of their women-kind, on whom devolved all the domestic duties of food preparation, preservation and previous collection in season; also the weaving of clothing, blankets, coverings, etc., from most unpromising substances and many other exacting duties. Where the artistic skill of the men was most marked the basketry of women followed usual primitive lines, though reaching a high standard of skill; but in the Interior, where men showed scant signs of artistic ability, their women developed to an unrivalled pitch of perfection the intricate art of coiled and imbricated baskets. This particular handicraft is quite unique except for a small area in southern California. Each tribe had its own jealously protected and multiple designs. This rare art provided cups, dishes, pails, as well as storage and large burden baskets, standing up to hard and daily use for as much as fifty years; indeed it supplied for all purposes the wooden utensils of the coast tribes; for pottery was unknown throughout this whole area.

The social organization of all these tribes was very varied and intricate; rank and wealth were dominant factors

in their lives, which were permeated with a deeply religious sense of contact with the spirit world. Most potent of all obligations were those of the family, the ties of affection being very strong and the discharge of debts being incumbent on successive generations. Their elaborate seasonal and secret society dances and dramatic representations of myth and legend embodied what are now recognized as valuable clues to the unwritten history of a people which possessed no script. One day these quaint, charming and varied legends will be collected to feed the imagination and inculcate their moral applications on the children of other races; for Canada will in time come to be proud of her prehistoric culture, hitherto overlooked, and will perceive that these aboriginal occupants of her Dominion had and have gifts to contribute to her enrichment. This is a fact to which she has hitherto been regrettably blind.

Disheartened by the contempt of those who desire to obliterate their past, and deprived of outlets for their innate and still surviving artistic and other gifts, the younger generation of a few tribes have, nevertheless, recently aroused sympathetic interest by evidences of originality and delight in the utilization of their keen observation and inherited powers of memorization and originality. This renaissance suggests the possibility of re-arousing the perseverance and ingenuity, the traditional craft skills, which could find profitable outlets in certain commercial and industrial lines. There are, of course, "snags" in the way; e.g., the native temperament, which alternates periods of work with lapses into irritating indolence and which deteriorates when pressed into a mould of habits adapted to other types and characteristics. The simple fact is that owing to environmental influences, the Indian tends to retain childish weaknesses even in adult life. But if we look across the border and witness the encouraging conversion of former Indian liabilities into assets of national value in the United States, a process preceded by a sympathetic study of tribal temperaments and abilities and then by their skilful guidance into productive contributions to the national range of industries, hope arises that Canadians may be incited to take similar steps.

Finally, such a movement would surely tend to establish more sympathetic relations than generally exist between ourselves and these fellow Canadians of

ours, these wards of the Federal Government. Should not the thought be present that unless harmony and good fellowship characterize the attitude between those who share the same nationality, even

though of a different race, little hope can exist of establishing world-wide mutual understanding between the wide range of nationalities which exist in this distraught world at the present time.

Compulsory Membership in the Teachers' Association

By A. J. H. POWELL, *Edmonton.*

WE use the word *Compulsory* here, in order to come right to grips with the argument. Other terms—automatic membership, statutory membership, 100 per cent membership—may be employed, but the essence of the matter is that in Alberta and Saskatchewan every person who teaches in a state-controlled school for educating children *must* be a member of the provincial teachers' association, whereas in other provinces he may or may not be a member.

NOT A MERE DEBATE

Nothing can be gained here by mere annihilation of arguments and counting-up of residual points. The writer is an Albertan, strongly convinced that Compulsory Membership is of very great value, but he does not hope to advance that opinion by proving that a counter-opinion is mere folly and the holders of such opinion fools. The issue is a provincial issue, complicated by all sorts of local conditions; and the good faith and good sense of provincial teacher-leaders in weighing those conditions must, of course, be assumed.

WHY HAVE COMPULSORY MEMBERSHIP

1. A vigorous provincial Association does a great many things which benefit not only its members but all the teachers within the province. For the non-member as well as the member, the Association fights in defence of salaries, negotiates pension schemes, improves conditions of employment and tenure, and obtains recognition for certification, summer schools, teacher-ages, sick pay, salary in arrears, etc. All this may amount in twenty years to a marked transformation of the teacher's lot, or (as in the past twelve years) it may prevent the utter collapse of the teacher's livelihood under the stress of economic depression. Towards such a result the professionally-minded member contributes his money, time, and service—while the non-member contributes

nothing. Both, however, benefit equally. Since it would be impossible to confine the benefits of the Association to a portion of the teaching body, it seems just that all teachers should pay their share.

2. In most provinces the teacher's support of his Association may be determined more by geography than by volition. In the city he is sure to receive a personal, persistent canvass; off in the rural settlement he may receive at most a circular letter at a time when he is short of funds, or has not a stamp, or cannot get to a post office. Hence a constant tendency for the provincial Association to be run by and for the urban membership, even though the most chronic, rankling abuses are those suffered by rural teachers. A democratically-functioning Association requires the inclusion and representation of all. (In Alberta all membership fees are now remitted directly to the Association, the teacher having the appropriate deduction made each month from his salary.)

3. Compulsory Membership removes a great deal of mental discomfort. Under the voluntary set-up the canvasser—especially among lower-paid teachers—has a thankless and distasteful job which must be done year after year. The teacher who "gives in" to the canvasser has the feeling of inferior will-power familiar to all of us who part with good dollars to a man at the door; and in addition she is the subject of mild ridicule by fellow-teachers who resist the canvasser. And even these, last, the hard-boiled non-members, are for the most part decent people, who know in their hearts that they ought to sign up, but never have enough money to go round; hence they have to rationalize about their refusal. After a few years of this sort of thing, everybody concerned—canvasser, member, and non-member alike—may well be found eager to adopt once and for all a system which ends the undignified peddling of memberships, without hardship to anybody. That was

the writer's experience six years ago when he offered ballots to a rural teachers' convention in a comparatively impoverished inspectorate. He did not have to make any appeal; seventy-two teachers out of seventy-two voted in favour of compulsory membership, and did it with great zest.

4. The release of Association personnel and machinery from the endless job of rebuilding its membership opens new fields of constructive endeavour. The professional magazine goes to every teacher, and by courtesy of the Association becomes a vehicle for regular bulletins of the Department relating to certification, curriculum, textbooks, summer school plans, changes in examination policy, and other matters. Closely-budgeted Departmental officers no longer face an expense of several hundred dollars every time they want to circularize the teachers.

Under the voluntary system the Association is preoccupied each fall with the task of sending out membership-boosters to every Convention. In Alberta, by contrast, the Provincial Association now directs this expense and effort entirely to the provision of top-ranking speakers. Last year, for example, three eminent American educators were brought into intimate touch with teacher groups from the Montana border to the Peace River, meeting with some 5400 out of 5900 teachers in a milieu suitable for group-discussion.

The inclusion of all teachers in the Association may, if disciplinary powers are wisely bestowed and discreetly used, raise the standard of professional ethics very greatly. When Teacher A uses obscure means to unseat Teacher B and occupy her place, there is very little that an Association based on voluntary membership can do about it. When a teacher decides, after signing a contract with School X, that School Y is preferable and takes steps accordingly, without regard for anyone's inconvenience, there is very little that an Association based on voluntary membership can do about it. Such an Association can have no authority over non-members; whereas, an Association based upon compulsory membership, with well-guarded disciplinary powers, can and does maintain a high standard of practice in teacher-teacher, teacher-pupil, and teacher-schoolboard relationships.

5. Compulsory membership means, or

should mean, financial strength. "Money talks; money makes the mare go." The disposition to run Provincial Associations on a shoe-string is deplorable, and shows a very warped judgment as to dollar values on the part of teachers. The operation of a 15-room city school costs from \$30,000.00 to \$80,000.00 per year (varying with locality and grades offered). There is no reason why a Provincial Association serving from 3000 to 8000 teachers should have to worry along on less than the \$30,000,000 figure. Any one of a dozen insurance branches in the larger provincial cities would have as big an overhead and not render any more service. Given compulsory membership, plus a resolute front against the ensuing drive to cut down fees, an Association can spend real money. It can build up a modern professional library, with free facilities to all members. It can make research grants to members doing graduate work at the University. It can build up a substantial reserve for unforeseen emergencies. It can keep local associations and individual members much more closely acquainted with matters affecting their interest, by means of the magazine and of mimeographed literature. It can reimburse the travelling expenses of delegates to the Annual General Meeting, in this way greatly improving the representative function of that body. It can put on the Annual Convention in better conditions, and offer a finer agenda. It can bring local officers together to meet the provincial executive on matters of urgency. It can do better, and with more dignity, many of the minor things, as for example presenting each superannuated teacher with a finely-printed, framed certificate of life membership. It can house its full-time organizer and staff in well-equipped offices.

WHY NOT HAVE COMPULSORY MEMBERSHIP?

1. There is a grand old principle of liberal philosophy which insists that the human individual shall remain a free agent, and that every invasion of his freedom of choice must be justified by a contingent and greater extension of his freedom. For example, he is not free to keep to the left in city traffic, but he gains greatly in freedom of forward movement because of the regulation. That is good law. An "anti-evolution" law, which does not give the individual any freedom "from" or freedom "to," is bad law.

However, not all law can be judged so

naively. The bachelor farmer has no freedom of choice about paying school taxes, and he gets no freedom to compensate. The citizen who owns no car, has no feeble-minded dependents, owns no farm, and doesn't fish, pays taxes which enable the government to build highways, provide mental hospitals, combat grasshoppers, and stock the lakes. From citizenship there are no exemptions. To be a citizen is to participate according to your means in the costs of social living, and to participate according to your needs or inclination in the benefits of social living. To be a teacher, say the Compulsionists, is not merely to teach a school, but to participate according to your means in the costs of professional improvement, and to participate according to your means or inclination in the benefits of professional improvement.

By which of these examples should we judge Compulsory Membership? We leave that to the reader.

2. Teaching, say the Voluntarists, is a profession apart, for teachers are in a special sense the product and the protégés of the state. The state trains them, provides their premises, provides (by attendance laws) their classes, prescribes their activities, and by detailed ordinances sets up the conditions of their employment and work. The state can't do all that with the taxpayers' money, and then surrender its control to the teachers' Association.

The Compulsionist has several replies to that one. He says, for example, that the province invests far less money in the training of a teacher than that of a medical doctor, and as often as not the doctor leaves the province. He says, too, that there is no question of abdication on the part of the Department of Education; the Department retains all its functions, but is able to perform them better in collaboration with an Association whose authority reaches all the teachers. In any case, the "surrender of control" argument is far-fetched, since the Minister of Health and the Attorney-General are quite adequately equipped to keep the Medical Society and the Law Society in order—the legislature is supreme.

3. Curiously enough the exact converse of this "Departmental abdication" argument has been forcibly put forth, *i.e.*, that the Association which receives professional status at the hands of a Government will stand forever under the sword of Damocles—will be henceforth afraid to do anything vigorous or independent because of the Government's threat to

revoke the professional status. That is a possibility which the 100 per cent Association must face. All living is a state of tension, so we need not fear tension too much. An organization which patiently develops the virtue of solidarity becomes too powerful to be lumbugged by threats; and in fact the threats are seldom if ever made to such an organization. It is a matter of using political horse-sense all the time; of rendering unmistakable services to education, so as to prove the reality of the "profession"; of having a just cause whenever you face the Government, and stubbornly upholding that cause. But the solidarity is indispensable. Without it, the 100 per cent Association might indeed become a much feebler thing than no solidarity in the first place.

4. "We don't want the objectors in the Association anyway." The argument that "soreheads" and non-co-operators are best left outside cannot be debated profitably. If leadership within the Association were unskilful, and leadership of the objectors were bold and crafty, that might be pretty disastrous. But it is a most unlikely chance. Failing that, the die-hards after all do die. Year after year a new cohort of recruits enters the Association already familiar with the fact that membership is one aspect of teachership. In five years it seems the most natural thing in the world.

5. The main obstacle to Compulsory Membership in the minds of the Voluntarists, however, is a deep-rooted unwillingness to make an intelligent adult do something he balks at. If a provincial ballot shows that the teachers are overwhelmingly in favour of Compulsory Membership, that obstacle disappears. It is the belief of the Alberta teachers that the ballot will go that way provided simply that a "painless" method of extracting fees can be set up.

As we read over the above, it becomes all too clear that it is hardly an unprejudiced, objective survey of the subject. We know all the answers to the Voluntarists, but we have rather assumed that the Compulsionists are unanswerable! Well, there it is, and we offer it in a spirit of friendly encouragement to those Associations which are thinking about a move towards full professional status.

"It is better to know a few things and to have the right use of them than to know many things which you cannot use at all."—SENECA.

The Case Against Compulsory Membership*

By F. ABNER POOLE, *Magge High School, Vancouver*

IN the February, 1937, referendum, 787 teachers voted against the draft bill. A further 700 refrained from voting and thereby put themselves on the side of the opposition. Of the latter group, it is true, many felt unqualified to vote, but it is a known fact that several who refrained from voting did so knowing that their action meant one more vote against the bill. This opposition constituted a large section of the teachers of the Province. The following is an attempt to state why, in the opinion of many teachers, the draft bill as presented last February and, in fact, any similar measure would prove dangerous to the teachers of British Columbia.

In the first place, it might be well to consider what gave rise to a demand for such legislation. To begin with, the economic plight of large sections of the teaching body undoubtedly won much support for the idea inasmuch as an organization with a 100 per cent membership would provide a powerful weapon in the fight for better conditions. But, is the means by which it is proposed to secure this organization a really effective one? Did these supporters stop to consider, firstly, the possibility that the weapon they hope to forge might prove a "dummy", and secondly, that in the idea of compulsory membership there are many serious disadvantages? Furthermore, no one has yet revealed by what sleight-of-hand device salaries will be boosted as soon as the Bill becomes law. A long fight will have to be waged before real improvement in remuneration is secured. That fight is already under way, and the General Secretary of the British Columbia Teachers' Federation at the last Executive meeting of the Federation, expressed the hope that no matter what side teachers might take on the issue of the Draft Bill, they would all unite in support of the Federation, to ensure the success of the efforts to adjust salaries.

Then, in contrast to this demand for a strong, all-embracing, collective organization is the attitude of those backers of the bill who feel that teachers will be elevated overnight by a legislative measure to the respected and enviable status

*This is a reprint of an article published four years ago when the Draft Bill (automatic membership) was being considered by the Federation.

enjoyed by the medical and other professions; instead of collectivity, these supporters seem rather to crave selectivity. With nonchalant disregard for the fact that under the proposed Act anyone wishing to teach in British Columbia will have no option but to join the Association, these enthusiasts vehemently assert that "membership will be a sought-after privilege, won by merit and held by professional conduct". Isn't there a flaw in their logic somewhere? Have they analyzed for a moment those very important differences between the position of teachers and that of doctors and lawyers, differences fundamental enough to banish any hope of teaching ever becoming a profession in the truest sense? Finally, there is the argument brought forward in support of compulsion that some teachers, not at present members of the Federation, are enjoying, completely without cost or responsibility, the fruits of the efforts of that body. How is it possible to ensure that benefits shall affect those and those only, who have secured them? Surely this piece of reasoning is the weakest of any used in support of the Bill and shows an attitude comparable to that of the dog in the manger.

The weaknesses in and objections to the Draft Bill can be dealt with under five headings:

1. Compulsory membership is not "a good thing".
2. Resort to legislation is exceedingly dangerous.
3. The adjective "professional", applied to the proposed teachers' association, is a snare and a delusion.
4. The type of organization set up by the Draft Bill would have none of the advantages of a real "union", but many of the disadvantages of the "company union".
5. The provisions of the Draft Bill 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 authoritarianism.

Compulsory membership, say the supporters of the Bill, will enable the Teachers' Association to speak for all

the teachers of British Columbia. a privilege which the Federation does not enjoy. How would the leadership of the proposed Association counter the charge, which some "difficult" School Board may well level, "You don't represent the will of many of these teachers. They are in your organization because they have no choice in the matter; they dare not "kick" because you hold the power to put them out of the Association and, thereby, out of their jobs!" The Federation, on the other hand, can at least lay claim to the support of those who have joined it voluntarily and say that it is following a policy arrived at democratically, and without the power of the threat referred to above.

The opposition of many teachers to Compulsory Membership is based on the simple moral principle that resort to coercion in such a matter is an unjustifiable infringement of the liberty of the individual and is altogether unworthy of the intelligence and training of teachers. To these scruples, the supporters of the Bill reply that coercion is to be found in many features of our society, inasmuch as individual liberty must sometimes be subordinated to the good of the social group. Very true, but are not two rather important points being overlooked: the first, that the Draft Bill invokes coercion as a means of benefiting (so it is fondly hoped) not society as a whole, but one small group within society; the second, that the exercise of this coercion rests, in the last analysis, not with the persons to be coerced, that is, the teachers, but with a body outside and above the teacher group, namely, the Government of British Columbia?

Furthermore, compulsory membership deprives one of the privilege of joining the organization for one's own good reasons and by one's own volition, as well as of the right to make the ultimate protest, if cause exists, of withdrawing therefrom. Again, there is a real danger that once the necessity of winning membership, of convincing others of the need to join the organization is gone, indifference and lethargy will make of the organization a mere fee-collecting agency and of the offices nothing but titles of distinction. What if the Alberta and Saskatchewan Associations have not shown a tendency in this direction yet? They are both very new bodies, and would have to be very dead indeed, to remain inactive in the face of salary conditions in those two

provinces; their present activity, furthermore, can be matched by that of the B. C. T. F., and is undoubtedly but part and parcel of that world-wide, post-depression awakening on the part of working groups. The opponents of the Bill would, in all fairness, prefer to avoid comparisons with Alberta and Saskatchewan. However, to counteract the "Go-Thou-and-Do-Likewise" arguments of the supporters, they are compelled to refer to these other provinces and to draw attention to the following points: report indicate that, in Saskatchewan at least, very little real discussion on the pros and cons of the Bill was held; conditions of tenure still lag behind those of British Columbia*; virtually no improvement in salaries has taken place, while in Alberta, with "Professional" Act and a teacher-premier, it is still possible for a School Board to get permission (no request has yet been turned down) to pay less than the statutory minimum of \$650 per annum. "Get on to the band-wagon" is, therefore, hardly an argument in favour of the Bill.

Then, too, does not this appeal to compulsion seem to nullify in some way the years of effort that have gone into building quite a worth-while Federation and many very strong Local Associations? Is the enterprise and progress of 21 years suddenly to be all for naught because now, by the passage of an Act, teachers have no other choice but to become members of their organization, without any regard to the enterprise it displays or the progress it is likely to make? It is a point worth thinking about, involving as it does, a sacrifice that should not be made lightly. Finally, which is the stronger organization—a 100 per cent membership-by-compulsion group or one comprising, say 80 or 85 per cent of the teachers of the Province, all of them members because they have come to realize for themselves the importance of joining their organization, and are intelligently interested in its accomplishments?

Curtalement of the rights of the individual and the threat of widespread lethargy do constitute, accordingly, two very valid objections to the idea of compulsory membership.

The second point in the case against the Draft Bill is that resort to legislation

*For further details on conditions among the teachers of Saskatchewan, see the Nov. 1st issue of *Maclean's Magazine*.

is a highly dangerous procedure. It is only too obvious that, inasmuch as the Government of British Columbia is the only body capable of creating the organization asked for in the Draft Bill, control of that organization rests, in the final analysis, with the Government of British Columbia. At any future date, were the Draft Bill to become law, the teachers could be met with the threat: "Do as you are told, now, or else we'll wipe your Act off the books", and one hardly dares to imagine what would result in an organization founded upon compulsion if and when that compulsion is removed. In this matter, we must take the long view and think not of governments as they are, or even as they have been, but of governments as they may well be in a world which, caught upon the horns of a dilemma, seems to swing to the side of reaction more and more steadily. It will, of course, be objected that the above view deals with a very remote possibility. All right, there still remain two just as serious and very real objections to legislation, one, the difficulty of getting such an Act amended, and, two, the danger of the addition of unfavorable amendments. Furthermore, the experiences of the Saskatchewan Association is of interest in this connection. This body was desirous of changing the scale of fees, which in this case, had been written into the Act; the change involved, therefore, an amendment to the Act, which meant that the whole Act would be opened up, exposed to any treatment the Legislature liked to give it. When consulted in the matter, the Minister of Education of Saskatchewan strongly advised the Teachers' Association to let sleeping dogs lie and warned that the feeling among certain sections of the Legislature made any attempt at amending the Act a very ticklish business. Note well—a minister of the Government itself saw the danger. Regardless of this warning, the Saskatchewan teachers went ahead, and did manage to get the needed amendment without any untoward incident occurring. But here is the really important question: Would everything have passed off as well if the amendment had been of a radical nature, such as a provision to strengthen the set-up of the organization. Rather than try to answer the question, teachers of British Columbia would do well never to put themselves in the position of having to ask it, and never to relinquish the privilege of deciding, independently of the whims of any legis-

lative body, when and how they may improve their own organization.

But more damning than any of the above objections to resort to legislation is this: if the teachers expect the Government to pass an effective Draft Bill, in other words, to hand out to the teachers on a silver platter a gun which they will promptly pick up and level at the Government's head, the chances are more than good that the gun will not be loaded. Somehow, sometime, the teachers are bound to discover that there is a price to pay for what they have obtained. What that price will be, no one, perhaps, can at present say. Time alone will show in what way the teachers are expected to live up to their side of the bargain.

To sum up—ultimate control of the Association resting with the Legislature, the probability of dangerous amendments to or complete repeal of the Act creating the Association, the inevitability of a *quid pro quo* arrangement with the Government—these arguments compel many of the teachers to regard any resort to legislation rather as a curse than a blessing.

The third group of objections to the Draft Bill concerns the term "professional" as applied to the proposed Association. It is maintained, and for very good reasons, that the adjective is a gross misnomer.

To start with, every civilized state is compelled by law to provide education for its future citizens. Medical attention, legal services, etc., are still left largely to private enterprise. Those in favour of the Bill say "Doctors and lawyers have professional acts. Why not teachers?" But are doctors and lawyers controlled in their activities by a statute such as the Public School Act and by Rules and Regulations such as those of the Council of Public Instruction? Not at all. They are restricted, it is true, by their respective Professional Acts and by parts of the Criminal Code. Can teachers hope to replace the School Act by their professional Act? The very idea is preposterous. Furthermore, teachers earn not fees, but salaries, a large percentage of which is paid by the Government; this provides another nice little change for "putting the screws" on the teaching body. Again, the doctors control the certification of those who enter the ranks of their profession. It is highly improbable that teachers will ever gain that privilege; many of the most "professional" of the teachers of British Columbia are asking "Is it desirable?" They,

too, how many doctors are provided by the state with the establishment necessary to their practice, and a clientele forced to accept their services? Finally, isn't the idea of discipline of teachers, superimposed upon the provisions of Criminal Code, School Act, Rules and Regulations, inspection, public opinion, etc., a rather superfluous, if not abhorrent, one? What of the situation in Alberta, where inspectors inform the teachers' organization that so-and-so is getting poor reports and pressure is brought to bear on so-and-so by the organization? Doesn't that smack of passing-the-buck or worse? The opponents of the Bill hold no brief for inefficiency nor are they blind to certain "unethical" practices among teachers. They feel, however, that agencies already established can cope with the former, while the latter have been practically abolished in many schools by the power of collective opinion. Furthermore, there is nothing to prevent our present voluntary association from setting forth a simple code of ethics, if such is considered desirable. In this, New Zealand has long set an example to the world.

Is it any wonder that the above arguments have caused many to realize the emptiness of the term "professional" as applied to the proposed Act?

Another quite common misconception regarding the Draft Bill is that it will give us a "union".

What honest-to-goodness union would go and ask a government to bestow its paternal blessing on it in the shape of an Act such as the Draft Bill? Then, when it is considered that the Government is more and more becoming the direct employer of the teachers, (thanks to the abolition of school boards and the centralization of school administration) does it not seem strange that the employees should run to their employer with a request for an organization? That is hardly the manner in which real "unions" are formed. However, if by "union" one is to understand the employer-sponsored, employer-controlled "company union", there may be grounds for this apparent confusion about the nature of the organization outlined in the Draft Bill.

The last paragraph has anticipated in a slight degree the fifth and last point in this case against the Bill, namely, that the Bill is a very dangerous counterpart.

1. To present trends in educational administration and control in British Columbia, and

2. To the general swing back to autocracy.

In discussing the first aspect only, it is necessary to face the issue frankly and fearlessly. Imagine a school area under the absolute control of a director, appointed by and responsible only to the Department of Education, i. e., the Government of British Columbia. In this area, a local association is functioning. Obviously, since only those teachers seeing eye-to-eye with the director would dare to express themselves, control of the association would soon be in their hands, and indirectly in the hands of the director. A boot-licking minority could in time, under these circumstances, control a large, inwardly-raging, but impotent opposition. This situation, someone objects, may develop with either a voluntary or a compulsory organization. Granted, but the sequel is what counts. The indignant opposition eventually manages to get the central Provincial body to intervene. Now the question arises: under which set-up, voluntary or compulsory, will the Provincial body have the greater liberty of action? Where would it be under the latter if the Government, determined to support the director it appointed, threatened to tamper with the Teachers' Professional Act, or even to throw it out entirely? With the strings that work the educational machinery leading ever more directly to the Parliament Buildings, it seems madness to propose that another string, the Draft Bill, be added to reinforce direct control of the teaching body by the Government.

In view of the case just presented, it is little wonder that officials of teacher organizations, in Great Britain, where tradition and practice have built up a moral compulsion to join teacher organizations, considered the idea inherent in the Draft Bill "novel but undesirable". (This reaction was handed on by the General Secretary of the B. C. Teachers' Federation to a meeting of teachers held in October, 1935). It should be clear to everyone now that there is a case against the Draft Bill, and that the arguments in support of that case are both numerous and compelling.

No attack on the Draft Bill would be justified if it were wholly destructive. In closing, then, it is only right to state briefly how the teachers of British Columbia can accomplish what many expect, perhaps vainly, the Draft Bill to do for them.

In the first place, the Federation, as has already been hinted, is not waiting until the Bill is passed before taking action on the salary question. At the last Easter Convention, a motion was carried asking that efforts be made to secure compulsory arbitration between school board and teachers, in the event of either group requesting arbitration. Such a provision will undoubtedly help in those areas where it is openly recognized that better salaries could be paid, even with available resources. Where a district is definitely unable to do more than at present, the Provincial Government will have to be persuaded to supply more generous assistance.

In the second place, experience is revealing the strengths and weaknesses of the organizational technique of the Federation. By utilizing the former and correcting the latter, it will be possible to weld the loosely-connected group of local associations of today into a solid, closely-knit organization, with well-laid lines of communication, not only between locals and the central office, but between local and local as well. The growing sentiment that many of the problems of teachers, regardless of their geographical position, are fundamentally the same, is doing much to consolidate the ranks of the teaching body.

In the third place, many feel that it is possible to strengthen the existing organization by changes in the constitution of the Federation, enabling the central body to take action which is now felt to be

beyond its jurisdiction. It is frequently said that the Federation is powerless to intervene in local situations unless invited to do so. If this is the case, it is high time that such weakness was eradicated, and that the Federation was empowered to give help and guidance to local associations even before a "situation" should have come to a head. This would require the well-laid lines of communication referred to above.

In the fourth place, a membership drive, featured by a somewhat new attack on this problem is now being carried on, and, judging from early reports, it does seem to be getting results. This may indicate that further untried techniques are available in building up the organization, awaiting a little ingenuity and enterprise to put them to good effect.

In the fifth place, it is possible to offer to Federation members exclusively some very tangible advantages such as participation in a Sick Benefit Fund scheme or the use of material of value in teaching, prepared by Federation members and funds.

Now that the cases both for and against the Draft Bill have been presented to the teachers of the province, it should be possible for everyone to feel in a position to vote on the issue when the referendum is taken. For the opponents of the Bill, any effort to legislate the teachers of this province into an organization constitutes a serious threat to the personal freedom, self-respect, and independence of action of teachers, both individually and collectively.

SUPPLEMENT TO THE 1937 BRIEF AGAINST AUTOMATIC MEMBERSHIP

By A. T. ALSBURY

THE foregoing reprint of Mr. Poole's article published four years ago still stands as an able and comprehensive statement of the case against automatic membership. As no essential point was omitted and the chief disadvantages were adequately discussed, there is nothing to be added except the experience of two provinces, Alberta and Saskatchewan, which have had automatic membership during the past four years, may now be studied with interest.

One point should receive emphasis. The opponents of automatic membership are no less ready than its supporters to admit the obvious advantage of increased revenues and decreased operating costs

which would result from 100 per cent membership. The point of difference which, in the last analysis, determines the individual teacher's attitude for or against, is whether the disadvantages do or do not counterbalance this unquestionable advantage.

That automatic membership has operated successfully in Alberta and is enthusiastically supported by the association's officers and members generally is confirmed by all reports available. It is not unimportant to note, however, since the enactment of the Teachers' Professional Bill in that province it has a sympathetic environment in which to thrive and flourish as no less than 13 members of the Legislature, three or

four Cabinet Ministers, and the Premier himself are all ex-teachers.

The experience of the Saskatchewan teachers, with a less sympathetic government, has not been so encouraging.

The following editorial, which appeared in the December issue of *The Saskatchewan Teacher*, speaks for itself:

"Much has been said, and rightly so, of the plight of our rural teachers, and the S. T. F. has done all in its power to improve the lot of the rural school teachers. On the whole, the city teachers have had better conditions to put up with during the hard times than their country brethren. Except in one city—Moose Jaw.

"There the salaries were drastically reduced after the depression hit the West, slashed far worse than in any other Saskatchewan city. There may have been reasons for this, and certainly some reduction was justified. Cuts in some cases as much as 50 per cent were suffered by the teachers, and they accepted them. The teachers realized the unfortunate financial condition that the city was in, and were willing to help.

"Time went on and conditions improved, but salaries did not return to their former levels. Moose Jaw teachers are still working at ridiculously low rates of remuneration although better times have returned and the cost of living has risen far above what it was in 1939, and even higher than it was in 1929.

"The Saskatchewan Teachers' Federation believes that the Moose Jaw teachers have a just grievance, and it believes that the parties responsible for the existing condition should remedy it at once".

The italics are ours. This editorial protest comes from an organization which is supposed to possess in its professional act a powerful weapon to enforce its demands. We are inclined to agree with Mr. Poole's opinion that the weapon is a "dummy" and further, that where a weapon is so placed in the teachers' hands by the Government to level at its own head, "the chances are more than good that the gun will not be loaded".

In recent months teachers have complained bitterly against the Saskatchewan Government's policy in issuing teaching permits to unqualified persons. Despite the alleged power of their professional act, the teachers' organization has not

succeeded in effectively preventing this action, which lowers both salaries and teaching standards. The following are the views of the Minister of Education, as quoted in the Saskatchewan teachers' magazine: "Saskatchewan teachers must carry on, overlook low salaries and give their services to the teaching of democratic principles". This scarcely seems to measure up to the fond hopes of the supporters of automatic membership, who insist that it will ensure to teachers higher salaries, higher teaching standards and professional status.

Mr. Poole's article deals with the first successful attempt of the Saskatchewan teachers to increase their fees. Recently, because of insufficient revenue to carry on the activities of the association effectively, authority was secured from the members to petition the Government to amend the professional act to raise the fees. In effect, the reply of the Government was that as the teachers had made drastic use of the powers given to them under the professional bill to improve their position, it did not intend to increase their strength by improving their financial position.

The article also refers to the efforts the British Columbia Teachers' Federation was making in 1937 to secure compulsory arbitration. This legislation was subsequently enacted and proved a boon to teachers in their efforts to improve salaries. In fact, its widespread and effective use in all parts of the province resulted in the hint being dropped that unless teachers would consent to resort to it less frequently, there was a possibility it would be repealed. Reference is made to this incident merely for the purpose of drawing a parallel with any piece of legislation, including automatic membership, which is secured as a concession from the government.

The trend in the direction of offering Federation members tangible services, which Mr. Poole commented on in 1937 as an avenue worth exploring, has since made great strides with gratifying results in the form of increased membership. Federation members are now able to participate in sickness, accident, medical and hospitalization plans, group insurance policies, etc., as well as to receive mimeographed and other professional aids of various types. Teachers are rapidly coming to the conclusion that they cannot afford to remain outside their professional organization, with the result that even on a voluntary basis we

shall continue to approach ever nearer to the ideal of 100 per cent membership.

A further word of explanation. It should be understood that my co-operation in the formulation of the foregoing summary of arguments that have been advanced against proposed policies for making membership in British Columbia Teachers' Federation automatic for all

teachers of the province does not mean that I am committing myself to opposition when the matters again come to a vote. As chairman of the Committee on Automatic Membership I conceive it my duty to maintain an attitude of neutrality until all facts are in and everyone has had the most ample opportunity to consider both sides of the case.

The Problem of Vocabulary in Our French Course

By THOMAS D. KIRK, *Lord Byng High School, Vancouver*

IN 1929 the American and Canadian Committees on Modern Languages published the "French Word Book"¹ and the "French Idiom List"². Since that date there has been a gradual transfer of emphasis from grammar to reading in the teaching of Modern Languages, and teachers have realized more and more that difficulties of vocabulary, not of grammar, are the main obstacle between the student of a foreign language and the meaning of the printed page. More attention is being paid to the matter of vocabulary, which is now considered to constitute the largest part of the whole problem of learning how to read.

The achievement in French of 1940 Freshman Entrants at the University of British Columbia, as measured by the results of the American Council Beta French test administered September, 1940, corroborates this fact. The results obtained show a highly significant difference in achievement as between (a) Comprehension and Grammar, (b) Comprehension and Vocabulary.

The percentage of failure in Vocabulary was 12 per cent, in Comprehension 1.8 per cent, and in Grammar 62 per cent. Of 221 students writing the test, 26 failed in Vocabulary and only 4 in Comprehension, but 137 failed in Grammar. Evidently, lack of grammar did not seriously impair their reading ability. According to the test ratings, however, 23 per cent of the group tested did not achieve a score that would qualify them for fourth semester work in French.

I think it is now accepted by progres-

¹G. E. Vanderbeke, "French Word Book", Macmillan, New York, 1929.

²F. D. Cheydeur, "French Idiom List", Macmillan, New York, 1929.

sive teachers of Modern Languages, and teachers of the Classics, too, that words have different relative values; that words of high frequency and wide range should be taught before those that are rarely used; and that it is not sound practice to present vocabulary—particularly to beginners—without discrimination and selection. There are, however, many able and conscientious teachers who have not accepted the distinction made between an active and passive vocabulary: they consider all words of equal importance and expect their students to learn them all with equal thoroughness. For that very reason, they and their students find the vocabulary load of the language courses, as at present organized, far more burdensome than it is intended to be.

Since a very large percentage of the vocabulary of High School French Readers recommended in the past is to be found among the most common 2000 words of the French lists, some teachers would get rid of the word lists altogether and work through with their students a couple of good books chosen mainly for their interest in French life. Unless these books have been specially prepared—that is, built upon the Basic Word Lists—it is likely our students will be forced to "decipher" rather than read. But if it is the teaching of words from these lists, without their having been met first in the appropriate context, that is objected to, I heartily agree that lists may be a detriment rather than a help; for I believe that the value of the basic word lists—apart from their intrinsic value as material based upon objective research—depends to a large extent upon the way in which they are used by teachers and students.

In theory, the present French course follows religiously the recommendation

of the committee whose findings no one disputes; in practice, however, it leaves much to be desired from the point of view of organization and arrangement of the material to be presented. For instance, it makes a distinction between active and passive vocabulary, but does not offer the teacher of French III a work-book or even an intensive reader which contains exercises requiring the student to learn by use the active vocabulary recommended for mastery.

At the end of the High School French course, according to the Programme of Studies, p. 530, a student should be able to recognize all the items of the Basic French Vocabulary and be able to use 1500 items in writing and oral work. Competent authorities in the field of Modern Language teaching suggest that the 2752 words of the highest frequency should form the basis of the High School French course and believe that 500 active words constitute about the maximum number that students can reasonably be expected to master each year. The vocabulary content of the present French course (which is, by the way, not heavier than the old French course, which required the student to know over 2000 words at the end of four years) has the authoritative backing of the compilers of Basic Word Lists among whom are many eminent teachers of French.

On that account, we should be willing to receive it sympathetically but nevertheless critically. It seems to me that what we need most is an organization of this vocabulary to suit our particular needs in British Columbia. A set of readers containing simple questions and good vocabulary exercises restricted to the limited list of active words would enable the student to add progressively to his vocabulary the required number of words for mastery each year and that would go a long way toward solving the present problem of vocabulary. For although our objective is reading, I believe most teachers feel that there should be a reasonable amount of written work on the grammar and vocabulary to be mastered. As for a passive knowledge of additional words the student should be able to acquire it not only through the study of intensive reading selections but through the use of carefully graded extensive readers.

Several years ago an attempt was made to clear up this confusion of French vocabulary when a group of teachers prepared the "Vocabulary and

Idiom List for Mastery" (with English meanings and examples) which would serve, as they hoped, all students of French from the beginning of their course until the completion of French III. They have succeeded in designating, in this way, the important vocabulary of the French course. This list has been criticized on the ground that the idioms have been arbitrarily chosen. I have checked it against the Basic French Vocabulary and have found that the words and idioms have definitely been selected for their high frequency and wide range. Unfortunately, it includes a good deal of vocabulary that is not required for mastery by the Programme of Studies. For instance, it lists 1598 words and 332 idioms—a total of 1930 items in all, or 430 more items than are required by the Programme of Studies for mastery. I think a more helpful list, if we are going to have lists at all, would include all expressions to be learned for recognition with the most important 1500 items underlined or marked with an asterisk for mastery. If a certain number were designated for each of the three years—say approximately 500 a year—both teacher and pupil would know, from year to year what words were to form part of the active vocabulary and what words were required for recognition only. In that way we would all know where we stood each year and be happier about the whole matter.

It seems to me the ideal thing would be to incorporate the words of the above list for mastery in the exercises of a work-book built upon the reading material required for each year. I think that plenty of good drill and review exercises designed with the idea of fixing special points of vocabulary, grammar and idiom is indispensable for ensuring that our students gain active control of the vocabulary they are supposed to know. The new and revised edition of *The Reading Approach to French* by Ford and Hicks is good as far as it goes, but it is built upon a very restricted vocabulary of the highest frequency—approximately 600 basic words, printed in bold type in the vocabulary. How are the remaining 900 words required for mastery to be taught? At the present time it is suggested that the student may check them off as he meets them in his reading and learn them. In other words, the student has to find out what words he must master by consulting the list—a tedious and risky business. And when he has found

out that such and such a word is to be mastered, how is he to learn it without using it? Or the teacher may prefer to build up drill and review exercises founded on the list for the student to work through after he meets the words in a specific reading assignment—a troublesome task which I imagine many teachers will not find time to do. And yet it seems to me that unless we have carefully planned exercises based on the required vocabulary or on the reading selections, or, better, on both—exercises which differentiate between active and passive vocabulary—many difficult passive words will continue to be used indiscriminately in impromptu questions and exercises and students will be required to have active knowledge of them instead of the 1500 items of vocabulary they are expected to master.

And how is all this vocabulary to be tested? The Programme of Studies suggests that a test on the vocabulary part of the French III course should consist of approximately 100 items of vocabulary and idioms of the multiple choice type—in other words, largely a test of recognition. At first, the Department of Education constructed its tests along these lines, making no distinction whatever between words learned for recognition and those for mastery. In June, 1940, there appeared for the first time, however, vocabulary questions

which differentiated between active and passive vocabulary and tested mastery as well as recognition. Out of a total of 228 marks, 66 marks (or 29 per cent of the paper) were given to vocabulary questions. Of these, 30 marks were given for mastery and 36 for recognition. Although all the idioms are listed for mastery in the Programme of Studies, in the examination they are tested for recognition only. A step has been made in the right direction, but the vocabulary part of the paper as set last year does not test adequately the vocabulary as outlined in the present course.

In short, I should like to see a revision of the "Vocabulary and Idiom List for Mastery (French I-III)" which would reduce, as a beginning, the 1930 items of 1500 as recommended by the Programme of Studies. Failing that, it should be specified which words are to be learned for mastery and which for recognition in each of the three years. Meanwhile, a revision committee might consider either making a suitable work-book for the present intensive reader or choosing a new reader (especially for French III) containing good exercises. These would help our students to master the 1500 required words and idioms recommended as a foundation on which they may build an eventual mastery of the language whether read, written or spoken.

Letters To a Country Teacher

January.

My Dear Niece:

Go easy on that I.Q. stuff. It can easily do more harm than good.

At the best, intelligence tests only measure the child's ability to do as much school work as he wants to. The differences in what children want are often more important than the differences in their abilities. I once had a pupil with an I.Q. of 150, doing Grade 10 work at the age of twelve with comfort. But her ambition in life was to be a waitress in the village hotel, so that she could meet all the travellers. I could not do anything with her. I had another with an I.Q. of less than 110, who failed the High School Entrance Examination twice, then quit school and went to work. Next year he was back; he wanted an education. So I smuggled him (illegally) into high school, and in four years he passed not only Junior but Senior Matri-

ulation, and got the Technical School certificate besides. The good teacher is the one who can make the children want to learn.

Besides, intelligence tests are made of words, and children who don't know the words are out of luck. Children from educated homes are likely to show too high, while children whose parents do not speak English at home come much too low. That is particularly the case with Japanese children, but I knew one country high school where the best student had an I.Q. of 84. She was a Czech, and a wonder at Latin, French and mathematics, but she had a terrible time trying to read West's *World Progress*.

The important use of I.Q. is its application to your teaching. I have not seen the figures, but I would say your I.Q. is about 120. You need to realize that nine-tenths of your pupils not only have not minds like yours, but never will. No

use remembering what you could learn at their age; they can't, and you must be careful not to blame them. By a judicious selection of parents, you have joined an aristocracy of which they can never become members. Don't despise them because you are made of higher-grade mud than they, but help them at their own level. Use easy words, talk slowly, and say it twice.

I once knew a City School Superin-

tendent who maintained that the best I.Q. for a school teacher was 115, because those above that level were too clever for the children. I realized at once that that was my trouble; I was a terrible teacher then, but by carefully remembering not to be too clever for the children, I have been able to kid various inspectors into the idea that I am fairly good.

Ever your loving

UNCLE JOHN.

A Co-operative Music Library

By RONALD GRANTHAM, *Ladysmith*

ALTHOUGH the revised programmes of study prescribe this, that, and the other for the students of British Columbia, the painful fact remains that, even after many years of effort, most schools are inadequately equipped for the new courses.

In the field of music, however, sixty Vancouver Island schools will shortly have material available for sixty units.

This miracle is being accomplished through a great co-operative effort by means of which there has been obtained in one year material which would have taken an individual school countless years to acquire.

Thirty-five schools of all types, from Saanich to beyond Courtenay, now belong to the Co-operative Music Library. Almost forty units of music material will be in circulation by January. Distribution is usually accomplished at meetings of local associations; nurses of Cowichan Health Centre make the exchanges for fourteen schools in Duncan area.

Credit for this achievement goes to all the many people who have worked together in this very splendid demonstration of the value of co-operative effort, but especially to William V. Allester of Chemainus, the young man whose energy and enthusiasm promoted the enterprise.

With Mr. Allester on the Music Library Committee were Miss Madge Y. Jones (E. Wellington) and Miss Monica Lutley (Extension). They were elected at the Rural Teachers' Sectional Meeting of the Central and Northern Vancouver Island Teachers' Convention, November 15, 1940. Reporting in May, 1941, the committee acknowledged aid from a similar committee of the Kewowna District R. T. A.; from many music teachers—especially Messrs. F. T. C. Wickett of Victoria, and Beverly Fyfe of Nanaimo; from Superintendent Dr. S. J. Willis, the Council of Public Instruction, the

Vancouver Island Union Library Board and its Nanaimo librarian, Miss Marjorie Lague (who purchases for the committee, enabling a 50 per cent grant to be obtained from the Council of Public Instruction), from Mr. Archie Mercer of Lantzville and his students, who made the cases for records; from inspectors, teachers, and trustees.

On the present committee are: Mr. Martin O'Connell, Chemainus, the chairman; Messrs. L. Nichols (Parksville), Edmund McGlenen (East Wellington), Archie Mercer, and Miss Rubymay Brown (Lake Cowichan).

Each unit is centred around a theme, and contains instructions, records, articles on music and composers, and songs. In addition, there may be special material such as instrument charts and story books.

Written material is prepared by teachers. Those who have contributed are: Misses Helen McKinnon (Saanich), Margaret Jones (Lantzville), Mona Lutley (Extension), Jessie Stokes (White Rock), Phyllis Burr (New Westminster), Florence Rutledge (Fernie), Hilda Collin (Vancouver), E. C. Long (Ocean Falls), E. Cameron (Fairbridge), Mrs. Isobel Cull (Union Bay), and Messrs. George Cull (Union Bay), Martin O'Connell and William Allester (Chemainus), Edmund McGlenen (East Wellington).

Some of these are writing more articles, and in addition the following have agreed to contribute: Misses Rubymay Brown (Lake Cowichan), Heather Pottinger (Duncan), Johnston (Lake Cowichan), Miles and Wooley (McGuigan), Ayliffe (Port Alberni), Frances Loftus (Ladysmith), and Messrs. Len Nichols (Parksville), Ray Warburton (Diamond Crossing), Ronald Grantham (Ladysmith), Rouvier (Nanaimo).

The objective, sixty units and sixty schools, is fast being reached. Distribu-

tion will be in areas of about ten schools. This enterprise is, of course, non-profit-making and a \$5 joining fee ensures a steady supply of music units for several years, without repetition.

The committee offer to help any other group of teachers who wish to organize a co-operative music library, and suggest that their outlines could be revised and printed by the Lesson Aids Committee, if other teachers want to use them.

These music units are meant not to take the place of, but to supplement, the music courses in the Programme of Studies.

Titles of units prepared or planned are:

1. Instruments of the Orchestra (woodwind and strings);
2. Early Music of the British Isles;
3. Carnival of Animals and Pinocchio;
4. Opera and Oratorio (A);
5. Rhythms and Dances;
6. Range of the Human Voice (A);
7. Music of the United States;
8. Peer Gynt Suite and Alice in Wonderland;
9. Music Illustrating the Work of the People;
10. Light Opera, H. M. S. Pinafore;
11. Brass and Percussion Instruments—William Tell;
12. Modern Music of the British Isles;
13. Nutcracker Suite and Snow White and the Seven Dwarfs;
14. Opera and Oratorio (B);
15. Military Music;
16. Range of the Voice (B);
17. Negro Music;
18. Scheherazade Suite and Sea Songs;
19. Schubert and His Music;
20. Orchestras and Bands;
21. From Folk Song to Art Song;
22. Music in Which the Story Element Predominates;
23. Music of French Canada;
24. The String Family;
25. Mother Goose Music and Songs for Little People;
26. Folk Music of Various Lands;
27. Caucasian Sketches and The Wizard of Oz;
28. Peter and the Wolf and Songs;
30. Sonata and the Symphony and Winnie the Pooh;
31. Grand Canyon Suite and Songs of America;
32. Gulliver's Travels and Songs;
33. Shakespearean Drama and Music;
34. Gershwin and Songs of America;
35. Ethelbert Nevin and Songs of America;
36. MacDowell and Songs of America;
37. American Music for Orchestra;
38. Musicale Americana;
39. Harl Macdonald;
41. Spanish Music—Old and New World;
42. Scandinavian Music;
43. North American Indians;
44. Music of the British Isles;
45. Range of the Human Voice;
46. Light Opera;
47. Rhythms and Dances;
48. Brass and Percussion Instruments;
49. Great Composers;
50. Woodwind and Strings;
51. New World Ballads;
52. Range of the Human Voice;
53. Elizabethan Music;
54. A Primary Unit;
55. Music of the

British Isles; 56. Music of the Orient; 57. Music Illustrating the Work of the People; 58. Folk Music of Various Lands; 59. Music of French Canada; 60. Folk Song and Art Song.

YOUR B.C.T.F. CO-OPERATIVE NON-PROFIT

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Accident and Sickness Protection

AT LOW COST

Grateful Members write:

"I was rather disappointed to hear a report that the sick benefit scheme is not receiving the complete support of the membership and if the use of my name and case will in any way bring home to the teachers the importance and unquestionable value of this service I hope that you will not hesitate to use it. I could not speak too highly of the assistance and courtesy extended to me in a time of very great need.

"Sincerely yours,

"JOHN F. LEONARD."

"For the first time in my life, last fall, I was faced with a serious illness—necessitating an operation, hospitalization and my absence from school for five months. Fortunately, I had joined the Salary Indemnity Fund.

"Benefits were paid promptly each month. Freedom from financial worry played no small part in my rapid recovery. The committee did everything in their power to assist me at that time.

"Thanks to our scheme I am now back at work free from the worries of doctors' and hospital bills.

"Yours sincerely,

"A Very Appreciative Beneficiary."

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1939-40 Total paid claims	- - - -	\$2200
1940-41 Total paid claims	- - - -	\$1500
Highest individual claim paid	- - - -	\$600

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Write A. T. ALSBURY, Chairman,
Care of the Federation Office,
1300 Robson Street, Vancouver,
for full information

Educational Leadership in Alberta

By B. THORSTEINSON, *Powell River*

IN the December issue of *The B.C. Teacher* I dealt briefly with the leadership which Alberta is giving in the matter of large administrative areas. Readers were reminded that eleven such "school divisions" came into operation five years ago and that at the present time practically all the rural schools of the province are included in such divisions. Most of the half-a-hundred school divisions include from 65 to 85 of the original school districts. Consequently, rural Alberta has been given an opportunity to experience benefits of specialized and enlightened school supervision, which formerly was an urban monopoly. Greater equalization of educational costs has been attained and, in certain regards, important financial economies have been effected. The lot of the teacher has been bettered in many districts and the educational opportunity of country boys and girls has been materially extended. My former paper—or the former instalment of the present paper—closed with a reference to the fact that hitherto the rural youth, if transferred to an urban environment for which his education had not adapted him, might well find himself seriously handicapped.

Such an experience involves the problem of the adjustment necessary in a shift from a simple to a complex culture pattern. From a vocational point of view, such adjustments are constantly being made in one way or another by city-bound migrants. If these young people have not had the advantages of secondary education before they make the break from rural to urban occupation, they enter upon their newly adopted life with a decided disadvantage.

At this time young people are also called upon to make a tremendous social adjustment. Not only is this adjustment of fitting into new surroundings, among strange persons, unfamiliar places, and confusing modes of life, highly complex, in and of itself; but also it often occurs during some phase of adolescence. During this period, even under the most favourable circumstances, youngsters struggle as individuals to make their own personal adjustment in society. At this time they are neither child nor adult, but stand, as it were, somewhere between. They feel the ties of childhood slipping and

struggle as best they can, sometimes boldly, sometimes desperately, but always uncertainly, to establish their contacts with adult life. Throughout this period of internal conflict there is constantly present a strange evolving external world—strange faces, strange things, strange ways. In this predicament what agency extends a helping hand? Those who have given some thought to this problem recognize a woeful lack of suitable agencies which may serve to induct the newcomers into their new surroundings. The result is that each individual simply does the best he can. From society's point of view this individual, isolated effort—this best, in many cases, is a feeble inefficient best.

Young people, as well as older folk, carry with them, as an intrinsic part of themselves, their social, economic, and educational heritage. Their traditions, their beliefs, their customs and their habits, follow along with them wherever they may go. The process of adjusting and modifying these characteristics is tantamount to a change in their whole mode of life, and is not come by without strain and effort. That is why it is highly desirable to extend to the country child an educational background at least the equivalent of that extended to the urban child. That is why the extension of secondary education to the rural youth in Alberta is so vitally important in the Albertan experiment.

The contrast between primary and secondary modes of life emphasizes the problem. Country and village life are distinguished by an intimacy of contact, a simplicity and honesty of purpose, a genuineness which is a rarity to city life. Usually the activities of the country folk are circumscribed by fairly narrow geographic boundaries. The population possesses, as a rule, a high degree of homogeneity, and the folkways and more, the traditions and conventions, are rooted deep in the community. Each person is truly a member of that community and each knows and shares the other's experiences. There is usually not too great a range in wealth among these rural dwellers, and the degree of ownership in property being usually high, lends security and stability to life. Here the adults set the pace and the youngsters are inducted into the community as a natural process of growth.

In the congested city and the smaller urban centres, life is quite different—life is business-like, efficient. Relationships assume a rigid ordered formality unknown among the frank country folk. People in various walks of life, intent upon devious purposes, a community of human activity, jostle each other about throughout their measured business hours. In leisure, as in toil, complexly woven patterns form the fabric of the various social and economic strata. Customs and habits are fixed and rigid for

each of the strata, and amazingly little leeway is permitted the uninitiated.

Under these circumstances many young people from rural areas find the necessary adjustment to new surroundings impossible. One means of meeting this inadequacy is to broaden the opportunities for education among rural youth. The introduction of a well-rounded, full-bodied educational programme will afford a greater measure of security to all who participate in it.

Rural Schools

By FRED G. COOK, *Bella Coola, B. C.*

IN the October issue of *The B. C. Teacher*, Mr. Black, Giscome, B. C., dealt with the Curriculum for the Rural Schools. These lines will include some comment on his essay.

The preamble to the resolution submitted by the Prince George and District Teachers' Association to the Annual General Meeting and approved by it seems to me to take a lot for granted. Surely the adaptability of the Programme of Studies to the rural school is at least debatable. The fact that such a resolution was passed hardly removes it from that field. I take the affirmative.

In the Programme the Department has outlined the work that is to be covered during the years and within that confine the teacher has great freedom in planning the work. The Department is not asking the teachers to keep in lock-step but to arrive at the goal. The rural schools vary greatly in their grade composition and the adaptations must vary accordingly. That is a matter for the teacher to arrange.

And whose assumption is it that the "small rural school should be set up and operated as a small edition of a large urban school?" I feel safe in saying it is not the intention of the Department, and I feel sure the inspectors would not insist on it. The rural school must be operated as a rural school with varying adjustments and combinations of grades. In many ways the rural school pupil may have a richer experience than has the urban pupil.

When we consider adjusting the curriculum to the rural situation it seems that instead of training the children to fit into that setting we should train them away from it. Our rural conditions are largely a hangover from a former age. Unless children are to be held to those districts and conditions that "distinctive environ-

ment" will not "necessitate curriculum adjustment". We must break down the rural-urban differences, not cultivate them.

The rural schools might be helped by better libraries and equipment. There are districts where further consolidation might easily be carried out. The policy of the Department in all these seems to be lacking in aggressiveness. There should be standards for library and equipment and these should not be left to chance, or should I say to democracy? The rural school is left too, too much to rural guidance and a "rural" result is obtained. Is it a proper part of democracy to limit the educational opportunity to the outlook of the parents who had no secondary school education and do not grasp the need of it for their children?

The rural school is a very harmonious part of our backward, rural, individualistic life. It is most difficult to improve one part and leave the other. It is not the curriculum but the rural lethargy, backwardness, complacency and stagnation that is the problem. Let the whole line advance.

PLAYS

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The Question Box

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

THREE days after the deadline for the January issue, this copy is being belatedly typed in the hope that the editor has also been away for the holidays. If he is as punctual as usual there will be no Question Box in the magazine for January, unless he uses part of this as a "filler"!

Credit for the questions and answers for this month goes to the teachers of the South Okanagan.

QUESTION: *Could you suggest a satisfactory method of ensuring that all art students have similar art materials at hand when needed?*

ANSWER: By Miss E. A. Thomas, Art Teacher, Penticton Junior-Senior High School: The art room of our high school is fitted with drawing desks which contain a supply drawer. In each drawer, marked with its identifying number, is a drawing pencil, art eraser, compass, ruler, set-square, Reeves' paint box, three brushes, water pan, muffin pan for mixing paint, penholder, scissors, bottle of ink, blotter and paint rag. These tools were supplied by the school board, along with all paper, poster paint and other materials needed for the year's work, on the same basis as home economics, commercial, industrial arts or music equipment. All students, except the indigent, are asked to pay 35c each per year for this equipment, and to pay, as well, the cost of the craft materials used. The art teacher collects this money by degrees, spends what is necessary during the year for supplies not included in a

general order in June, and hands over the balance to the school board, with an itemized account, at the end of the term.

The advantages of this system far outweigh any small amount of bookkeeping involved, or the brief time taken in checking supplies at the beginning of each period. We have used this plan for five years, and in all that time the loss of supplies has been almost negligible. Often articles are taken away by mistake, but in almost every case they are soon returned. By having losses reported each period, it is easy to trace them by referring to the seating plan. A record is kept on the blackboard. Articles lost or destroyed are replaced by the student responsible.

QUESTION: *Could you suggest an up-to-date, complete, general reference book suitable for schoolroom use by pupils and teachers?*

ANSWER by Mr. Greenway, teacher, Naramata School, Naramata, B. C.: A set of books which probably most nearly fulfils the above requirements is the *Britannica Junior* published by the Encyclopaedia Britannica Co. It is especially compiled in vocabulary and content for use by the child himself and is most complete. A new system of indexing makes it as simple as a dictionary to use.

Teachers will find the 20 illustrated Units of Study which accompany each set a very useful educational aid. This reference is approved by the Department of Education and its cost is well within the budget of even the smallest school.

AN OPPORTUNITY MISSED

FOR eight years in British Columbia the offices of provincial secretary and education were associated under the same minister. Now they have been separated and the chances are against their coming together again in the near future.

For eight years, the libraries of British Columbia, which are essentially educational institutions, though attached to the provincial secretary's department, have had the advantage of being administered by a man familiar with educational problems and interested in their proper solution. Now, by a turn of the political wheel, the provincial secretary's department, and the libraries with it, become associated with the department of lands.

So the libraries come under a minister who has never shown any particular interest in education and whose activities in other directions will occupy most of his time and energy.

The libraries of British Columbia have suffered in the past from their dissociation with the educational activities of the province, and it is quite on the cards that they will suffer again. Had the librarians been awake to the situation they might, during the incumbency of Dr. Weir as minister of education and provincial secretary, have had their position improved by being put under the education department. They neglected the opportunity. Now, it is too late.—EDITORIAL, *Vancouver Daily Province*, Nov. 24, 1941.

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

EXCELLENT GENERAL SCIENCE TEXT-BOOK

SCIENCE and Life (by H. O. English, T. B. Edwards, and D. M. Flather; J. M. Dent and Sons (Canada), Limited, Toronto; 1941; pp. 631; price \$7.40).

Science and Life is a highly modern text-book of general science suitable for use by students who have already had one year of high school science.

The text is in keeping with the general trend away from the subject-centred curriculum toward a socially-centred curriculum. The authors have not attempted to cover the whole field of science. On the other hand they have made an excellent selection of appropriate material, which they have divided into five teaching units. Each unit deals with some major scientific problem, which in both the past and present has greatly influenced man's mode of life. Consequently, the purely scientific extends into the numerous fields of practical application, which after all is the thing that affects most of us. Light, which comprises a part of the unit on energy, is not presented as a mathematical exposition of some physical phenomenon that can only be understood and appreciated by those with a flair for mathematics. But rather, light is something which serves man and helps to grow his plants. Other topics are similarly treated.

The five units discuss respectively the following topics: Chemical composition, energy, hydrosphere, metals, and plants and animals. Each unit is divided into chapters, and each chapter deals with a number of closely related topics. Motivation for these topics is provided in the form of questions placed at the beginning of each topic. Each chapter is followed by a lot of keywords, activities and problems. The activities provide a practical basis for training in the scientific method, and the development of certain skills in the manipulation of the simpler pieces of scientific apparatus. Some of the activities can be carried on or observed in the home and community. Such activities help to correlate the life of the home and community with that of the school. In this way much of the artificiality of the typical classroom demonstration is re-

moved. The activities are sufficiently numerous and varied to make it possible for the teacher or student to select according to his or her interests, needs, equipment and ability. The more difficult sections in the chapters are marked with asterisks, and may be regarded as optional material. Similarly, the information printed in small type may be treated as supplementary or reference material. With regard to the keywords, the pronunciation of the more difficult words is indicated in brackets at the side. Wherever possible the authors have made specific reference to Canadian industries, research and scientists, and also to Canadian plants and animals. Consequently the text could be used by all the Canadian provinces.

The subject matter should appeal to the interests of both boys and girls since the various phenomena studies are well within the daily experiences of the average boy and girl. The importance of science to personal and community health, and to life in general is treated in such a way that students using this text should acquire a real knowledge and understanding of their environment, rather than a mere list of memorized facts. The style and language is both clear and interesting, and should therefore help stimulate an interest in the reading of science.

The text contains a number of reference tables. These tables are not meant to be memorized. Teachers will find them particularly helpful in the absence of adequate library facilities. The table dealing with Canadian Fishes, Molluscs, and Crustaceans, is a very valuable summary of the life and economic value of these aquatic animals. The summary is exceptionally complete and detailed. Biology teachers in all parts of Canada, should be able to find much valuable teaching material and information in this table. The authors should be complimented upon the production of such a highly condensed assembly of biological facts. In organizing these facts, technical terms have been reduced to a minimum, so that the table should appeal to the lay reader as well as to the high school student of general science. The table is not a formal classification of these animals according to phyla. In fact formal classifications and unnecessary scientific

terms have been avoided throughout the text.

The text is beautifully illustrated by means of photographs and drawings. A number of the illustrations are exclusively Canadian and have been obtained from various parts of the Dominion. Each picture illustrates some specific point and is appropriately placed in the text to serve that end. Altogether there are 440 photos and drawings. Four of the illustrations are in colour.

Teachers who are responsible for general science IV will find this a very valuable reference book, both for themselves and for their pupils. A beginning teacher will find it particularly helpful in the selection of material for classroom discussion, since it so very closely parallels the requirements to science IV as set out in the course of studies. Speaking generally, the text undoubtedly fulfills a long felt need amongst the teachers of general science. It is to be hoped that in the very near future many students and school libraries will become equipped with this very valuable and helpful text.*

GERALDINE I. MOCKRIDGE.

*This intriguing text and beautiful specimen of the printer's art is entirely a B.C. product. *The B.C. Teacher* congratulates all concerned, including the Wrigley Printing Company.—EDITOR.

LANGUAGE—GRADE VII.

USING *Our Language, Grade VII,* by T. I. Davis, and C. W. Scott; illustrations by Lloyd Scott; published by J. M. Dent & Sons, Toronto; 1941; pp. 318; price \$0.75.

A refreshingly bright handling of one of our much discussed subjects—Language, spoken and written—is provided in the above mentioned text.

Although designed specially for Grade VII, any teacher from Grade III on would find this book valuable in the classroom. A set of twenty in a classroom would be a delight to teacher and pupils alike. The little black and white sketches illustrating each lesson are charming. A deaf old man holding a tiger-lily to his ear as a trumpet is an amusing but most effective illustration to stress the meaning of the word "Interrogative." Another one, apropos to our efforts in the buying of War Savings Certificates, depicts a boy busily mowing a lawn with a large War Savings poster in the background.

The book is divided into twelve units: Unit 1, Paragraph Subject; Unit 2,

Paragraph Unity; Unit 3, Paragraph Beginning; Unit 4, Paragraph Ending; Unit 5, Paragraph Details; Unit 6, Unnecessary Paragraph Details; Unit 7, Paragraph Sentences in Best Order; Unit 8, Paragraph Titles; Unit 9, Paragraph Sentence Activity; Unit 10, Paragraph Revision; Unit 11, The Descriptive Paragraph; Unit 12, The Paragraph that Explains or Informs.

"Some Additional Grammar," dealing in a most comprehensive manner with the parts of speech, and a final chapter on Class Activities (e.g., Producing a School Newspaper; Forming a Junior Red Cross), complete what I would call a most usable book.—G. H. P.

THRILLING ADVENTURE

THE *One-Eyed Trapper*, by John Morgan Gray; illustrated by D. L. Mayes; published by The Macmillan Company of Canada Ltd., Toronto, 1941. pp. 256; price \$1.65.

John Morgan Gray, the author of *The One-Eyed Trapper*, is a young man now on Active Service with the Toronto Scottish. Most of Gray's life has been spent among books, especially those loved by boys and girls. He himself has written several short stories and essays, but *The One-Eyed Trapper* is his first book written for boys. In it he shows a wide knowledge and appreciation of what boys like to do and what they like to read. Many of the experiences related are founded on fact, and the school which forms the background of the story is modelled after the one he knew. Any boy (or girl) in early 'teens would not only get a real thrill in reading this story of adventure—which is well written—but also a greater appreciation of this Canada of ours.

The One-Eyed Trapper is not the story of an ordinary trapper, as the title might lead one to expect, but the story, comradeship and thrilling adventures of a number of boys from England, United States, and Canada, living, studying, and playing together in a Canadian school situated in a wooded district of Eastern Canada. Many tales of happiness and woe that take place inside the school itself are pictured. More exciting than these are the numerous adventures that take place in the woods beyond—the building of a secret hut as a hide-out, tales of skating, ice-hockey, amateur tracking, and the fierceness of a forest fire.

Against this natural boyish background

appears the sinister character of the *One-Eyed Trapper*, and his confederates, who are planning to kidnap the American boy, Stephen Durrant. The series of adventures connected with these kidnapers would delight any boy.

Although school life forms the background of the story, and a definite plot is worked out, all sorts of minor interests typical of Canada are interwoven in such a way that the whole adventure has an irresistible appeal to the reader—especially if he is a teen-aged boy. I have tried it out on a typical youngster, with convincing results! —L.C.

NEW AND PRACTICAL PHYSICS

ELEMENTARY *Practical Physics*, by Newton Henry Black and Harvey Nathaniel Davis; The Macmillan Company of Canada, Toronto; 1941; price \$1.65.

To many, the earlier editions of this volume are well known. From 1932-38 they were the prescribed texts in Physics up to Senior Matriculation.

The 1941 edition follows closely its predecessor in content and arrangement, and then adds a section headed "Modern Physics." Another worth-while addition is an appendix giving a mathematical review. If this latter will provide a remedy for the woeful lack or knowledge, on the part of most students in Physics, of the fundamental arithmetical operations then it should be standard equipment for all.

The material throughout is logically organized, the method of treatment concise, and the textual matter well illustrated graphically. Numerous and varied problems follow each chapter.

The authors have carried out their title solid "plain Jane," with few of the unessential embellishments that mark so many recent texts.—C. F.H.

POST-WAR WOMEN

LIVE and Learn Books," a series of pamphlets published by the Ryerson Press, offers *The Post-War Woman*, by Hilda M. Ridley; 1941; pp. 39; price \$0.40.

This is a plea for the revaluation of motherhood. The author contends that socially and economically the status of motherhood must be raised. She emphasizes the need for training courses for parenthood in our schools, for some form of state endowment to be made to the mother, and for adequate medical attention to prevent a considerable portion of mortality and disease.

The author feels that with the raising of the status of motherhood, and the scientific training for it, women would tend to seek and find work related to women's aptitudes and sympathies, and would withdraw from competition with men in industrial fields.—F. H.

BEHIND THE HEADLINES

BEHIND the Headlines series, "*Canada's Control of Labor Relations*" by H. A. Logan; October, 1941; pp. 30; price, \$1.10.

The author is Professor of Economics in the University of Toronto. In this pamphlet he stresses the urgency for sympathetic understanding of labour organizations on the part of the Dominion Government. He reviews briefly some important advances in labour legislation during 1940 and 1941, and draws some amazing contrasts between the theories promulgated and the practices actually adopted in governmental policies and dealings with labour. In conclusion, the author makes a plea for more education than the public have received hitherto concerning our unions and union leaders. A very timely publication, presenting problems well worth our serious consideration.

THAT SURPLUS!

WHAT About Wheat? by G. E. Britnell; September, 1941; pp. 26; price, \$1.10.

The author, Professor of Political Science at the University of Saskatchewan, is considering the surplus wheat crops of recent record-yielding years and the problems of storage and marketing. He approves the government policy of compensating the farmer who reduces his wheat acreage. By offering bonuses for summerfallowing or coarse grain sowing in areas of inferior wheat land, and by insuring markets for wheat produced in areas of good wheat land, Canada will reduce the present waste of human and material resources.—F. I. H.

"JUST MARY AGAIN"

ANOTE on the back cover of *Just Mary Again* says this of the author, Mary Evelyn Grannan:

"She was born in Fredericton, N. B. She learned to walk there, to talk there, to tell stories there. She went to school, and because she liked it, she decided she'd be a school teacher so that she wouldn't have to stop going. But she found that

(Continued on Page 248)

Correspondence

AUTOMATIC MEMBERSHIP

Vancouver, Dec. 21, 1941.

Editor, *The B. C. Teacher*:

In view of the renewed discussion and wide interest in the question of automatic Federation membership on the part of all teachers, may I ask you to publish a statistical summary of the results of previous votes on this important issue. I am sure that such data will be of great interest to many besides me.

ENQUIRER.

(The following figures summarize the results of the 1937 and 1938 balloting on what was called "the Draft Bill"—ED).

1937—In favour—2507 ballots; 75.7 per cent of ballots; 6202 per cent of all teachers in the province. Against—787 ballots; 23.7 per cent of ballots; 19.5 per cent of all teachers in the province. Total possible ballots, 4031. Total ballots cast, 3311 or 82.2 per cent of possible ballots. Non-voters, 720 or 17.8 per cent of possible ballots.

1938: In favour—1890 ballots; 68 per cent of ballots; 45.2 per cent of all the teachers in the province. Against—898 ballots; 32.1 per cent of ballots; 21.2 per cent of all the teachers in the province. Total possible ballots, 4177. Total ballots cast, 2793 or 66.4 per cent of possible ballots. Non-voters, 1384 or 33.6 per cent of possible ballots.

Increased registered opposition, 111 ballots. Increase in Non-voters, 664.

SIAMESE MULTI-QUINTUPLETS

Vancouver, Dec. 30th, 1941.

Editor, *The B. C. Teacher*:

The warm welcome accorded to Churchill on this continent has been used by some writers to focus attention upon the proposals known as Federal Union, on the assumption, apparently, that when he spoke of a political union between nations after the war he had in mind such a union as, under pressure of events, he offered to France in her time of crisis, not a union of independent states like the British Empire.

One feature of that union emphasized by press reports of the time was that it was an "indissoluble union", with no free right of secession by any one member state.

Looking to natural laws for a parallel to such an organization, I find that the only indissoluble union in nature is the

freak monstrosity known as Siamese twins. It is obvious that such a union impedes rather than assists freedom of decision and freedom of action, and it has always been regarded as a *lusus naturae*. All other unions or associations known to nature are based upon voluntary co-operation, each individual possessing the right to join or to secede.

A clever English writer, illustrating the enormous size of such a union as that proposed in "Union Now" or in "The Case for Federal Union", has suggested as nature's parallel the Brontosaurus "with its immense size—80 feet of body controlled by a brain the size of a walnut removed from the main bulk on the end of a long neck". As, apart from freaks and monsters, there is no true parallel in nature, it seems permissible to classify such a federal union as "A Siamese Multi-Quintuplet Brontosaurus Monstrosity sired by International Finance out of the Royal Institute of International Affairs".

Yours sincerely,

ARTHUR V. McNEILL.

P.S.: The compliments of the season to all the staff of *The B. C. Teacher*!

C.T.F. RELIEF FUND

Editor, *The B. C. Teacher*:

I have just received a letter from Mr. S. Blake, Deputy Secretary of the National Union of Teachers, in which he explains what has been done with the funds that we have sent to them for the relief of sufferers in the bombed areas.

So far we have distributed our funds as follows:

National Union of Teachers....	\$5,631.00
Spitfire Fund	7,820.00
Canteen Fund	2,750.00
Queen's Canadian Fund for	
Air Raid Victims.....	5,673.00
Belgian Relief Fund.....	600.00

\$22,474.00

The enclosed copy of the letter which I received explains how the money has been distributed. I sincerely hope that you will give this publicity in your Provincial magazine. There are a large number of subscribers to this fund and the only way we can notify them of how their money is being distributed is through your Provincial magazine.

C. N. CRUTCHFIELD,
Sec.-Treas., C. T. F.

THANK YOU, BELLA COOLA

Bella Coola, B. C., Dec. 2nd, 1941.

Editor, *The B. C. Teacher*:

May I express my appreciation for the good work the Federation is doing. Some of us are in the "sticks" and far removed from the front lines, but still alive to what is going on. Also *The B. C. Teacher* is keeping a high standard and is looked for each month.

Yours truly,
FRED G. COOK,
Principal, Mackenzie Superior.

SCIENCE TEACHERS
CO-OPERATING

Chicago, Dec. 23rd, 1941.

Editor, *The B. C. Teacher*:

The inclosed news release may be of interest to many readers of *The B. C. Teacher*. A long form and a short one are provided for your convenience. Any publicity you give this report will be greatly appreciated by the committee and its sponsor societies.

Sincerely yours,
GLEN W. WARNER,

Secretary, The Co-operative Committee
on Science Teaching.

(The substance of the news release referred to by Mr. Warner, well known to many of our readers as the editor of *School Science and Mathematics*, is given elsewhere in this January issue.—N.F.B.)

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

Editor, *The B. C. Teacher*:

I trust that you will allow me a small amount of space in the magazine in which to reply to your editorial of December. Since the editorial affects me directly and since a goodly number of teachers know that such is the case, space for a reply is elementary justice.

The article to which reference is made in the latter portion of the editorial was not a sustained attack upon any person. It was a discussion of a prevalent pedagogical disease, namely, the disease of "Fad Chasing". The fact that a certain eminent individual possesses all the symptoms of the disease is quite fortuitous and does not by any means turn the article into a satirical portrait. I can well imagine that an account of the progress of measles might well make a loving parent remark, "Why that's just like our Johnny" if Johnny happens to be down with the ailment.

However, suppose that the article did imply certain reflections upon an eminent individual, surely that eminent individual might have been given space in which to defend himself. It is surely a profoundly unhealthy principle that you are attempting to establish, that once a person becomes sufficiently eminent *The B. C. Teacher* shall protect him from any breath of criticism lest his feelings be hurt and the B. C. Teachers' Federation be thus precluded from asking further favours of him. To grant to anyone great power while removing, at the same time, possibility of criticism is to invite megalomania and arbitrary tyranny.

You also omit to mention that I gave you permission to alter the article referred to because of a close personal relationship existing between you and the person whom you wished to protect and that I withdrew the permission, not as you suggest, two days later due to a change of mind, but on reading your editorial of November, in which you use the columns of the magazine and your official position as editor to support an administration which has been much less than fair to the rural teachers of this province. The teachers of this province are surely not required to pay some \$5000 per year to maintain a magazine which suppresses one point of view while supporting another. An avoidance of controversy is ultimately an unwise policy, but if impartially observed might be accepted with a good grace. For the presentation of controversial opinions on one side and the suppression of controversial opinions on the other there can be no shadow of justification.

The teachers of the province are not children. Moreover, they foot the bill. They should have the opportunity to decide for themselves, since you admit that my article is not without merit and raises important points. I cannot for the life of me see how these important points could be raised without treading on the occasional toe.

I remain,

Sincerely yours,

FRANK WILSON.

(Unfortunately, a magazine does not edit itself. Somebody has to be the editor. I happen to be that somebody. I am not fussy about continuing to devote a quite indefinite amount of labour to the task if even only a small minority of the membership of British Columbia Teachers' Federation is inclined to endorse Mr. Wilson's strictures contained

in the foregoing letter and in another in which he writes: "I feel very strongly that, as things stand at present, you are abusing your position as editor. You protect the administration from criticism that is both thoughtful and *bona fide*, and pat them on the back in your own editorial. Such is not the policy of a free and impartial organ. I am sure that you will see that I have here a legitimate grievance and that it is not a healthy thing that only admirers of the administration should be given access to your columns".

However, until such time as the Executive Committee is able to deal with the matter and to appoint my successor, the editorial policy of *The B. C. Teacher* will remain unchanged. As stated in our December issue, any 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".

Consequently, I have withheld from publication in this journal two articles by Mr. Wilson, the appearance of which would otherwise have synchronized with his transfer from the teaching profession to other fields. One of these articles explained Mr. Wilson's satisfaction over the elimination of Dr. Weir from the post of Minister of Education and the other constituted a transparently veiled attack upon a departmental official. There are plenty of other publications in British Columbia that provide vehicles for such expression of hostility to public officials and their works, if Mr. Wilson or any other citizen feels the urge to emulate Junius.

The point of view reflected in the articles, regarding the propriety of which our judgments have differed, is indicated by the following quotation from still another letter of Mr. Wilson: "I am so out of tune with the dominant philosophy of education in the North American continent that I cannot make terms with it".

I do not feel called upon to defend myself in this note, or to deal with Mr. Wilson's allegations in any detail. I am responsible to the Executive Committee and to it I am prepared to answer.

However, although my political affiliations happen not to correspond to those of Dr. Weir, I am glad to have had the honour of penning, on behalf of the teachers of British Columbia, a valedictory message which stressed services approved by practically everyone rather than highly debatable issues and objectives as yet not attained. If Mr. Wilson has been more successful than I in gauging the thought of the Federation, I shall have a great deal more leisure for my personal affairs this coming year than I have had for a long time.

His rebus dictis, I wish Mr. Wilson a Happy New Year in his recently adopted profession.

NORMAN F. BLACK, Editor.

B. C. HOUSE SYSTEMS

Ormstown, Que., Dec. 30th, 1941.

Editor, *The B. C. Teacher*:

I wish to thank you for the copy of *The B. C. Teacher* which came to me through the courtesy of your Teachers' Federation. It is certainly well edited and covers a wide variety of interests.

Some time ago an article appeared in *The School*, telling of a modification of the English House System which has been attempted in a number of high schools in British Columbia. We have something of that nature here and our staff is now attempting a study of methods by which we might improve it; consequently we would like to have further knowledge of the experiment in your schools. I wonder, therefore, if you could advise me of any printed material on the subject, or put me in touch with someone who could give me the information.

Any help you may be able to give me will be very much appreciated.

Yours faithfully,

DAVID MUNROE,

Principal, Ormstown High School.

(We hope that readers of *The B. C. Teacher* will communicate with Mr. Munroe, giving him the benefit of their experience in the "house system". Meanwhile our Quebec correspondent will hear from the Editor directly.—N. F. B.)

Correspondents are reminded that while the Editor's address is 4390 Locarno Crescent, Vancouver, letters for the Lesson Aids Committee should be addressed to 3486 W 2nd Ave., Vancouver.

News, Personal and Miscellaneous

FOOTNOTE TO 1941 CENSUS

MR. and Mrs. Desmond Howard of Kamloops, B. C., have as their guests, Peter and Wendy, who arrived at an unearthly hour on December 27th, and plan to make their home with the Howards indefinitely. There will be cigars and chocolates at the January staff meeting of the Kamloops High School.

PERSONALS

MISS Isabella M. Henderson, former teacher at Burns Lake School, and treasurer of the Lakes District Teachers' Association, left the profession in June, and is now Mrs. Price, resident in Vancouver.

THE present address of Mr. Francis C. Hardwick is Dafoe, Sask., in care of Y. M. C. A. War Activities, No. 5 Bombing and Gunnery School.

FROM SEA TO SEA

CONGRATULATIONS to Nova Scotia Teachers' Union upon successful defence of a teacher who was haled into court for an alleged indiscretion in the matter of discipline. To Westerners the staggering feature of the case is that the lady concerned has nearly 100 pupils on her roll, of whom half attend in the morning, and half in the afternoon. Yes, the date is 1941!

SASKATCHEWAN TEACHER SHORTAGE

TO fill vacant positions, the government of Saskatchewan recently sent out over 50 Normal students with only six weeks of training to be "substitute teachers". This drastic action was taken apparently without any pretence of consulting the Saskatchewan Teachers' Federation, although the Secretary had tried to obtain a conference on the matter. The October *Bulletin* spoke out boldly in condemnation of the Department's policy; and we are glad to note that a three-way conference—Department, Saskatchewan Teachers' Federation and Trustees' Association—met on November 1st and went thoroughly into the problem of rural school finance, and equalization grants.

Since 1935, approximately \$1,500,000 have accumulated as arrears of unpaid salaries to teachers. Some 2500 schools in the provinces are protected (under the

Temporary Special Powers Act) against legal action to recover salary arrears. The *Bulletin* is now taking the courageous step of publishing serially the names of these 2500 protected schools, in order that teachers who are intended to provide Saskatchewan with education *gratis* may be advised beforehand.

ESTABLISHES DIVISION OF INTER-AMERICAN EDUCATIONAL RELATIONS

JOHAN W. Studebaker, United States Commissioner of Education, in a desire to promote closer relations between the American republics in the field of education today established a Division of Inter-American Educational Relations in the United States Office of Education.

Commissioner Studebaker designated John C. Patterson to head the Division. During the past year, Dr. Patterson has been United States Office of Education Senior Specialist in Higher Education relating at Latin America.

Activities of the United States Office of Education in this field include the exchange of professors, teachers and students between the United States and the other American republics.

NEW CHAIRMAN OF HISTORIC SITES BOARD

MANY British Columbia teachers will be interested in the appointment of His Honour, F. W. Howay, of New Westminster, B. C., as Chairman of the Historic Sites and Monuments Board of Canada, as announced by the Department of Mines and Resources. Judge Howay succeeds the late Brig.-Gen. E. A. Cruikshank of Ottawa.

The Historic Sites and Monuments Board of Canada advises the National Parks Bureau in the important work of restoring and marking historic sites of national importance and the commemoration of the public services of persons outstanding in Canadian history. It is an honorary body composed of a number of recognized historians representing the various parts of the Dominion.

Judge Howay, who is president of the Royal Society of Canada, has been a member of the Board since March 17, 1923, and for many years represented the provinces of Manitoba, Saskatchewan, Alberta, and British Columbia, the two last named provinces still being represented by him. On his recommendation,

many historic sites of national importance in Western Canada have been suitably marked.

NEW BOOKS IN THE TEACHERS' PROFESSIONAL LIBRARY

THE annual supplement to the Catalogue of the Teachers' Professional Library came off the press early in December and may be had free by applying to the Open Shelf Division, Public Library Commission, Victoria. Teachers who may have not as yet made use of this service should ask also for the main catalogue and for the supplementary catalogue of books on loan from the Summer School of Education.

The Teachers' Professional Library is one of the most useful in its field in British Columbia, kept thoroughly up-to-date by co-operation between the Public Library Commission and the Department of Education. It was originally designed for the use of teachers in outlying districts and the smaller centres where it is impossible otherwise to offer adequate service in this professional field. Vancouver and Victoria have not yet been included in the complete service but the Summer School collection is available to all teachers throughout the province.

UNIVERSITY HEAD SPEAKS OUT

ANY consideration of post-war problems must be secondary to the immediate task of winning the war," said Dr. R. C. Wallace, principal of Queen's University, at Winnipeg recently; "but in the post-war period unemployment must be avoided for all people in Canada who are able to work. The Dominion Government has taken a constructive step in providing for maintenance allowances for men discharged from services to enable them to take vocational training."

Some methods suggested by Dr. Wallace to alleviate post-war unemployment were through constructive projects such as provision of additional housing in centres where it is needed, construction of schools, establishment of forestry camps for young men where they could find employment until they were absorbed back into general industry, and conservation projects.

He urged that all types of constructive enterprises of this kind be analyzed and put in order of priority. Some would have to be undertaken by government enterprise while private enterprise could play a large task in carrying out others.

A VIGOROUS SCHOOL PAPER

KFLOWNA High School has been publishing a school paper for more than ten years. *The Nataika* has been a weekly since last September. Mr. P. J. Kitley and his associates are to be congratulated upon the success of an enterprise calling for endless care and labor.

THE CO-OPERATIVE COMMITTEE ON SCIENCE TEACHING

VARIOUS investigations by committees and individuals on phases of the teaching of the basic sciences in schools and colleges throughout the country have led to a recognition that many of the problems cannot be solved except by co-operative effort of all concerned. Consequently, several informal meetings of interested people have been initiated by Professor K. Lark-Horovitz, of Purdue University. These meetings have been attended by mathematicians, physicists, chemists, biologists, and educationists. In April, 1941, the Co-operative Committee on Science Teaching was created by representatives of several scientific societies. Robert J. Havighurst, of the University of Chicago, was elected chairman. Glen W. Warner, Wilson Junior College, Chicago, was named secretary.

It was felt that there is need for co-operation among groups of scientists, teachers of all the basic sciences, educational experts, and school administrators on problems which no one group can solve working alone. Many of these problems deal with science in the secondary school, such as licensing or certification of science teachers for high schools, the training of science teachers, and correlation of the sciences in the high school curriculum.

The committee consists of representatives of the American Association of Physics Teachers, the American Chemical Society, the Mathematical Association of America, the Union of Biological Societies, and the National Association for Research in Science Teaching.

The committee will have an advisory relation to its parent organizations. It will report to them regularly through their representatives. Its recommendations will be released for publication in the various scientific and educational journals with the aim of securing comment and criticism by members of the sponsor organizations.

The problem of the licensing or certification of Secondary School Science Teachers, with its associated problem of

combinations of subjects to be taught by the beginning teacher in the small high school, is generally recognized as a serious one. Most teachers begin their work in small high schools of two hundred or fewer students. In such high schools a teacher must teach three or four different subjects. Therefore, a college graduate with highly specialized training in a single science is at a disadvantage in securing a position or in his teaching if he is appointed. The committee hopes to formulate a policy to which all the scientific societies can agree and which suits the realities of the teaching situations. The committee hopes to make this study so thorough and its recommendations so practical that its report can be used by certification authorities as a basis for action.

The committee recognizes the difficulty of preparing science teachers for such broad teaching assignments as are given to most new teachers. This problem of college training will require careful study with the aim of planning a programme which will secure the necessary breadth of science training, give adequate opportunity for specializing in one science, and provide for professional courses in education as well as a sufficient number of courses for general culture.

The committee also hopes to stimulate the science departments of a number of colleges and universities to bring secondary school teachers to their campuses for co-operative work on their educational problems. Out of workshops and conferences held at colleges and universities would probably come plans for improved science courses. These activities would provide good in-service training for science teachers and would enable the secondary school teachers to make their problems and their points of view evident to the college scientists.

The committee offers its services as a consultant to state or local agencies working on problems pertaining to science teaching, and *The B. C. Teacher* is sure that similar co-operation will be available to Canadian teachers and allied authorities.

Correspondence should be directed to the Secretary, Mr. Glen W. Warner, 7633 Calumet Avenue, Chicago.

"JUST MARY AGAIN"

(Continued from Page 242)

she had a lot of things to learn. So she went to Normal School for a little while to learn about teaching; she went to New York for a little while to learn new

things to tell the children; she went to Boston for a little while to learn about painting; and then, one day, all of a sudden, she went to Toronto, to the Canadian Broadcasting Corporation. She writes stories which she tells to you.

"These are the things Just Mary likes: reading, drawing, the theatre, travelling, people, and chocolate sundaes. These are the things she doesn't like: cottage cheese and folks who put on airs".

Just Mary Again is the second book of a series. It consists of 16 brand new stories for children, told in a delightfully refreshing manner. It tells about Georgie, the Little Rat, who got into all sorts of difficulty because he didn't listen; of Katie, aged six, who had a yellow clay bird that really sang to her; of Little Andy Little who loved a pet monkey named Jocko; of Nancy Ann who went to a mouse's party; and about a great many more people and things.

"Just Mary" broadcasts her own stories over the C.B.C. every Sunday morning. They are well worth listening to.

Just Mary Again by Mary Grannan, illustrated by Georgette Berchmans; published for the Canadian Broadcasting Corporation by W. J. Gage & Co. Ltd., Toronto; 1941; pp. 160; price, \$1.—L. C.

CALL FOR QUALIFIED TEACHERS

(Continued from Page 218)

problem of teacher supply is being closely studied as there is a definite shortage. Teachers can rest assured, however, that whatever plans are evolved will not open the profession to immature, ill-prepared and unqualified persons.

In the meantime, as a practical suggestion, may we ask *all teachers who know of qualified persons who are not now teaching* (or of ex-teachers, married women and others, *who would be willing to return to teaching in any district, to help out during the present situation*) to get them to write to the General Secretary, Federation Office, 1300 Robson Street, Vancouver, listing their qualifications and experience (and latest Inspector's reports if possible) stating in what districts they would consider an appointment. The Federation would then inform the Department of Education and School Boards of the fact that such teachers were available and would co-operate with the Department and School Boards in cases where teachers were required. Prompt action in this regard would be greatly appreciated and would be of great practical benefit.

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