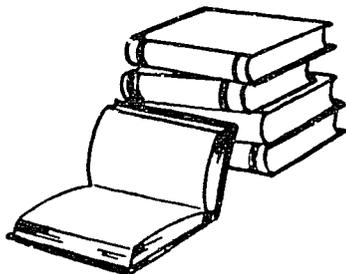


THE B. C. TEACHER



OFFICIAL ORGAN OF THE B. C. TEACHERS' FEDERATION

VOL. XXI, No. 6.

FEBRUARY, 1942.

VANCOUVER, B. C.

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SUPERVISED CORRESPONDENCE COURSES

THE B. C. Teacher is very glad to give space every year for articles such as that contributed to the current number by Dr. Lucas, spreading information regarding services provided by correspondence courses under the auspices of the Department of Education. We believe that much freer use should be made of those services and that the beneficiaries should include pupils in the classrooms of many readers of this magazine. The idea that correspondence courses are merely for children who have no access to any ordinary school is as obsolete as Ptolemaic astronomy.

All well informed people know that educational opportunity is very unevenly distributed in Canada, as between the several provinces, and within each province, as between different sections. Educational penalties are imposed on children for living in certain places. A complete remedy of that grievance will involve numerous reforms—social, economic, possibly political. In the meantime, however, there is much that can be done to mitigate the evil.

The Editor is convinced that the most important immediately available means for introducing an increasing degree of equality of educational opportunity is *correspondence courses conducted in ordinary classrooms under teacher supervision.*

If advantage is taken of facilities offered by the Department of Education through its correspondence courses, any school in British Columbia, no matter how isolated or how handicapped for economic support or how small the teaching staff, can offer practically any subject the teaching of which is authorized in the official Programme of Studies.

Numerous British Columbia schools are taking advantage of that fact. Very many others that should be taking advantage of it are failing to do so. No school is too small for correspondence courses and none is so large that it does not need and would not benefit by them.



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As to the practicability of the scheme there is abundant experience. Statistical studies indicate that as administrators use supervised correspondence courses over longer periods of time they tend to become more impressed with the possibilities. As pointed out by Mr. Rex Haight, Director of the State Correspondence School, Montana, teachers learn through experience when and how the correspondence courses should be used and when and how they should not be used. The system has been tried out in Montana (as elsewhere) over a now considerable term of years and Mr. Haight reports that there are few if any instances in Montana of schools that have used correspondence work extensively and then discontinued it entirely, though he thinks that there is a saturation point, beyond which a given community is not likely or perhaps well-advised to use this type of work.

The problem of correspondence instruction has never received adequate consideration at the annual conventions of British Columbia Teachers' Federation, or, for that matter, at the district conventions. Is it not time that this were set right? Last Easter, as on previous occasions, there were in attendance probably scores of teachers with experience relative to correspondence instruction. They were not given and did not make an opportunity for the exchange and consideration of ideas bearing upon the efficiency, defects and possibilities of improvement of British Columbia correspondence courses. The organization of such a conference might very well be undertaken by the Secondary School Teachers' Association, though it would interest very many others than merely high school teachers. Certainly, the Department of Education will be well advised to arrange for a meeting of correspondence instructors and of teachers in whose schoolrooms correspondence courses are being carried on.

WANTED: AN OFFICIAL REMEMBRANCER

THE reader will recall that, in one of the lands visited by Gulliver, teachers, scholars, government officials and the like were so incurably absent minded and forgetful that it was necessary to employ a corps of specially trusted officers to thwack the aforesaid dignitaries over the head from time to time. This was just by way of attracting their wandering attention back to their particular jobs and reminding them of what they and others had previously said about it.

The Editor is aware that he himself could well engross the disciplinary attention of at least two or three such animated Reminders, but that fact is irrelevant to the topic in hand; which is that his readers are a forgetful lot and that local associations are a forgetful lot and that district councils are a forgetful lot and that committee members are a forgetful lot; and that that does not express in any adequately comprehensive way British Columbia's capacity for forgetfulness of things it has gone to the trouble of finding out.

In the American Library Association there is a very important Committee on Committees. Maybe that is what we need. Somebody to prevent waste labour in the re-threshing of old straw, somebody to conserve energies by reduction of overlapping commissions, somebody to insist on a committee's staying with its job until concrete and well considered recommendations emerge, somebody who knows the history of all kindred

committees and their activities, and of what became of their recommendations, somebody to keep ideas alive till something happens.

For young ideas are very delicate things. The mortality among them is distressingly high. Some such early demises are associated, to be sure, with a cerebral shortage of cortical substance and with economy in the matters of convolutions; it is just as well, no doubt, that half-baked ideas like those are likely to die an early death; if they don't they will like enough live forever! But the good ideas are almost as easily snuffed out. Generally, nobody but their parents knows or cares very much about them. Often their squalling keeps people awake or at least vaguely conscious of a disturbing something-or-other that is clamouring for attention nobody wants to give it. Of course, there are exceptions. A certain number of these infant ideas get the very best pre-natal and post-natal care; but, even of these, some are then sent off to the nursery and forthwith forgotten. At housecleaning time their remains are found in the attic (whither they got nobody knows how!) and are unobtrusively transferred to the Federation Mortuary. There they are left with as little scandal as possible. No formal ceremonies. No funeral oration. No flowers, Not even a death notice in *The B. C. Teacher*.

The writer has personal reason to remember a highly promising co-operative study of problems in school administration that was inaugurated twenty years ago. The committee engaged in that project laboured for nearly three years. It included, besides numerous outstanding teachers, the chairman of Burnaby School Board, the chairman of Vancouver School Board, the chairman of New Westminster School Board, and other prominent and representative personages. The Minister of Education gave the committee his official blessing and contributed the preface to its report. A book of somewhat more than 200 pages. That document explored the causes of friction and waste effort responsible for much inefficiency in our schools and demonstrated an amazing degree of unanimity among educational experts in the British Isles, the United States and Canada as to how that friction and waste effort and inefficiency could best be eliminated. British Columbia seemed ready to listen to those guides. If the teachers of New Westminster or Burnaby or Vancouver or British Columbia at large had really been interested, great things might have been accomplished. To be sure, some of the 88 findings—supported in every case by expert opinion and practical experience—were presently embodied in the report of the Putnam-Weir school survey; but others equally valid have long since been forgotten. Do *you* know anything about them?

The occurrence of the school survey of 1925 is to be credited chiefly to British Columbia Teachers' Federation and to certain of its members acting in their private capacities. The most complete and carefully documented brief presented to the Commission was that of this Federation. Very many of the findings of the Surveyors were recommended in that document. What did we ask that we did not get? What did we ask that we did not get and that we should have continued asking for? What did we ask that we did not get and that we should have continued asking for and *that we have not kept asking for*? Who knows?

Ten years later another commission was studying educational finance and administration. It will be recalled that Mr. Charlesworth was chair-

man of its Revision Committee. The Report on School Finance in British Columbia, commonly known as the King Report, is undoubtedly the most important study of its kind that has been made in Canada. Some of its recommendations are our recommendation. To what extent has our advice been acted upon? To what extent was that advice erroneous? What steps are we taking to keep continually before the responsible authorities those recommendations which we would still endorse and that have not as yet been put into effect?

A dozen years ago, British Columbia high school teachers and the Federation at large undertook a serious study of the wisdom and practicability of introducing some system of high school accrediting. The year 1931 saw the publication of the joint report of the British Columbia Teachers' Federation Committee and the Committee of the High School Teachers' Association of the Lower Mainland on the accrediting of high schools and reform of the departmental examination system. In October, 1935, in pursuance of summons issued by the Superintendent of Education, a second joint committee—this time consisting of representatives of the Department of Education, the University of British Columbia and the Teachers' Federation—held its initial conference; and in April, 1936, it submitted its findings. Upon that basis the accrediting system at present in operation came into effect. We have now had some five years' experience of its working and, in the main, the plan has justified its proponents. However, that everybody or anybody is entirely satisfied with it is open to question, despite improvements made from time to time. The scheme as it stands embodies some of the findings arrived at by this Federation; some of our recommendations, however, were not accepted. Is it possible that the scheme might be working still more effectively if certain of our proposals were reconsidered in the light of experience? Is our responsibility in this connection at an end? Are we wise in assigning all our old reports to the file of finished (and forgotten) business?

Many other examples could be quoted of good jobs well done but without adequate follow-up. One notices, with all the hope compatible with experience, that steps have recently been taken to revive old studies of such problems as Sabbatical Leave and Teacher Exchange; no doubt this will result in the recommendation of reforms that could have been secured much more easily when the public and its governing authorities were not engrossed in war.

Year after year we bombard with resolutions a patient Department of Education. Generally we get what we ask for, but not always. What resolutions of the past ten years were rejected and laid aside by us as well as by the Department? Were these recommendations really without value? Should we be reiterating any of them in the proper ears?

Certainly the way to get things that are worth asking for is to keep on asking till the things are got.

Simple enough.

Eh?

AND YET AGAIN, OUR DEPARTMENTAL EXAMINATIONS

EVERYBODY concerned wants the departmental examinations to provide a fair and effective test of the attainments of the candidates and of the efficiency of the instruction which they have received; and, in the

main, this reasonable demand is pretty well fulfilled. The purpose of editorials appearing monthly since last September in *The B. C. Teacher* has been to do homage to those to whom we are indebted for improvements that have been made in our system of departmental examinations and to direct attention to respects in which further improvement is possible.

Numerous experienced associate examiners bear witness to the scrupulous courtesy and justice of their chairmen and to the obviously strong desire of the Department's officials to make the provincial examinations as fair as possible. Indeed, many teachers maintain that the tests are often made too easy. Students whom they know to be not equipped to proceed to university studies, and whom they certainly would not "recommend", nevertheless secure matriculation diplomas. Of course, the reason sometimes is that given papers miss their aim so completely as to produce scores that are very low even in the case of good students. The generous scaling of marks that then becomes necessary may prevent wholesale failure of students who have been adequately prepared but it may also result in the passing of candidates who properly should have been plucked. On the other hand, the attempt to remedy an unfair examination by scaling the results may well leave the better students with a sense of grievance. In the case, for example, of Senior Matriculation French, 1941, when liberal scaling was necessary to confine failures to one-quarter of the candidates, the better students complained that they had not been given proper opportunity to demonstrate their mastery of the course as defined in the Programme of Studies. Moreover, the mechanical raising of marks did not guarantee that the 25 per cent who failed really corresponded to the lowest quartile in the matter of preparation.

In certain subjects examiners feel that uniformity of marking is a practical impossibility because of the fact that the work is shared by men and women without experience in the teaching of the particular course involved. Such a state of affairs is embarrassing to all concerned,—to the examiners who are aware of their handicap and to their colleagues (who may include intimate friends) who look upon them as inadequately equipped for the particular task assigned them. The Department, it is felt, should see to it that Associate Examiners in the several subjects have, in every case, taught these subjects to pupils of the grades concerned. Indeed, there is considerable doubt regarding the wisdom of including any associate examiner who has not actually been engaged as a teacher of the given course during the current year.

A report based upon the examiners' reactions to student response is issued yearly by the Department and it frequently happens that comments included in this report are interesting and provide valuable guidance to the classroom teacher. This year, for example, Professor Larsen gives a Roland for an Oliver in his remark that "it seems a fair conclusion that many of the teachers have not read the Programme of Studies". He may be right. Certainly, teachers and examiners should pay more attention to that document than many of them hitherto have done. "Unfortunately, many teachers do not seem to have become acquainted with the pamphlet" on economic history "published by the Department", says Dr. Sage. In French III "the most astounding thing to note is the poor spelling and faulty English". With reference to Senior Matriculation composition, teachers are told that "more practice in writing and more correction and

discussion of exercises and themes are obviously very badly needed". In Social Studies V it was found that "too little attention is being paid to spelling and sentence structure". A similar comment is made in connection with Junior Matriculation English, and the cumulative weight of such comments would appear to be insignificant. Useful suggestions are offered to teachers of mathematics and other branches of the curriculum. In the case of a number of subjects, however, either the chairman and his committee failed to draft any comments and suggestions or else it was not thought wise to include them in the pamphlet.

Often, in times gone by, what may be defined as the *de haut en bas* tone of the yearly dissertation on the shortcomings of British Columbia high school students and their teachers has aroused considerable exasperation and discounted the usefulness of comments otherwise welcome and helpful. In that respect the 1941 report shows improvement, though there is ample room for more. Teachers are aware that they as well as their students are being subjected to examination and they are not at all inclined to resent it. However, the use of bald phrases such as "frankly terrible", with regard to answers to this or that question in a province-wide examination, indicates a defective grasp of practical psychology and a naive unconsciousness that, if the epithet (or one like it) be justifiable, the natural inference is that the question must have been "frankly terrible"—or words to that effect. Many of the comments upon the candidates' answers to specific questions are valueless, to say the least.

Nowhere does the report reflect awareness that Junior Matriculation candidates writing the June departmental examinations do not constitute a representative cross section of the high schools of the province. There seems a tendency to forget that relatively few students whom their teachers regard as included in the upper 40 per cent of their class sit for the Junior Matriculation examination.

The report contains certain thoughtful comments upon the examination papers themselves, but upon the whole this is perhaps its weakest feature.

A familiar epigram of Juvenal (*Quis custodiet ipsos custodes?*) raises a question of obvious relevance to a discussion of departmental examinations. Who is to report upon the adequacy or inadequacy of the test papers? That the judgment should not be merely that of the framer of the paper himself does not call for argument.

It seems obvious that a very important function of the Associate Examiners should be that of recording (with reasons) their opinions regarding the examination paper itself. Upon the whole, it is not evident that this function is being effectively exercised. Indeed there is a feeling among what seems to be not a few experienced Associate Examiners that their honest opinions regarding the question papers are not really wanted. They are apparently under the impression that criticism on their part, if directed against features of the tests themselves, or if involving educational views not at present in official favour, is futile. That this is a misinterpretation of the official attitude may well be true, but it certainly is an impression of which means should be adopted to ensure the removal. Like the author of the given departmental examination and like even those in posts of high authority, the Associate Examiners are fallible; but their reaction to a paper which they have spent long days in marking should be

valuable and certainly deserves consideration. If outstandingly good work upon the part of the framer of the questions were always duly recognized and if attention were courteously called to alleged defects discovered in the question papers by those who had read the candidates' answers, the probability of securing, year by year, departmental examinations that, with growing effectiveness, will fulfil their function would certainly be increased.

OBITER DICTA

OUR exchanges reflect the greatly increased and very earnest attention that the problem of religious instruction in schools is at present receiving in numerous quarters. *The Transvaal Educational News*, one of the most thoughtful and progressive professional journals we receive, has recently devoted a very generous allotment of space to outstandingly good articles on different phases of the question. The feeling is abroad that perhaps modern education shares in responsibility for the present world anarchy by its possibly too great concentration on the training of intelligence and tendency to neglect ethics and those concepts that foster reverence for things intrinsically sacred. It is argued that, while the difficulties incidental to any attempt at the direct cultivation of a religious attitude are manifest, and while mere formal instruction may produce mere formalism, or, worse still, mere sectarian prejudice, or even a repugnance to religion, the difficulty should be looked upon as a challenge to teachers rather than as an excuse for evasion. *The Christian Science Monitor* declares the decline of religious education in America to be "Education's No. 1 Problem" and is at present featuring in its excellent section devoted to education a discussion that deserves the attention of readers of *The B. C. Teacher*.

* * *

IT is already evident that there will be a serious shortage of teachers before the end of the war and grave danger of the issue of permits to unqualified persons. Are the teachers of British Columbia, especially those engaged in high schools, doing what they can in advance to meet the situation by acquainting possible prospective teachers with these facts and with the opportunity it entails for service to the commonwealth?

WE congratulate *The A.T.A. Magazine* upon the co-operation which it enjoys, as evidenced in the current issue by the publication of "local news" from seventy different local associations. Most of the press reports deal with the "regular monthly meeting" and the programmes indicate that our Alberta colleagues have no dearth of topics for advantageous discussion.

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Our Magazine Table

By ROTH GORDON

TEACHERS of established "modern" subjects can have little appreciation at times of the strain put upon instructors in the classics when, little by little, they see their cherished subjects being displaced on the curriculum by so-called "practical" studies. Every issue of *The Classical Journal* (George Banta Publishing Company, 450 Alhambra St., Menasha, Wis.; \$2.25) contains at least one article on the subject of this displacement. The February number has "Curriculum Revision and the Latin Course". In the section known as Hints for Teachers, a constructive thought on the vocabulary-building value of the classics is pointedly brought out in a statement to the effect that a well-trained student of Latin would hardly be guilty of certain errors found in college papers such as: (a) Indigent matter cannot be eaten without serious consequences, (b) "The dead man had wished to be cremated and the increment scattered to the winds," (c) "The perfunctory organs are of great help to man."

THE Conflict of Loyalty and Affection" is one of the leading articles in the Christmas issue of *The New Canadian* (396 Powell St., Vancouver, B. C.); \$4 per year), a newspaper issued three times a week by and for second generation Japanese in Canada. Commenting on the fact that the obvious treachery of Japan in the Pacific should definitely alienate Canadian Japanese for all time from the land of their forbears the article goes on to state: "Pearl Harbour has become the determining factor that has placed us on Canada's side of the fence, as Canadians. And it's up to us to fight for our side, to share the duties and dangers of that side, to become an honourable part of it. True, there are many Canadians, some sincere, some not, who are going to make it tough for us to prove that we, too, are Canadians. But now that we know just where we are going, it's up to us to find out if we are big enough to overcome that opposition."

PERHAPS as a student of Canadian art you are already familiar with the work of the Group of Seven—Carmichael, Harris, Jackson, Johnston, Lismer, Macdonald and Varley. If you are, you may be willing to admit that part, at

least, of the inspiration for the formation of this group should go to Tom Thomson, painter of the Canadian North, who produced such pictures as "Northern Lights," "The Jack Pine," "Spring Ice," and "Spruce and Tamarack." *The Manitoba School Journal* (1889 Portage Ave., St. James, Man.) reviews the life of this painter in "Great Citizens of Canada" for November.

I HOLD in my hand a copy of a teachers' weekly newspaper printed less than a month ago in England. On my desk is a complete set of this paper for some time back. It would appear that certain submarines aren't doing so well these days. The set goes back to September 25, an issue which contains an article on "Plays in School." Evidently over there life is slowly returning to normal. Later numbers contain two very interesting features, (1) a picture supplement on United States geography and history, (2) a series of articles on Soviet Russia—the people and their occupations. In this same newspaper, always ready with a real joke, is the department known as Random Reflections. Any educator who has marked examination papers will appreciate this one: A teacher set her class an essay on the Normans. One boy wrote: "King William had a new forest maid and he killed anyone who chased his dear." Oh, yes, I almost forgot. We have been talking for the last paragraph or so about *The Schoolmaster and Women Teachers' Chronicle* (Toddington Manor, near Cheltenham, Gloucestershire; price, twopence.)

IT can almost be taken as axiomatic that every magazine is materially improved by the inclusion within its pages of well-taken pictures. To be specific the magnificently composed "shot" on the cover of the January *Music Educators' Journal* (64 East Jackson Blvd., Chicago, Ill.; \$1.50), is perfectly in key with the main theme of this magazine, namely, American Unity Through Music. The picture we are describing is of the Bell Tower, Church of San Francisco, Quito, Ecuador. Furthermore, the first article is "Music for Uniting the Americas"—from Iceland to Tierra del Fuego. The first pictures shown within the magazine

are those illustrating "South American Music Pilgrimage." Next to this topic we find an article on the subject of "Music Education in the Southern States." The delightful series of letters, "Dear Lucy, This is Strictly Personal," is also being continued (long may it reign) and each month the less serious reader can count on some contribution or other written in a semi-humorous manner such as "Come Blow Your Horn—But Which One?"

THE picture on the cover of *The Transvaal Educational News* (30-32 Stemens Bldg., Johannesburg) makes one yearn once again for summer. The illustration referred to shows a trailer ("caravan" in South Africanese) with real rubber tires. Outstanding article for October is "Literature for Children of 10 Years," which, for ease in reading, is further subdivided into sections on the literature of action, the heroic age, the homely and familiar, fairy tales, fables, myths and legends, bible stories and poetry, pictures, and structure (of stories). In November, as will be readily seen from a study of the titles of a number of articles picked at random the whole issue of the *News* appears to be given over to the subject of "Religion in Education." Some of the titles are: "Christian Foundations of a Post-War World," "The Old Testament," "The New Testament," and "The Religious Education of Young People."

"TEACHER, Take It Easy" is the intriguing title of a little article in *El Padre* (1271 Pine Ave., San Jose), a magazine published twice each year by the Santa Clara County Teachers' Association. The writer of the article in question reports that at one time he nearly had a nervous breakdown. Now when he enters a classroom it is with the attitude that he is a spectator. The class is there to please him and do the work. Such a procedure he finds restful to him and educational for his pupils. This same teacher points out furthermore that he was a Progressive long before the word was educationally coined. But the children do most of the "progressing."

ENCLOSED with the December number of *The Educational Review* (Barnes and Company, Ltd., St. John, N. B.; \$1.50) is an Index covering the five years 1936-1941—a handy reference guide. To me the most interesting article

in this issue is "The Play's the Thing" which gives advice to teachers regarding impromptu dramatizations of such stories as "Goldilocks and the Three Bears," "The Golden Fish," "The Travelling Musician," "The Three Billy Goats," "The Three Little Pigs," "The Elves and the Shoemaker" and "The Sun and the Wind."

CLIPPING, defacing, misplacing and stealing books occur in varying degrees in every busy library. Current magazines, bound magazines and reference books suffer the greatest loss. Library books are carried out of the room under sweaters, between textbooks, in handbags, coat pockets, and are sometimes borrowed by signing fictitious names. Suggested cures for such nefarious practices are offered in "Book Theft and Mutilation" found in the *Pennsylvania School Journal* (400 North Third Street, Harrisburg, Penn.; \$2) for November. It is broadly hinted in this connection that librarians, teachers, administrators can help in this matter by working unitedly and untiringly to form habits of library citizenship. However, it is acknowledged by the writer of this article that it is better to lose a book than a reader.

"ARE Canadian Schools a Federal, Provincial or Local Responsibility?" Such is the question asked and answered in *The Bulletin* (201 Bank of Montreal Building, Saskatoon, Sask.), published by the Saskatchewan Teachers' Federation. A somewhat briefer but none the less important item on another page discusses the present shortage of teachers. Two solutions present themselves: (1) issue emergency teaching licenses at lowered standards thereby hiring poorly qualified candidates and lowering educational morale in general, or (2) raise salaries and so keep qualified teachers at their desks.

SO many magazines come each month to this table that it would be a physical impossibility to review adequately each and every one immediately upon its arrival. Consequently, as some of you have perhaps already noted, we have, for some time past, adopted the policy of dividing the number of publications approximately into two lots. By this means we are enabled within the space of two months to mention briefly practically every publication that comes to our notice. The moral of this little con-

ession is simply that if you are looking for something to be said about a magazine in which you are particularly interested and no mention is made of it this month, there is still every possibility that some little something will be said next month. In short, we avoid writing about any publication twice in succession but try to do justice to all magazines within two months of their appearing on our doorstep.

ACCORDING to an advertisement inside the back cover of *The Bulletin* (30 Bloor St. W., Toronto), for Ontario, the Royal Bank of Canada is offering to teachers free booklets for use in the classroom. The booklets are entitled "Banking Forms and Their Use" and "Family Budget Book." The first mentioned book explains in simple language the nature of cheques, deposit and withdrawal forms, travellers' cheques, drafts, promissory notes, etc., and how they are used. Actual documents are reproduced in colour. The second pamphlet is a household budget book with sample budgets to assist individuals in the management of their personal affairs.

THE Dominion Bureau of Statistics, Ottawa, is a fact-finding and fact-recording institution. This Bureau publishes *A Fact a Day About Canada* (25c per annum). Can you afford to spend a quarter for 365 items of vital information about our great Dominion? It might be called a textbook of Canadian progress and development, within whose pages the whys and wherefors of practically every phase of Canadian life and work may be seen. No other institution in Canada possesses a greater wealth of positive information.

TWO articles in particular drew my attention in the December copy of *The Education Gazette* (Education Department, Wellington, C.I.; 6s per annum) from New Zealand. The first one dealt with the problem of darkening a room for motion picture projection. To do away with most of the usual difficulty and expense of such an operation an ingenious arrangement is described. After as many blinds as possible have been drawn, the screen itself is darkened by means of a projecting hood. The other essay concerned a drive for the collection of ergot to help Britain. Ergot, as you know, is a fungus parasitic upon grasses and is used to alleviate the sufferings of

wounded soldiers and air-raid victims. Remember the moss we used to collect for somewhat the same purpose during the first Great War?

EVER since the beginning of the magnificent resistance of the U. S. S. R. to Nazi attacks, many parts of the British Empire seem to have undergone a somewhat complete change of heart with regard to the land of the Volga boatman. Some have become thoroughly "Russia conscious." *The J. U. T. Magazine* (C. T. Saunders, Jones Pen P. O. 6-), Jamaica's educational mouthpiece, features an article on "The Ukraine."

GEOGRAPHICALLY speaking, Pittsburgh may seem far away but at least two items in *The Pittsburgh Teachers' Bulletin* (1020 Bessemer Bldg., Pittsburgh, Pa.; \$1) bring us closely in touch with educational activities in that distant city. One, for example, is a request for teacher blood-donors. The other article is entitled "Loans That Cost Less." This contribution on the subject of credit unions points out that interest charges when money is borrowed from a union are only 4½ per cent when figured according to the "discount plan," in comparison with the so-called "6 per cent discount plan widely advertised by banks and by some loan agencies." Are You Up-to-Date?" is a regular monthly current affairs test for teachers and students. The first question on the January test reads as follows: "Our country was aroused on Sunday, December 7, by the news of a surprise attack on "Dutch Harbor, Manila, Pearl Harbour, San Francisco." In passing, we might mention that this time probably the number of correct answers will be quite high! For this improvement in results due credit must, in all fairness, be allowed certain efficient little Japanese "instructors".

IN our opinion any copy of a magazine containing an annual index is especially valuable. The Annual Index for Volume 18 of the *Journal of Chemical Education* (20th and Northampton St., Easton, Penn.; \$3.50) is divided into two parts—an Author Index and a Subject Index, each alphabetically arranged. Two articles of more than usual interest in the December *Journal* are "Modern Motor Fuels" and, in the High School Chemistry section, "Colloids in Your Daily Life."

B. C. T. F. and Kindred Associations

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

REVIEW OF THE PROVINCIAL SALARY SITUATION

By HARRY CHARLESWORTH,
General Secretary

THE January issue of *The B. C. Teacher* (pages 216-218) outlined the "Suggested Plan for Provincial Salary Basic Scale" and so this plan will not be repeated in this circular. It also dealt with our conference with the Minister of Education.

Since that time the Minister of Finance has introduced his budget in the House, and no reference was made therein to any changes such as we had requested.

The Federation then asked for the privilege of an interview with the Provincial Cabinet, and this was held on January 27th, all members of the Cabinet being present with the exception of the Hon. R. Bluhm, who was absent through illness. The points again laid before the Cabinet are summarized in the following brief synopsis.

1. The Federation wishes to present:
(a) The problem of Teachers' Salaries in British Columbia.

(b) Allied problems of Rural Education and Educational Finance.

2. As far as salaries are concerned, our requests of the Department of Education are confined to teachers in the low salary brackets:

In Elementary Schools from \$780 to \$1080 per annum; \$65 to \$90 per month.

In Junior High Schools from \$1100 to \$1280 per annum.

In Senior High Schools from \$1200 to \$1380 per annum.

3. The large proportion of teachers affected are in the Elementary schools, particularly in rural districts.

4. It needs no argument that an annual salary of \$780 today, to any teacher, particularly in isolated distant areas, with deductions made before salary is received, is not a living salary for a teacher, and is certainly no recompense for qualifications and training demanded. Furthermore, beginning teachers are compelled to take two summer courses in Victoria for completion and certificate. This involves considerable expense.

5. Hence we are suggesting a mini-

mum of \$900 be established for all teachers in Elementary schools.

6. It should be noted that youths today can get much more than \$780 in industry (shipyards, etc.), with no training. Even girls can get this with little training. (Sometimes training is also paid for by the Dominion Government).

7. Vital necessity for solution of salary problem is the institution of a basis for an adequate system of salary scales for every teacher in the province.

8. We have suggested that a beginning might be made with a Minimum Basic Scale as follows:

Elementary: 1st year, \$900; 2nd year, \$960, 3rd year, \$1020, 4th year \$1080.

Junior High: 1st year \$1100, 2nd year, \$1160, 3rd year \$1220, 4th year \$1280.

Senior High: 1st year \$1200, 2nd year \$1260, 3rd year \$1320, 4th year \$1380.

9. At present the majority of city teachers have full and complete scales and several municipalities also have adopted scales.

10. The rural teachers, however, are largely without scales and in consequence the vast majority teach year after year with little or no increase of salary.

11. Their work is at least equally important, and probably more important than that of the city teachers. It is certainly more difficult. The training is the same.

12. At present, rural teachers are compelled to change schools frequently, in order to obtain salary increases. The turnover is very great, the loss to rural education is tremendous.

13. A scale such as that suggested would be of great value in keeping teachers longer in rural schools and the evolution of complete scales would make rural teaching an attractive life work for those whose preference was for the country and rural areas.

14. Such a change would bring a much greater and fairer opportunity to rural children.

15. The Federation's suggestions and requests are not new this year. They have been a subject of survey and conference for many years and this is the third successive year in which we have pressed for a concrete beginning of salary scales.

16. The need becomes greater, not

less, with each postponement, and the problem of itself will force attention at an early date, if education is to be prevented from suffering a serious setback.

17. For over four months, the Federation has devoted most of its time to a survey of actual conditions regarding:

- (a) Salaries of all types of teachers in all areas;
- (b) The Government's assistance to Education by way of grants;
- (c) The local district's contribution to Education by way of taxes on property;
- (d) The position as it affects each School Board in the Province.

18. The complete findings have been given to the Department and the Minister of Education.

19. They show that the present system is entirely inadequate and full of inequalities, some of which can be seen from a few extracts from the detailed tabulated summaries contained in the complete survey.

20. These summaries show:

(1) The great differences in salaries paid in various areas, with no basis for such differences.

(2) The Government's grants are only scientific and fair up to a very limited point, that is, to the minimum salary level.

(3) The various localities have a very wide degree of variation in financial ability to provide adequate education from local revenue, again with no adequate basis for such variation.

(4) Places paying low salaries are often providing more money in proportion (that is, a greater mill rate) from local taxation for even such low salaries, than the amount provided or necessary by places paying higher salaries.

(5) Contrary to general opinion, teachers' salaries in many parts of British Columbia are still very much below what they were in 1924-1932.

(6) Teachers in the Peace River District are now teaching for salaries as low as \$800, whereas a few years ago, \$1200 was the minimum here.

21. We have suggested a temporary measure by which a beginning could be made now. We would suggest a real study of a permanent basis for a redistribution of the costs of education in such a way as to give a comparatively equal opportunity to children and teachers in all parts of the province. It can be done. Our studies have convinced us of this.

Respectfully submitted on behalf of

the British Columbia Teachers' Federation.

HARRY CHARLESWORTH,
General Secretary.

Delegation Members present:

W. R. McDougall, President.
A. T. Alsbury, Vice-President.
H. L. Buckley, Chairman, Provincial Salary Committee.
A. Vogee, Rural Teachers' Association.
Miss C. E. Maxwell, New Westminster.
Harry Charlesworth, Gen. Secretary.

We were promised that our representations would be given full consideration, and we expect to hear in a few days what final decision has been made.

In the meantime, however, it is necessary that Local Associations and teaching staffs should take steps (if they have not already done so) to ask the respective School Boards for whatever salary adjustments may be considered necessary. It should be remembered that our requests of the Government, if granted, would only affect teachers in the lower brackets. It would still be necessary for the Boards to follow by inaugurating a plan of increases or adjustments for those in higher brackets.

In order to clear up some evident misunderstandings it might be well to summarize the position and policy of the Federation re Salaries, as a guide to Local Associations and teachers generally:

1. Our first objective was the inauguration of a system of Provincial Basic Minimum Salaries, as a foundation for future progressive development towards an equitable system of provincial salaries.

2. This included the recognition of the vital principle of annual increments for service, up to a reasonable number of such increments.

3. We desired the establishment of a minimum salary of \$900 for all Elementary teachers instead of the present minimum of \$780.

4. We also desired that the cost of these foundational changes should not constitute an addition to local taxation, but should be made possible by a readjustment of grants payable from provincial revenue.

5. The figures we presented (as enclosed) gave all the necessary details as to costs, both for every school district and for every teacher.

6. It should be noted that the Federation, in accordance with policy decided upon by the Executive, made no reference in its requests to a "cost-of-living

bonus". There were good reasons for believing it would be better to take care of this factor by means of a "readjustment of salary" which would give adequate salaries for present day conditions.

7. It should be distinctly understood, however, that the Federation did not and does not take the position that teachers are not entitled to a cost-of-living bonus. It believes, and it has stated its belief, that all employees (teachers included) are entitled to a bonus or its equivalent. The Federation preferred the equivalent by way of adjustment, but it did not and does not suggest any refusal of a bonus, if such should be offered by any School Board, either voluntarily, or upon request of teachers.

8. It was considered, however, that there were very real and grave dangers in suggestions made that the teachers of Canada generally through the Canadian Teachers' Federation or otherwise, should ask the Ottawa Government to place all teachers of Canada (including those of British Columbia) under the order granting bonuses to employees until we had full knowledge of just what effect such an order would have on the allied questions of salary-pegging and salary scales both as regards scales now in effect, and scales for which the Federation has been working so ardently to have put into effect. To date we have not been able to receive any assurances in this regard. It should be repeated, however, that the Federation's objection is certainly not to a bonus for teachers—it is an objection to a compulsory order from Ottawa that teachers shall be given a bonus if such compulsory bonus involves a salary-pegging which would make it impossible for us to improve even the present low salaries of rural teachers by any form of scale with annual increments. In other words, the Federation did not wish an Ottawa order which would nullify completely our negotiations with our Provincial Government on our fundamental objective of a "Salary Scale with Increments," and which would interfere with satisfactory salary arrangements (in some cases involving new or revised salary scales) in process of completion between some individual boards and their teachers.

If the British Columbia Teachers' Federation is told officially and authoritatively that we can have no scales and no increments, then the way is open for us to concentrate on a "cost-of-living bonus" for all teachers on a basis equal to that of all other employees, but let us first of

all find out, without any possibility of doubt, that we cannot get the more fundamental and more permanent changes we have been authorized and requested by our annual meetings and Executive to make our first and fundamental objective.

9. As far as the possibility of obtaining a cost-of-living bonus for teachers from the Provincial Government is concerned, this can hardly be a practical possibility as long as the Government provides no bonus for its recognized employees, the civil servants, but if provincial and municipal employees should be granted bonuses, then a claim from teachers, as public servants, for similar consideration would be just and valid.

10. Bonuses from School Boards are possible, and are in accord with Ottawa's expressed desire that all employers should follow the general example. Several School Boards in British Columbia are reported to have already granted such a bonus, such as Victoria, Oak Bay, Powell River, Duncan, and in the majority of cases the bonus is in addition to a scale increase. (Other Boards, such as Surrey, Langley, etc., have granted an adjustment of salaries with general increases). There is therefore no reason why teachers should not request a bonus from the School Board if they so desire, and why they should not accept a bonus if they are satisfied that such acceptance does not prevent them from obtaining an even more just and acceptable agreement.

It is hoped that the full report prepared and circulated by the Federation will not only be of value at the present time in connection with actual salary negotiations, but that it will form a practical and adequate basis for further detailed study and survey of the fundamental problem of rural education, namely, the readjustment of the system of educational finance. In its preparation, this major factor has always been kept prominently in mind.

TEACHER EXCHANGE COMMITTEE

At a recent meeting of the Consultative Committee of the British Columbia Teachers' Federation the following were elected as members of the 1941-42 Teacher Exchange Committee:

Mr. P. N. Whitley (Chairman), Miss E. M. Brown, Mr. E. M. White, Miss E. Frost, Dr. N. F. Black, Miss Marjorie Leeming, and the President of the Vancouver Exchange Teachers' Association.

BRITISH COLUMBIA SHOP
TEACHERS' ASSOCIATION

At the last general meeting of this association, on January 20th, 1942, there was a feeling that there should be a full page of matters of interest to this association in *The B. C. Teacher* each month. To obtain such results has been, in the past, difficult, as the Editor and the Shop Teachers' representative on the Magazine Committee have from time to time reported. The space is available to us if we do our share. Topics of interest and help to fellow shop teachers might come under one of the following heads:

1. *Project Planning.* Submit sketches of worthwhile projects, either pupils' or instructors, which have been found suitable. A short comment by the instructor regarding its adaptability to the prescribed course, difficulty of execution, and the interest created amongst the other pupils, would help us to realize its value.

2. Questions dealing with some problem met in your own shop and answers to such problems. Someone may have had the same problem and solved it very satisfactorily. The answer should be yours for the asking. The following is a very good example. In a general shop, blackboard space was at a premium during drawing lessons. Classes coming in for one period sessions, alternating Grades VII, VIII and IX, aggravated the situation. Sketches and drawings were being erased and placed on the blackboard again several times a day, causing some confusion and loss of time. The solution was to obtain 36-inch wide heavy brown wrapping paper or building paper, and, using black grease crayon, make complete sketches and drawings thereon. These drawings can then be pinned up in a suitable place as the need arises. When not in use the drawings may be rolled up and stored away. Several teachers have found this system very satisfactory, particularly for boys doing corrections which so often come on a later day with the slower pupils.

Surely we all have similar problems! Let us hear about them and help one another.

3. *Suggestions.* You may have found some method of presenting a specific lesson or material to your classes very satisfactory. A short treatise on such a method might be found very helpful to another instructor.

Topics which were discussed at the last general meeting were as follows:

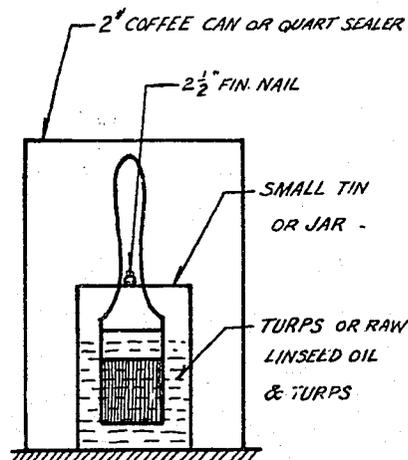
1. *Junior Matriculation Examinations.* Mr. B. Acteson spoke briefly on the Junior Matriculation Papers in drawing for 1940 and 1941. It was pointed out that these papers leaned very heavily toward metalwork, which left boys taking only woodwork and drawing at a distinct disadvantage.

A standing committee was set up, consisting of Mr. B. Acteson as chairman, Mr. F. Turner and Mr. Watson (woodwork); Mr. G. Manson and Mr. R. Garvin (drawing); Mr. B. Acteson and Mr. F. Rolston (metalwork). The function of this committee is to meet and discuss fully the departmental examination papers in Industrial Arts, and to formulate constructive criticisms and suggestions to be forwarded to the Department of Education.

2. *The B. C. Teacher.* Mr. M. A. A. Harris, 3453 W. 39th Ave., Vancouver, was appointed to assemble material for a page in *The B. C. Teacher*.

The Pool. Are you using it? Are you supporting it? No! Not the Crystal Pool—the Practical Arts and Shop Science Pool. There are many drawings available. Many more are needed.

In connection with sketches and drawings submitted to the Pool, a committee was appointed to check them before mimeographing, in order to decrease the chances of errors.

QUICKLY MADE VARNISH
BRUSH KEEPER

ART TEACHERS' ASSOCIATION

AS an added attraction for teachers coming to Vancouver for the Easter Convention, the Art Teachers' Association has made arrangements with the Vancouver Art Gallery to have a show of art work from the schools on display in the lecture room of the Gallery during Easter week.

In order to make this show as representative as possible and at the same time to set a high standard of work, it has been decided to make it a jury show. That is, all work entered will be submitted to an impartial jury, and work to be exhibited will be selected on the basis of merit alone.

Art teachers in the Lower Mainland area as well as the city of Vancouver are invited to send entries to the Art Gallery before the end of February. It is essential that these entries be sent or brought to the Gallery rather early as it will take some time for the judging and mounting of the entries. Those who intend to submit work from their schools are especially reminded to send drawings in flat, not rolled.

There will be a further note in *The B. C. Teacher* regarding any arrangements that are made for the return of entries.

At the regular monthly meeting of the Art Section, held in the Art School Cafeteria on Monday, January 19, Mr. Shadbolt spoke on the place of drawing in the elementary school curriculum. Many of the ideas and methods suggested by Mr. Shadbolt were found to be of interest to all teachers of art and have been tried out in many classrooms since the lecture

ATTENTION, TEACHERS

Re. G. A. Fergusson Memorial Fund

1. Nominations are kindly requested for the Tenth Annual G. A. Fergusson Memorial Award.

2. Nomination of candidates for the award may be made by any Federation member or by any Local Association of the Federation.

3. Nominations must be received by the undersigned at the Federation Office, 1300 Robson Street, Vancouver, B. C., not later than Saturday, March 28th, 1942.

4. Each nomination should be accompanied by a description and supporting evidence of the work for which the award is claimed. Meritorious work on behalf of the Federation, or any Association, may rightly be included.

5. The conditions provide that the award shall be made annually to the Federation member (or ex-member who is no longer eligible for membership), or to a Member-Association, who (or which) has made, in the judgment of the Trustees, an outstanding contribution to education.

6. The Trustees particularly desire to have for such an outstanding honour, a good list of nominations, truly representative of all teachers of the province, and they therefore urge that all Associations and members give this matter their early and serious consideration.

7. The present Trustees are: Miss Florence Mulloy, Vancouver (Chairman), Mr. L. B. Boggs, Penlicton (with third member to be appointed).

On behalf of the Trustees.

(Signed) HARRY CHARLESWORTH,
Honorary Secretary.

1942 EASTER CONVENTION

WITH Mr. H. C. Freedman in the chair, the first meeting of the 1942 Convention Committee got away to a good start on Saturday, January 24th.

In keeping with present day wartime efficiency and with a sincere desire to save money and avoid unnecessary frills the committee, after due consideration of all factors, decided, this year, upon a high school location for the Convention in preference to a downtown hotel.

Monday, April 6th, will be given over to two general meetings. Secondary sections, as a group, will meet during the same day. Tuesday also will be taken up with business matters. This will leave Wednesday and Thursday open for a "conference" type of programme with some speaker or speakers of wide repute. Dr. Lazerte, Mrs. Priestly, Dr. Luff were among those suggested. There will also probably be a panel discussion in which guest speakers will discuss some aspects of the so-called Progressive or Essentialist movements.

With regard to social affairs, a Convention Luncheon is contemplated, the same to be held in the gymnasium of the chosen high school. There will also be a Convention Dance organized along the lines of an informal "Easter Party" held either in the school or in the Alma Academy.

A chairman is to be selected to look after a programme of sports—badminton, ping-pong, tennis, golf, etc. Excursion trips in private cars for outside teachers have also been suggested.

A committee is looking after accommodation for visiting teachers. A list of private boarding residences will be advertised in *The B. C. Teacher*. Incidentally, if you, dear reader, have a spare room and would like to contribute to the comfort of some visiting teacher by offering bed and breakfast at a suggested rate of a dollar a day, get in touch with Mr. Freedman or some member of this committee.

The dollar fee for preregistration will remain as in recent years. Members of the Executive Committee may participate this year in pooling for travelling expenses.

All proposed expenditures must be approved by a Convention Finance Com-

mittee of three and the complete cost of the Convention must be known by Wednesday night, April 8. This date is the deadline for the pooling committee to set its information.

Mr. Roth Gordon has been instructed to handle all publicity and no one else will have authority to make statements to the press. Reporters will be given passes to the meetings they are at liberty to attend and will not be admitted to any others.

The deadline for Convention resolutions is February 15th.

Registration cards this year will be a decided improvement upon those of last year. Each card will have a table of events, according to time, printed on the back.

**1942 BRITISH COLUMBIA TEACHERS' FEDERATION
CONVENTION COMMITTEE**

- Chairman.....Mr. H. C. Freedman, 3825 Arbutus St., Vancouver;
BAY. 4164-Y.
- Past Chairman.....Mr. W. E. Whatmough, 2933 West King Edward Avenue,
Vancouver; ALma 2386-L.
- Secretary.....Mr. J. G. Young, 481 West 18th Ave., Vancouver;
FAir. 6491-L.
- Accommodation.....Mr. V. A. Wiedrick, 4540 West Fifth Avenue, Vancouver;
ALma 0769-L.
- Finance.....Mr. C. H. Shoemaker, 4609 Oak Street, Vancouver;
BAY. 9421-L.
- Credentials.....Mr. R. T. Hamilton, 3453 West 39th Avenue, Vancouver;
KErr. 2889-R.
- Resolutions.....Mr. G. H. Johnson, 455 West 26th Avenue, Vancouver;
FAir. 5540-L.
- Advertising.....Mr. W. F. Houston, 3811 West 26th Avenue, Vancouver;
BAY. 8154-R.
- Registration.....Mr. G. H. Dyson, 2254 East 34th Avenue, Vancouver;
FRas. 4730.
- Registrar.....Mr. D. Tysoe, 2990 St. Klida Avenue, North Vancouver;
North 1636.
- Pooling.....Mr. N. B. Manson, Port Alice, B. C.
- Programme.....Mr. J. H. Barclay, 3320 West 28th Avenue, Vancouver;
BAY. 7068-R.
- Entertainment.....Mr. J. A. Hamilton, 2851 West Seventh Avenue, Vancouver;
BAY. 2480-M.
- Courtesy.....Mr. J. Inkster, 2226 Inglewood Avenue, West Vancouver;
West 258-L.
- Tickets.....Mr. C. Van Morrison, 4679 Dunbar Street, Vancouver;
BAY. 8951-L.
- Information.....Mr. I. Pelman, 1550 West 15th Avenue, Vancouver;
BAY. 8091-L.
- Publicity.....Mr. R. G. Gordon, 2274 Adanac Street, Vancouver;
High. 4120-L.
- President.....Mr. W. R. McDougall, 116 West 23rd Street, North Van-
couver; North 960.
- General Secretary.....Mr. Harry Charlesworth, 1300 Robson Stret, Vancouver;
MAR. 3523.

PROVINCIAL ASSOCIATIONS

- Provincial Secondary.....Mr. J. Clague, 3146 West King Edward Ave., Vancouver;
BAY. 2423-R.
- Provincial Elementary.....Miss A. E. Dickinson, 4674 West Eighth Ave., Vancouver;
ALma 2486.
- Provincial Principals.....Mr. L. B. Boggs, Penticton, B. C.
- Rural Teachers.....Mr. E. R. G. Richardson, Comox, B. C.
- Prov. Home Economics.....Miss F. Howden, 3592 Point Grey Road, Vancouver;
BAY. 6562.
- B. C. Shop Teachers.....Mr. R. W. Garvin, 2820 West 28th Avenue, Vancouver;
BAY. 8865-M.

STOP PRESS NEWS

THE public press has just now reported from Victoria that the Government "reluctantly" has decided against making provisions for increasing grants, or inaugurating the basic minimum scales asked by the Federation at the current session. It has not even changed the minimum salary from its present level of \$780. It has, however, announced its intention of planning for a revision of our taxation system especially in respect of education. In this regard, the Federation has reason for great satisfaction, for, as already indicated in the above review, we have consistently pressed for such a revision as being essential for any real solution of rural and municipal educational problems.

In spite of our natural disappointment over the decision to again postpone action on salaries we have not yet entirely given up hope of improvement, for we believe some steps are still possible, and the Federation is canvassing the possibilities of these.

B. C. T. F. MEDICAL SERVICES ASSOCIATION

WE are now ready to provide every B. C. T. F. member with co-operative protection for Medical and Hospital expenses. Our scheme is no longer a matter of proposals, hopes, or possibilities, but an accomplished fact. The necessary agreement with the College of Physicians and Surgeons has been made, and incorporation of the new association has been completed. We are ready to accept applications and to pay benefits. Information and application forms are being mailed to each Federation member.

We offer you the payment of:

1. Necessary medical and surgical treatment and diagnostic services required for illness or accident.
2. The services of a specialist when ordered by the doctor attending.
3. Hospital care at public ward rates for a maximum period of 12 weeks including the use of the operating room, laboratory services, anaesthetics, X-ray for diagnosis, regular medicines and dressings.

The benefit for illness is limited to \$500 for a single member and \$750 for a member and his dependents in any one year, and is available two months after the application has been accepted. The benefit in accident cases is limited to \$100 in any one year, but is available from the date of acceptance of the member.

The cost is low. We are a mutual, non-profit organization. Our overhead is small. We have not found any other

medical service scheme that can give equal benefits at a lower rate. A member and his family (i.e., the member, one adult dependent under 65 years, and children under 19 years) are protected for \$32.50 per year; a member with one dependent is protected for \$30 per year; and a single member for \$20 per year.

You can protect your family. This scheme for medical services supplements the existing B. C. T. F. scheme for salary indemnity. The one prepares for special expense during sickness, and the other guarantees the continuance of an income. For the modest sums required by these two schemes you can meet the future with a feeling of security. The dread of years of financial struggle that so often follows in the wake of serious accident or illness can be removed. Your loved ones can receive medical care at the moment they need it because your foresight has provided for it. By joining with your fellow-teachers in a plan of collective security you can face the uncertainties of health and the vicissitudes of life with calmness.

Act promptly. It is important that teachers should be eligible for benefits as soon as possible. We are ready to date the acceptance of applications that come in promptly as from February 1st. This concession means that such members will become eligible for benefits, in the case of sickness, by April 1st, since benefits for sickness commence two months after the date of acceptance. It is also important that the Association should get off to a good start. It is the essence of co-operative effort that all concerned do their part in making it a success. A good number joining at the very beginning would give our funds an initial stability. A great many teachers have been urging the Federation to hurry up with a medical services scheme. The Federation has done its part, and looks to these teachers to do theirs with the expedition they have been urging on it. Study the information sent to you and act on it before you lay it aside.

Do not expect everything. There are some provisions we would like to make, but we feel we should proceed cautiously until the association has gained experience and built up reserves. We would wish to have granted more in cases of maternity. At present we make a grant of \$17.50 to the member, but do not assume medical or hospital expenses. We hope we may be able in the future to increase this grant. We would like to have offered medical services only at a special rate for teachers who already

belong to some community hospital scheme. The experience in the Vancouver Teachers' Medical Services scheme, however, shows that hospital costs are only 25 per cent of the expense. We do not feel any reduction we would be justified in offering such teachers would be sufficient to be acceptable. The plain fact is that we believe these teachers could have hospital care more cheaply through the B. C. T. F. scheme.

Play fair. This is a scheme run by teachers for teachers. No promoter is seeking a profit from it. All its revenues go to the benefit of its members. Mem-

bers, therefore, should be careful to avoid unnecessary demands on its services, and should call on its benefits only in the case of real illness. Similar thoughtfulness with respect to enquiries and requests for information may save the association much expense in office work and correspondence. Members will usually find the answer to their enquiries in the information already mailed to them if it is studied carefully. We will, of course, be pleased to give any further information that is desired.

E. H. LOCK,
President, B. C. T. F. M. S. A.

Lesson-Aids Committee

All correspondence regarding Lesson-Aids should be addressed to Mr. HARRY G. BOLWOOD, 3486 West Second Avenue, Vancouver; not to 1300 Robson Street

LESSON-AIDS COMMITTEE MISSING

OUR notes were missing last month, unavoidably. We hope this will be the only lapse this year.

ORDERING UNITS

We have been asked to indicate the procedure in ordering Lesson-Aids Units. Here it is:

1. Send for a copy of the Price List and Order Form; or write order on plain sheet if necessary.
2. Fill in Order Form carefully, giving name and address. There is point in this instruction.
3. Order units by number and by title, to guard against error.
4. Mail Order Form, with Postal Note or stamps to cover the cost, with a few cents extra for postage.
5. If you have a Normal Graduate special discount form, deduct 25 per cent discount before mailing. (These discount forms are distributed to all Normal Students some time in May each year).
6. The package of units will be mailed as soon as possible after receipt of order; but as the secretary is a very busy individual, he asks indulgence when there is unavoidable delay.
7. Any excess payment is returned with the units.
8. When quantities of any unit are ordered, a special reduction in price applies, and refund made accordingly.
9. All units are sent on the understanding that they may be returned if not up to requirements. This happens very rarely.
10. Suggestions and criticisms are welcome.

NOTE: As we mail an average of 30 to 40 units a day, we ask teachers to assist

by giving careful attention to above instructions, to lighten the work of despatching.

GRADE V—SCIENCE

We have just issued Unit 3 of the popular series of Science units. Unit 4 has still to be prepared. The complete set now is:

- No. 27. Unit 1. Migratory Birds; 4c.
- No. 28. Unit 2. Migratory Animals; 4c.
- No. 112 (new). Unit 3. Warm and Cold-blooded Animals. 4c.
- No. 29. Unit 5. Adaptation to Surroundings, 4c.
- No. 30. Unit 6. Protective Colouring, Mimicry. 6c.
- No. 31. Units 7, 8, 9. Insects. 4c.

NEW UNITS

We are now considering new units, to be ready at the Easter Convention. We hope to have, amongst others:

1. Safety unit for Primary Grades.
2. Sets of Stories for Juniors.
3. Another Art Unit—probably on "Murals".
4. Units specially suitable for young teachers.

At the moment we cannot be more definite than this, as even the constitution of the committee is precarious under present circumstances. Teachers may depend upon our doing all we possibly can to meet requests for new units.

EASTER CONVENTION

Our present plans include a display of projects illustrating some of the units, such as proved so popular last year. There will be a display of poster work, and of children's actual seatwork. And, of course, there will be the usual section for the display and sale of units. More details next month.

Ramblings of Paidagogos

CONCERNING STUPIDITY

THERE can surely be no more suitable topic than this for discussion in a teachers' magazine. The which is said without irony. For teachers as a group are deeply experienced in the various manifestations of stupidity, and many of them are adept to the point of virtuosity in dealing with it. Indeed, the mitigation of stupidity may be regarded as the teacher's main business.

The term—forgive me this old-fashioned paragraph!—has an interesting derivation. Apparently the Greeks had a word, "stupos" to wit, which meant "a stump or block of wood". From this the Romans developed the word "stupere", which meant "to become a stump or block", thus implying that the individual in question had temporarily lost his powers of mental reaction. He resembled, that is to say, a person who had been stunned. The English words "stupor" and "stupefaction", which are closely related to the word "stupidity", convey the self-same idea. Thus a stupid man is one who acts—for the nonce perhaps—as if he had been struck three parts senseless by a heavy blow on the head.

Now I suppose stupidity may be defined as absence of intelligence, and disposed of without further ado. I suppose the whole matter has been reduced to a scientific basis, and that the stupidity quotient is merely the intelligence quotient in reverse. Subtract a man's I.Q. from 200 (or from something of the kind) and his S.Q. will straightway appear.

Note, however, one rather illuminating outcome of this artless process. Simple Simon, whose I.Q. is 65, is credited with an S.Q. of 135, which is fair enough; but G. B. Shaw, whose I.Q. is probably 175, is left with an S.Q. of 25, which is quite startling. Everyone, that is to say—even the very smartest man—has an S.Q. of some sort. We are all stupid in some degree. Stupidity is just as characteristic an ingredient of human nature as intelligence is. For my part I am rather glad of this. It explains why a keen-minded person like you (or you, gentle reader) is so often in difficulties.

The foregoing, inadequate and sketchy though it is, will serve to show that our topic is far too broad for a thumb-nail essay. So I propose to leave the main ground of stupidity for future examination, and address myself to considering one of its side-issues—a side-issue that cries aloud for objective consideration. There is, as every teacher very well knows, a phenomenon that may be called pseudo-stupidity. What, let us ask ourselves, is the explanation of this?

After a deal of cogitation (occurring, I hope, in one of my less stupid moments), I suggest that pseudo-stupidity has four chief causes. These are: (1) ignorance; (2) apathy; (3) defence; and (4) intention. Doubtless there are a great many lesser causes, but I fancy analysis will place them under the above categories. Anyway, four causes are enough to be going on with.

First then, the appearance of stupidity may be due to lack of experience

with the elements that compose the situation being faced. The child who cannot add will be very stupid over multiplication; the man who has always lived in the city will be very stupid in the bush. But their stupidity will lessen with experience. They are suffering from ignorance only—not from defective brain structure.

Second, the appearance of stupidity may be due to absence of interest. This is the explanation of those cases where subsequently brilliant men have been failures in school. Here the victim has had experience with the elements of the situation being faced, but the experience has been tedious and distasteful. He is under no temptation to enlarge it. So he takes refuge in his own thoughts, and prefers the implication of stupidity to the alternative of boredom.

Third, pseudo-stupidity may result from a strong sense of personal inferiority and a consequent fear of social and competitive situations. The individual retires into his shell, and avoids failure by the simple device of not trying. Since he makes no effort, he seems doltish and dull. He may even be likened to "a bump on a log"—which comes remarkably close to that "stupos" of the Greeks. Painfully aware of some defect in himself, he hides not only the defect but with it every other aspect of his personality.

Fourth and last, stupidity may be assumed by intelligent people to further certain ends of their own. There are many situations in which it pays to be stupid—situations where responsibility is burdensome or where insight leads to embarrassment. Furthermore, and this is general, there is no doubt that intelligence is admired more in the abstract than in its actual operation. The very intelligent man is viewed with a certain suspicion by his less gifted associates. There is always the possibility that he may be over-reaching them, out-thinking them, or laughing at them. So he learns to hide his light under a bushel. The very intelligent woman—alas for masculine conceit!—has a doubly insistent reason for learning the same lesson.

These then are the four chief causes of pseudo-stupidity, and I commend them to the attention of my fellow teachers. I especially commend the fourth. Because I hope when Paidagogos next rambles across the border-line into the inviting land of Moronia, it may be said of him: "Stupid! Not a bit of it! Certainly not! The rascal merely has his tongue in his cheek again".

"INTELLECTUAL ISOLATIONISM"

THERE is no more disturbing or reactionary influence at work among the schools and colleges of the United States than that which questions the wisdom of the study of any foreign language or the study of the humanities. This is intellectual isolationism of the most extreme type and can lead only to an ignorance that would be as dismal as profound. Those who would deprive the American youth of today of their intellectual inheritance and start them in the practical work of life so impoverished and limited are doing the greatest damage

to American youth and to American education that can possibly be imagined. It is the study of the humanities which lifts human nature out of its immediate local and personal environment and takes it up to the high places of life, from which it can see and understand what life means and has meant, what are and have been the influence and the controlling power of intellectual and of moral ideals. It substitutes the life of a true human being for that of a rather intelligent animal.—
NICHOLAS MURRAY BUTLER, President,
Columbia University.

The British Columbia High School of Correspondence

By DR. EDITH E. LUCAS, *Director of High School Correspondence
Instruction, Department of Education, Victoria*

THE High School of Correspondence was initiated to provide a system of instruction for those students who had not the opportunity to attend a High School. Since its inception the school has gone many steps further in its effort to equalize educational opportunities throughout the province. Students in small high schools or superior schools can now choose from as wide a range of optional courses as is offered in almost any large high school, since they are allowed to take three courses each year by correspondence. Students confined to bed or physically unfit to attend school may obtain their entire education by correspondence. Students who must leave High School before graduation in order to help support their families may complete their High School courses by correspondence. Teachers may work towards a first-class certificate by taking Senior Matriculation courses. Inmates of penal institutions may take vocational or academic courses. Adults in all walks of life may, in their leisure hours, obtain by means of correspondence courses the education which, for one reason or another, they were unable to obtain in youth.

As the work of the school becomes more widely known throughout the province, the enrolment mounts. In 1940-41, the total enrolment was 3982. Of this number 36.7 per cent took courses not offered at the local school, 7.08 per cent took Senior Matriculation courses, 22.9 per cent took technical-vocational courses, 6.7 per cent were hospital cases, 5.3 per cent were inmates of penal institutions, and 4.7 per cent were students under eighteen and gainfully employed.

Each year there is a vast amount of work to do in connection with the revision of courses. During the present school year we are offering new High School courses in Business Arithmetic, Shorthand I, Secretarial Practice I, Bookkeeping I, French II-A, and Social Studies IV, new technical courses in Mechanical Drawing and Building Construction and a new Senior Matriculation course in Algebra and Trigonometry. In addition we offered for the first time a course in Junior Business and Introductory Book-

keeping and a course in Home Economics CC-IV. In September, 1942, we shall have new courses in General Science III, Secretarial Practice II, Shorthand II, Automotive Engineering I, and Principles of Radio. The only course which we shall add to our list of 1942-43 courses is a course in Journalism. This course will cover the units of study outlined on pages 1 to 90 of the Programme of Studies and will give first credits.

Teachers of High School subjects may purchase our courses as an aid to classroom teaching. They are not, however, permitted to distribute to their pupils the hectograph copies.

We have heard much about the advantages and disadvantages of correspondence instruction and shall not go into that matter here. We should like, however, to refute one criticism which we feel is unfair. We have often been told that it is impossible to complete a grade in one year by correspondence because of delay in the sending and returning of papers. In 1940-41 we had students as far removed from Victoria as Carcross, Yukon Territory, who completed eight courses in ten months. All our students receive a leaflet headed "Instructions to Correspondence Students". In this leaflet students are directed to send in by every mail all completed papers they have on hand whether they have received back the previous papers corrected or not. Students are requested, however, not to attempt a test until they have received a grading on all previous papers. While they are waiting for papers on which a test is based to be returned to them, they should begin work on the next set of papers.

We are making a very special effort to have papers in the hands of pupils by September 1st, but can only do this if teachers will co-operate by urging pupils to send in their application forms during the month of August. Think of the immensity of the task of attending to hundreds of applications during the month of September. During that month, everyone works overtime. For an application correctly filled out accompanied by a statement showing marks received in the previous grade, everything goes

smoothly. But how many students neglect to enclose such a statement, fail to mark the course they want, or mark a course for which they have not taken the prerequisites! To such students a letter of request for further information must be sent before courses can go out. To offset such delays we have adopted the plan of sending out circulars and application forms early in June with the request that teachers talk over with their pupils the question of correspondence courses before leaving for the summer. Application forms could be filled out in the classroom and statements of marks in prerequisite subjects attached by the

principal. The students could mail the forms themselves during the summer with the registration fee of two dollars.

May we have a little more space in order to express to the teachers of the province our heart-felt thanks for their kindly co-operation in our work. They are very often in a better position than we are to advise and encourage our students and their assistance has many times proved valuable. We also owe a debt of gratitude to our school inspectors who inform us, when necessary, of conditions in different localities and who are always willing to look into cases demanding special attention.

Keeping the Book Collection Alive

By JEAN WOODROW, *King Edward High School, Vancouver*

WE are now approaching the time of year when many school librarians indulge in their annual equivalent to a spring cleaning. This usually consists of cleaning, mending, re-binding, inventory making, and similar jobs. It would seem also to be an excellent time to pause to consider our book collection as a whole, and to ask ourselves whether it is the stimulating agency in the lives of our students that it is supposed to be.

Much has been written and will continue to be written, in Library journals and elsewhere, on the subject of book selection. An equally important question which has received much less consideration, is that of "re-selection".

There can be a deadly tendency, once the school library has been properly organized, to accept the books on its shelves as permanent residents, until they wear out or otherwise disappear. Now books, in this fast-moving age, however carefully they are chosen in the first place, have their day and cease to be—and they are no less defunct because they still happen to be sitting on the shelves in fairly good condition.

The wise librarian will evaluate her collection each year, on the occasion of the annual inventory, and will courageously remove therefrom all "dead wood". She knows already the necessity of constant weeding of the pamphlet and picture file, but often hesitates before the task of doing the same for the book collection. The reason for this may be partly because the financial outlay for books has been much greater, or partly due to the very human tendency to save anything that *might* be useful to *someone* at *some time* (person and time always very indefinite). That's why we have attics in our homes. But (fortunately)

in our school libraries there are no attics, and so we must continue to be very critical about everything that occupies even the smallest portion of our valuable shelf space.

The problem is especially acute in the older libraries, which often started with a nucleus of books donated by sympathetic friends; this nucleus frequently consisting of material too advanced (old college textbooks were a favourite item), perhaps already out-of-date, or otherwise unsuitable for your library patrons. Naturally our then poverty-stricken libraries did not look the gift-horse too carefully in the month! But if there are some of these trusty steeds still about, I maintain they should have very thorough oral inspection before the year is out. The assistance of the various teachers on the staff will be of great benefit to the Librarian, as each will be able to indicate at once the books on his own particular subject that are out-of-date.

Books on certain subjects such as science, aviation, and (especially nowadays) geography, tend to become out-of-date more quickly than others, and must be constantly checked. The war has changed students' reading interests, too. The very lively demand of two years ago for books like Beverly Nichols' *Cry Havoc!* and books on the early youth movement in Germany, such as Anne Peck's *Young Germany*, has dwindled to practically nil.

Every Librarian should ask herself the following questions with regard to each volume on her shelves: Is this book fulfilling a definite need? Has it still a lively appeal for even a few readers? Look at the book card. Has the volume circulated since 1940? If not, there is probably a good reason.

We, as school librarians, have to prove

to our students the value of the library in their daily lives, so that they will continue to use such services as are available to them after they leave school. But unless we keep abreast of their lives and interests in the material we offer them, we

are going to fail in our purpose. Let us make sure that our Library is kept *alive*—*nay, even lively*—not only by choosing books that are in touch with life, but also by discarding courageously those those no longer have that contact.

Teacher Credit Unions*

By JULIA D. CONNOR, *Managing Director, Pennsylvania Credit Union League*

FIFTEEN thousand teachers and other school employees of Pennsylvania are now enjoying the services of credit unions which help to solve their economic problems. Operating in sixty-seven communities, these credit unions are a part of the total of 612 credit unions in the State, with a combined membership of approximately 200,000.

In the nine years since the passage of the State Credit Union Act, teachers in this State have been accumulating their savings in these cooperatively operated organizations until they are now worth a total in excess of \$2,000,000. Reports from 46 teacher credit unions in this State, as of December 31, 1940, showed their combined assets to be \$1,899,633.95. The capital of these credit unions is made up of the combined savings of their members, and as of the date given, these savings amounted to \$1,341,395.88.

Teachers, like others who depend upon their earnings, have calls for extra funds. Like those in other lines of work, they had for years been drawing upon the future by borrowing these needed sums from outside agencies, often paying the highest rates of interest because of the inadequacy of tangible assets which they could pledge as security. Facilities were needed which would enable the teacher to anticipate money demands by regular savings, or to obtain loans without having to pay excessive interest charges. Today many of these teachers are borrowing out of the pool provided by their own funds, at rates of interest considerably lower than those ordinarily charged by commercial agencies for the same type of loan. One credit union serving teachers in a community in Missouri listed the purposes for which funds were loaned to its members as follows: Travel, medical care, education, insurance, taxes, clothing, moving expenses, educational tours, consolidation of bills, personal expenses, household expenses, furniture, Christmas bills, marriage, fuel.

While a credit union provides a means of credit, it is of equal importance in its purpose of promoting thrift by encouraging regular saving. Those who have no need for borrowing are finding the credit union an attractive investment, since it combines safety with convenience, and enables the more fortunate member to lend a helping hand to those who may have a present need, without jeopardizing funds which he may need at some future time.

A teacher or school employee credit union may be formed by the teachers and other employees of private or public schools of a city, county, district, township, or other grouping. Each credit union operates under a charter granted by either the State Banking Department or the Farm Credit Administration, and is thereafter under supervision of the agency under which it is chartered. The officers of the credit union are elected by the members at an annual meeting. Each member has one vote in the election of officers regardless of the amount of his shareholdings. The duties of the board of directors are to supervise all operations of the credit union and to decide on matters of policy and operation.

Some of the factors which provide for the safety of credit unions are: The treasurer is bonded; all disbursements must be made by cheque signed by the treasurer and countersigned by the president; a percentage of the earnings each year must be set aside as reserves before a declaration of dividends can be made; the credit union is supervised by the State or Federal government; the records, accounts, and all work of the credit committee are checked by a supervisory committee at least every quarter; no unsecured loan may be made to a director or committee members; all funds of the credit union must be deposited within forty-eight hours after they are received, in a bank insured under the Federal Deposit Insurance Corporation.

A member may borrow up to \$100 over the amount of his shares in the credit union, without security. Thus, a mem-

*Reproduced from *Pennsylvania School Journal*.

ber having \$50 in the credit union may borrow up to \$150 on his personal note; while a secured loan may equal \$200 or 10 per cent of the paid-in capital of the credit union, whichever is greater. Dividends are earned on shares for the number of months they are paid in.

Credit Union service for every teacher has long been the goal of the Pennsylvania State Education Association, and in 1937 the National Education Association appointed a committee to further this project among teachers throughout the country. This committee recommends that each state teachers association appoint a committee to formulate a comprehensive and systematic plan for promoting the development of teacher credit unions. Teachers of Pennsylvania were among the first to recognize the value of this type of co-operative enterprise and while the Pennsylvania Credit Union Law was passed more recently than similar laws in other states, this State now leads in the number of teacher credit unions. But there are still many teachers in the State who do not have

access to this type of service. In its publication, entitled "How to Organize Teacher Credit Unions," the development is regarded as one of the most constructive activities in the field of teacher economic security ever undertaken by the Connecticut State Teachers Association. The report states: "In dollars and cents return, the annual savings in excess interest charges and the dividend return to credit union shareholders exceed the total annual budget of the Connecticut State Teachers Association."

The Pennsylvania Credit Union League with offices at 1504 Race Street, Philadelphia, is co-operating with the Pennsylvania State Education Association in bringing information regarding credit unions to the teachers of Pennsylvania. The services of the Union are available, without cost or obligation, to any group wishing to learn about the subject. Upon request speakers will attend any group meeting for the purpose of explaining the operation of credit unions, and ample supplies of free literature are available for the asking.

Clay

By DONALD COCHRANE, *Ocean Falls*

THIS subject appears in Grade IV, and at various points in the higher grades.

The most important physical property of clay is that it is in flat scales. They slide over each other easily, which makes a clay road slippery. They pack together nicely, which makes clay mud sticky. They have an immense amount of surface in proportion to their size, which makes them better able to adsorb (notice the spelling of that word) large amounts of this and that. This explains the use of clay in beauty mud, antiphlogistine and soil—the clay takes up what you don't want in your skin, or what you do want in the soil, such as water and fertilizer. It is even used in the perfume industry, to take up the oils and esters from the flowers.

Try putting equal amounts of inky water into two fruit jars, one containing sand and the other clay; see how much water you get out of each the next day, and especially the colour of it.

The important chemical fact is that it is a hydrogen aluminum silicate. It is made from feldspar, which is generally a potash aluminum silicate, by ground water dissolving out the potash and leaving hydrogen instead. When clay is

heated, the hydrogen gets away with some of the oxygen from the silicate and goes off as steam, leaving a new compound. That is why your cup does not change back to mud when you pour tea into it, and brick chimneys can be left out in the rain for quite a while without serious damage.

Make some clay up into marbles and dry them slowly in the classroom; then dry some of them some more in the oven, and finally put a few into a good hot fire. Then see which of them can be turned back into mud. If there is no clay near the school, you can probably get enough antiphlogistine to make a marble.

Clay makes a hard mass by losing water; other favorite materials harden by combining with water, but in both cases there is a real chemical change. You may not have any Portland cement handy, or even plaster of Paris; but the action can be shown quite as well with washing soda. Don't take the nice glassy crystals in a new package; they are more than half water already. Take the white powder that is produced when the crystals dry out, mix it with a little water, and it will quickly harden into any shape you want. You can fill a paper cube or cone

with it, or model it like plasticine while it is hardening. But the results are not permanent. This chemical action is even more reversible than most, and soon the water evaporates and your mould crumbles.

If you have scales, try this one: Weigh

out a certain amount of flour, sugar, salt and baking powder. Mix with water, bake until perfectly dry, and then weigh again. You will see evidence that some of the water has combined with the flour, to make a new and more toothsome compound.

Laugh, Clown, Laugh and Learn

By HARRY S. JOHNSTON, *Fairview High School of Commerce*

THE writer is doubtful about the suitability of the title. He would hasten to state, therefore, that he does not start with the premise that all children are clowns. Neither does he subscribe to the belief that the philosopher's stone for the teacher lies in promoting laughter. The choice of heading was made primarily because it savours of the Progressive School. It's so sensational. A second reason might be that it is only distantly related to the real topic.

Possibly "Humour in the Classroom" would have been more pedagogical or "Do You Joke Too Much?" more challenging. As it is, I found my theme in the statement, "Teachers are too prone to display their humour". Certainly the declaration suggests several questions. Are men more open to this accusation than are ladies? Is there anything to gain by playing up the comical? How much is lost when pupils sit back waiting for the entertainment to start? Is joking, and even horse-play, a habit with you? Have you sunk so low as to use this method to build up your popularity index? Do you compete in this respect with other teachers on your staff?

No professionally-minded teacher would remotely associate himself with the last three ideas. To equal degree, no instructor should bar laughter from his classroom. Let us turn, therefore, to the middle course and examine humour as it relates to teaching.

On social grounds the place of humour in the classroom can be justified with little trouble. Humour results when individuals of a group discover some absurdly incongruous elements in ideas, situations, happenings, or acts. This discovery, its expression, or its appreciation produces the spontaneous laugh. Without malicious forethought, free of barbed personalities, and bare of cynicism, humour should find its natural expression in the classroom. The child requires experience in this just as he requires experience in any other social

or life-like situation. Humour in our schools can also be vindicated on the grounds that it is so essentially a British trait.

For psychological reasons also, humour has a place in teaching. The after-dinner speaker gains the attention of his audience by telling a comical story or giving an apt but laughable quotation. He is wise when he provides for periods of relaxation from continuous concentration. If such practice holds good for mature minds, it must have a place in the teaching of children. The implication is also present that both adults and children attend or work better if they are humoured.

Not properly handled, humour contains elements capable of upsetting discipline. Everything depends on the teacher because it is his attitude that sets the "tone" for the class. In this respect the instructor might do well to remember the age-old dictum of Socrates, "Know thyself". Do you see that humour in your classroom is in good taste? That it is spontaneous, natural, and unforced? After introspection, would you care to classify yourself as fitting into one of the following categories?

Case A—The Punster: This is the individual who finds himself at his best dictating spelling lists. The unrelated words give his wit a wide range. "Colonel—The colonel is the commanding officer of the battalion. Please don't make him a nut. The next word is 'Banana'. Don't slip on that one. And here's a sweet one—'Sugar'." Few children could do themselves justice under such conditions.

Case B—the Corrupter of Names: To this individual it matters not at all whether the names are geographical, historical, or personal. His favourite "gag" is the Bay of Biscuits. His ego is to a degree or so less satisfied with the Island of Sardines and the Vulgar River. He enjoys recounting the exploits of

Edward III at the Battle of Crecy. Usually (out of pure modesty we do this for him) our horrible example feels his way more carefully when it comes to surnames. The father may be a bigger fellow than he is. Nevertheless, some names are just too great a temptation. Think how easy it would be to drop the "r" from Dumbrell.

Case C--The Wise-cracker: Here is the greatest menace of them all, no less to himself than to the whole staff. The only difference between him and either Bob Hope or Jack Benny is the salary each receives. There is no reason for giving an example of his "line", for you can hear it on the radio every night. Unfortunately, the attitude that this repartee encourages among the pupils leaves much to be desired. Another result is a false conception in the teacher's mind of the relation between himself and his pupils.

Case D--The Bore: This pedagogue is labelled so for want of a better name. He is the man who uses the same jokes year after year. Such a practice is a clear indication of his mental set and is a reflection on all his work.

Case E--The Dramatist: This category must be divided into two types.

(1) The Thespian: He delights in striking dramatic poses and reciting at length. He may even rehearse the part he will play in the next performance of

his Amateur Theatrical Group. The weaker edition of this type tells the class that he'll break down and cry unless there is better order in the room.

(2) The Charade Actor: The writer admits that this humourist must have an unusual mentality. He is the fellow who dramatically places his bag on his desk, takes a peep beneath the lid, pulls out his handkerchief for mimic sorrow, and at last brings forth the shank of a cow. Have you guessed that it is "Alas, my poor brother" of Bovril fame?

Certainly such a person does not recognize that there is a right and a wrong place for humour. Still another factor which he has failed to consider is the immaturity of the pupils' minds. Such an enthusiast is also quite likely to forget that very often "fun" can be misconstrued as sarcasm.

The writer has aimed to deal with one contributing factor in the problem of discipline. As long as the physical and mental association remains in the teaching process, the teacher will be conscious of humour. Used skilfully as a means for promoting a happy and wholesome atmosphere, he need not repress its expression. Finally, if the reader has found something within the paragraphs at which to chuckle, even if it was occasioned by the absurdities or by the things left unsaid, then the title will have some significance after all.

Number Relations

By E. W. REID, *Seymour School, Vancouver*

ARITHMETIC has always been considered the good child of the Curriculum Family. It has never demanded new clothes nor has its head been turned with the craze of ultra modern ideas. Just plain and sensible and not a problem child at all; one that any teacher could manage. The writer hates to be the bearer of bad tidings, but the child is not well, and needs a check-up. The following points concerning Arithmetic are respectfully submitted for your consideration:

1. What is wrong with the following remark? "I am so pleased with my new class in arithmetic. They know their tables completely, can multiply and divide without a mistake and understand fractions thoroughly!" Nothing; except that it couldn't happen here or anywhere else. Probably in no other subject do so many teach so long and accomplish so

little. It is the twilight time of those masterful men who thought that at least they could teach one subject divinely and that was arithmetic.

2. All good and honest teachers will admit that pupils gain and retain little number knowledge unless the work is maintained in double shifts with an anvil chorus of sledge hammer drill. Is it the fault of the developing human mind or of the curriculum and technique, unchanged since the days of the Medes and Persians, that children have such difficulty in understanding simple number relations?

3. Our whole method of teaching numbers has been built on a two-track system of memory work, the combinations and the multiplication tables. Arithmetic is not a reasoning subject and never has been. Problems that should stress originality are thrown into type

form, and the solutions memorized. The only reasoning that experts allow today in arithmetic is the business of choosing the type of problem, a process that is not new inference but recognition of familiarity. The difficulty for pupils in arithmetic is the same as that of memorizing nonsense syllables.

4. Children spend three or four years in the wilderness of fractions, guided by no cloud by day nor pillar of fire by night. It is a listless wandering exacted as a penalty of youth. Strange to say, those who compile texts in arithmetic have been in error concerning the very nature of fractions. They have thought that parts of a whole and parts of a number of things are two different entities, so they begin with halves of apples, thirds of pies and quarters of oranges, and take so much space with these that there is little room left for parts of a number of things. Really it is as impossible to take half an apple as it was for Shylock to cut out an exact pound of flesh. One can guess at cutting a half of an apple or a third of a pie, but it cannot be done accurately by any kind of mathematics whatever. We can take a half of a dollar, because it contains 100 units of which one-half are 50. We can take fractions of those wholes only which are composed of and reach their totality through the aggregation of a number of units. Give serious doubt to the mental superiority of an author who pictures pie in his explanation of fractions. To him with many possessions the combinations and tables have a faint relation to human living, but the algebra making up the largest part of arithmetic has none. $\frac{1}{3} + \frac{1}{4}$ are symbols about to become involved in a mystic device. They are more abstract than the a, b, c and x, y, z of algebra. Does anyone outside school in this crazy world add $\frac{1}{3}$ and $\frac{1}{4}$? If his business ever becomes so muddled that it is represented by $\frac{1}{3}$ over $2\frac{1}{4}$ divided by 7 he is as good as in the hands of a receiver with little left for the chartered accountants in closing the estate.

Yet we expect children barely nine years of age to understand what the average teacher does not always grasp, that in the execution of $\frac{1}{3} + \frac{1}{4}$, the fractions must not only be parts of concrete and numbered wholes, but they must be parts of the same or identical wholes. These dangerous symbols should not be running around loose. They may mean anything or nothing. $\frac{1}{3}$ of 60 is greater than $\frac{1}{4}$ of 20. We are teaching Grade V harder algebra than Grade X.

6. To show how little the children un-

derstand bare fractions and how much they depend upon memorizing an algebraic solution for adding fractions, we gave a simple test. In Grade VI, 64 pupils could add correctly, one-half and one-third when the question was set in the usual form, $\frac{1}{2} + \frac{1}{3}$. But only 14 out of these 64 pupils had $\frac{5}{6}$ as the answer when the question was stated: " $\frac{1}{2}$ of 12 + $\frac{1}{3}$ of 12 is what fraction of 12?" We are safe in assuming that 50 of the 64 pupils could add fractions accurately without understanding what they did.

7. Pupils can find $\frac{1}{5}$ of \$15.72, etc., perfectly by memorizing the solution. "Multiply the number by 5 and divide the result by 6." But select 24 books and without announcing the number, ask these Grade V pupils to give you five-sixths of the books and the results will stagger the most nonchalant teacher that ever marked a school register.

8. I would teach Grades V and VI to appreciate number relations and not go often above 100. Why small children should deal with numbers that rock a Minister of Finance is not patent. When a pupil in these grades has to perform an operation in long division to find one-half of 90, he does not appreciate simple number relations.

One-half of 100 is 50 and $\frac{1}{4}$ of 80 is 40, so $\frac{1}{2}$ of 90 should be half way between 40 and 50 or 45. 2×17 should not be a problem in multiplication but 20 plus 14. Let us take a row of numbers, any will do; 36, 26, 18, 72, 56, 39, 48, 16. Our lesson is to notice the numbers related. 18, 36, 48, and 72 belong to the six times table, obvious, but difficult for children, who never recognize the multiples in tables. 16, 36, 48 and 72 should fall into the four times table. 48 is 3×16 and 72 is 4×18 . 18 is half of 36 and 36 is half of 72. 26 is two-thirds of 39 and 48 is $\frac{2}{3}$ of 72, so $26 \div 48$ should be two-thirds of $39 \div 72$ and $48 - 26$ should be two-thirds of $72 - 39$.

9. I would have pupils in Grade V do no algebra, but find $\frac{1}{2}, \frac{1}{3}, \frac{1}{4}$ and all commonly used fractions of 16 or 18 or 24 articles, such as books, pencils, etc., and find this information by actually touching and counting the objects. Let Grade VI find the fractions of larger numbers by dividing and multiplying and let them add $\frac{1}{3}$ of 72 to $\frac{1}{4}$ of 40. Fractions would then become real and tame through handling, and the algebraic operations of addition, subtraction, multiplication and division might well be undertaken in Grade VII.

10. We have need of experimental

work in arithmetic. The affair should be put to test. Some principal with two classes in each grade should seek permission to have on teacher take two classes paired equal in number ability. One should be taught the regular course in arithmetic strictly by the usual drill

method suggested above. In experimental work the experimental and control groups should be taught by the same teacher. This takes away from the equation the elusive variant of the personality and skill of the teacher. Who will fill the need?

LETTERS TO A COUNTRY TEACHER

February.

My Dear Niece:

You are right, a teacher has to be very careful about what she says, because it goes all over the district.

For instance, two words you should never use are "Socialism" and "Evolution". They don't convey any real meaning to most people; they are just noises like "Hooray" and "phooey", used to express emotion. Whatever you say about either of them is sure to be misunderstood by most of your pupils and all of their parents. You should not even talk about socializing a recitation, or the evolution of the British Parliament. Words are tools, and these are chisels that have been ruined by being used as screwdrivers.

Socialism seems to mean something different to every Socialist. That is a sign of life and growth, but also of danger. To the believer, it means Heaven on earth; to those on the other side, it varies from a harmless insanity to active partnership with the Devil. In the middle there are a few who understand that Government is an association of all the people for the purpose of doing whatever can best be done by such an association, and that the amount of work that can be done in that way depends on the quality of the government. All govern-

ments are more or less socialistic, and all people more or less individualistic. For the same reason, Communism and Dictator are good words not to use. All democratic governments are somewhat communistic, and every government is to some extent a dictatorship.

It is much the same with Evolution. To some people it means a Divine force working continuously for improvement, while to others it represents the most blatant form of atheism. Stay away from the word. Talk about changes of structure to meet changes of environment, call it development, even call it improvement if you think you know what that is, but don't say evolution. Better not even mention survival of the fittest. Say that those who were best suited to the conditions lived, and the others died.

What I mean is, give the children definite ideas instead of words that don't mean anything in particular. If you have some definite ideas yourself, that will help quite a little.

Ever your loving

UNCLE JOHN.

(Uncle John would like any of his nieces to write him, care *The B.C. Teacher*, about any of their problems except how to teach—he doesn't pretend to know anything about that).

The Chilliwack Plan

By CARSON MCGUIRE, *Supervising Principal, Chilliwack High School Area*

PART I.

THREE years ago the people of the City and Township of Chilliwack authorized the organization of the Chilliwack Junior-Senior High School. This school was and still is a venture in solving the problem of developing a programme of education to fulfil the needs of a well-populated urban-rural community. More than one thousand boys and girls of secondary school age live on the farms and in the homes of the city and the smaller communities in the Chilliwack Area. Students are brought

into the school from outside the urban area by seven big buses owned by the Area and operated on schedule over the network of municipal roads and several hundred come by bicycle. Periodically the Board and staff of the school have reported on the progress of the school and various aspects of its programme through the press and radio and by means of school bulletins, student publications, and talks at public and club meetings. Recently the Supervising Principal spoke on a Junior Chamber of Commerce Educational Broadcast over CHWK, Chilliwack.

wack, with regard to the basic philosophy, the objectives and methods, the cost to the community, and the community and national contributions of "The Chilliwack Plan". At the request of the Editor of *The B. C. Teacher* the author has revised the script of the Broadcast as an article that may be of interest to the readers of *The B. C. Teacher*.

The British Columbia Programme of Studies holds that the fundamental purposes of the school are the development of individual character and good citizenship. The "Chilliwack Plan" interprets this basic objective to mean two things: first, we must develop each boy and girl of secondary school age insofar as possible up to the limit of his or her capabilities; and, second, it is our duty to direct and to train each of the young people in the rights and responsibilities of group life of the democratic sort. This means that any programme of education for our boys and girls must consider their needs, interests, and abilities and at the same time develop their relationship to the culture and democratic outlook of our community and our people. The democratic outlook interprets human life as an end in itself. Man is a human personality, not merely the instrument of the State, or of any social institution, or of any other man. It assumes mutual respect, tolerance, and fair play among all. It expects a sense of responsibility, moral courage, honesty and a steadfastness of feeling for the sacredness of agreements. It assumes that man is born with equality of opportunity and, yet, it realizes that there are differences of innate capabilities between men. Hence it attempts to develop each man's general and special abilities to the end that he may have a worthwhile personal life and at the same time make his personal contribution to the common good.

The fundamental problem of education is the fulfilment of these purposes not only for our young people but also for our adult population. No school or person could give a perfect answer or universal solution of the problem. In our community and for our secondary school population, we are attempting to blend sequences of subjects into suggested curricula which may be adapted to the mentally active interests, the innate and developed abilities, and the varied needs of our students and at the same time carry on a programme of co-curricular activities to train for actual living in the community. During the first two years of the Junior High School and to some

extent in the senior grades we have teachers assigned to the same group for more than one subject and for a longer period of time in an attempt to develop a core curriculum embodying the subject matter of English and Social Studies and other fields in integrated units and we are checking the results attained with those of groups taught by subject specialists. In the senior grades, English, Social Studies, and Health and Physical Education are interpreted as aspects of a core of general education common to all, providing a common cultural basis and an appreciation of human institutions as well as developing the mental and physical well-being of each student. The elective subjects or courses of the senior years are organized into suggested curricula of the academic, special, or general type. Briefly stated, the required subjects, beginning with the seventh grade, are taught with qualitative variation for the individual. Commencing with Grade IX or X, an *academic* type of curriculum serves those intending to obtain university entrance standing, *special* training is given those who look forward to a vocation, and the *general* type of education, simpler and more objective in approach, prepares less competent youth for practical living. At the Grade XIII level, all authorized Senior Matriculation courses with the exception of German and Greek are available or the University Entrance graduate may complete one of the special fields in which he or she took optional introductory courses in the University Entrance Curriculum.

The academic student is one who elects a sequence of courses which will qualify him or her for University Entrance standing in order to attend university, senior matriculation classes, normal school, nursing schools, or special trade and business schools, or one who may elect this curriculum for the prestige it has enjoyed in the past. In order to maintain a high standard of achievement, the University Entrance student is required to obtain a minimum letter grade of "C—" in each of the required courses and group one options during each year of the curriculum.

The most important development of the Chilliwack Plan, we believe, has been in the field of special education which we feel will attain a status equivalent to that of the University Entrance curriculum. We have outlined suggested curricula or programmes of courses in succeeding years for the student who is

interested in Agricultural, Business, Home-making, or Technical training of a basic nature along with the broader general education common to all. We have also worked out a programme which stresses the Fine Arts—Art, Applied Art, Choral and Instrumental Music—required by some students. The vocational training, which stresses training in and understanding of the fundamental skills and their application, is postponed to the senior years wherever possible in order to have the advantage of a certain maturity and place the specialized training as near as possible to the time when it will be utilized.

The rather complicated guidance programme of the school, with its homeroom teachers, counsellors, and psychologist, attempts to direct the student in the making of choices and faces its chief responsibility in the student who is obliged to choose the General Curriculum. Many of these students are from the lower ability groups, as measured by the standard tests used in the school, and do not seem to have any special aptitude or ability. Others score high on standard tests yet fail to find an interest in or a need for the courses they elect. In many cases we find maladjustments, poor home environment, lack of self-dependence and self-direction, and poor attitude to be one or more of the ascertainable causes. In each case we attempt to work out a programme in the so-called "General Curriculum". The standards are admittedly lower, credit being given for a "D" grade whereas the student must have a minimum of "C—" in the required course of the Special or University Entrance curricula. Sometimes we succeed in making a creditable high school graduate and many times we fail. This type of student is one of our greatest problems in education.

The scheme of suggested curricula based on the mentally active interests of

the students in the school does not mean the separation of different types of students into different classes according to the curriculum they choose. Actually there is some separation in Grade VII and Grade VIII for some classes study a foreign language and some have extra periods in Special or Remedial English and remain as a group for most of the school day. In the higher grades, University Entrance students elect Agriculture, Home Economics, Business, Fine Arts, or Technical courses as options and they will be in the same classes as students who are specializing in these subjects. Similarly, students in each of the other curricula select options from the other programmes. In the required courses in English, Social Studies, Health and Physical Education, the various sections have students from different curricula. We find that it is necessary that there be a certain amount of differentiation between the class work of the General and some of the Special and University Entrance students in these subjects. The presence of the "brighter" students in these groups seems to give greater scope to the discussions but the differentiation within the group places a heavier responsibility upon the teacher than in a homogeneous group. In the final analysis, it is simply a question of which aspect of the school programme the student wishes to emphasize and hence meet the requirements of the curriculum chosen. For instance, a student who wishes to qualify as being trained in the basic skills and understandings of Business Education is required to meet a higher standard in the required courses than one who chooses them as an option. Naturally, many students qualify in more than one aspect of the school programme as the school operates on a forty period week and the student may elect thirty-three periods of courses for credits per year.

(To be continued)

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History In a Changing World*

By ROBERT LIVINGSTONE SCHUYLER, *Department of History,
Columbia University*

PART I.

SHOULD students who seek a liberal education study anything in particular—mathematics, for example, rather than typewriting; history rather than automobile driving? Are there, in other words, any basic aims which liberal education—I am not speaking of technical training—ought to pursue, and, if so, are there any subjects, any branches of knowledge, the study of which is particularly calculated to realize these aims?

A very little reflection shows that there are permanent human relationships and capacities, and it is my conviction that any sound system of liberal education must be built upon them. Change is today so obvious, so rapid, and so vocal that anybody who says that anything is permanent runs the risk of being called an old fogey or, worse still, a mid-Victorian. The word permanent is scarcely respectable in progressive circles. Change has become so unco-ordinated and disorderly that a moratorium on scientific research and invention has actually been proposed seriously. The accelerated pace of change in our life today has given rise to the pedagogical slogan, "Education for a Changing World." The Progressive Education movement has, no doubt, substantial achievements to its credit, especially in the realm of educational psychology, but it seems to be suffering from an uncritical belief in the mystic efficacy of educational change, no matter in what direction, a naïve confidence that change is necessarily progress. "Like a baby shaking a rattle," an enlightened critic of Progressive Education has written, "we seem to be utterly content with action, provided it is sufficiently vigorous and noisy." And he went on to remark: "In the last analysis a very large part of American educational thought, inquiry, and experimentation is much ado about nothing." There is, indeed, no great novelty in the idea of a changing world or in a realization of the fact of change on the part of educators, as Professor Henry Johnson makes abundantly clear in his informing and charming little book, *An Introduction to the History of the Social Sciences in Schools*, which takes the novelty out of most of the supposed

innovations of recent years in history-teaching; a book, let me add, that ought to be read by all teachers of history and especially by all educational administrators and curriculum experts who tell the teachers how to teach.

In a physical sense, of course, nothing is permanent, and no long-range prediction of physical science is safer than that which foretells the extinction, under a dying sun, of the human race and all its works; if, indeed, some cosmic incident, such as the bursting of the sun or its collision with another star, does not annihilate us in the meantime. But, disregarding the unescapable doom in store for our descendants and taking the cosmically short-range view, we, as persons interested in education, can, and I believe that we ought to, think in terms of permanent human relationships and capacities. For it is these, I submit, which should determine the aims of liberal education, however much the content of particular studies and branches of knowledge may change.

One such relationship is that between man and the physical universe which surrounds and includes him and conditions his existence. This relationship is evidently a permanent one, unaffected by the changes and chances of this mortal life. This is not, of course, to say that man's conception of the universe has been unchanging, but ever since man has been man he has had some conception of it. Any programme of liberal education, to be worthy of the name, must include some study of physical science; and, in view of man's relation to his earthly abode, geography and geology ought not to be omitted.

Another permanent relationship is implicit in the fact that man, whatever else he may be, is a living being. As such he is related to all else that lives. The claim of the biological sciences to a place in liberal education does not seem open to dispute.

*An address delivered to the Graduate Historical Society of the University of British Columbia, August 6, 1941.
British Columbia Historical Quarterly, Vol. V., No. 4.

Ever since man has been man he has possessed the faculty of speech. He is the talking animal. Without the capacity to use language, thought, obviously, could not be communicated, and it is very doubtful if there would be anything that could be called thought to communicate. Life could not be lived on a human level. No particular language is permanent, and some of the noblest of them are no longer spoken. Our own is only a few hundred years old and is continuously changing, let us hope for the better, though mid-Victorians are not sure that this is always the case. It is an affectation, and usually an intellectually snobbish affectation, to say that there is any one language which all educated persons must know. But everybody must know something of at least one language, and it would seem to be desirable that he should be able to use it fluently, correctly, and forcefully. This suggests another objective of liberal education. It is not unheard of for men and women to reach the stage of university work without the ability to write the English language with precision and coherence. It is one of the scandals of secondary and collegiate education.

All persons, except idiots, are capable, in some degree, of logical thought—of making correct inferences, perceiving implications, detecting fallacies. This faculty appears to be a permanent attribute of *homo sapiens*. It is what gives him the right to call himself *sapiens*. But it is a faculty that needs to be cultivated and disciplined, and under cultivation and discipline it has made possible what are perhaps the loftiest soarings of the human mind. Even in the speaking and writing of persons who pass for educated *non-sequiturs* and other confusions in thought are often encountered. For the cultivation of the logical faculty mathematics (broadly defined) is the unrivalled instrument. Liberal education cannot do without mathematics.

The subjects known as the social sciences are comparatively late arrivals in the curriculum, either in secondary or in higher education, mere infants alongside of mathematics. The reason for including them, or some of them at least, in any programme of liberal education is that one of the outstanding permanent human relationships is that of the individual to society. No man liveth unto himself. Community life is as natural to humankind as to ants or bees. The notion that man first lived in a pre-social state of individual self-determination—a "state of nature," as it used to be called

—however influential it may have been in the history of political theory, never had the slightest foundation in fact. It was his gregariousness that enabled man, first, to survive, and then to become civilized. Today we are all members of various groups, and it behooves us to know something about their nature, their organization, and their functions; and this brings sociology, economics, politics, law, and other social studies into education. Nowhere else, it may be remarked in passing, is the current educational ferment so heady and effervescent as in the field of the social sciences; nowhere else is "education for a changing world" changing so vociferously.

The last permanent human relationship of significance for education that I would remind you of is man's relationship to the past that stretches indefinitely behind him. We know something from personal memory of an infinitesimal part of the very recent past; but for anything beyond this our knowledge of what has happened must depend upon records of some kind and the uses we can make of them. That is to say, it must depend upon history. And even history can give us only some glimpses, for only a few fragments of the structure of past events can ever be recovered. George Macaulay Trevelyan has put this thought in an eloquent metaphor: "On the shore where time casts up its stray wreckage we gather corks and broken planks, whence much indeed may be argued and more guessed; but what the great Ship was that has gone down into the deep, that we shall never see." In view of the length of time during which these corks and broken planks have been more or less systematically gathered and pieced together it may seem strange that history was so tardy in making its appearance in formal educational programmes. Historical study was not a part of the educational curriculum in antiquity or in the Middle Ages. History was not one of the Seven Liberal Arts. Its value in formal education does not seem to have been very seriously urged before the sixteenth century. It appears to have been in that century and in Germany that it took its place as a recognized subject of study in schools. The earliest chair of history to be established in an English university was the Camden Professorship of Ancient History, at Oxford, founded in 1622. A century later, in 1724, Professorships of Modern History were established at Oxford and Cambridge. In English schools, history, apart from ancient history, which

came in as ancillary to Greek and Roman literature, was scarcely studied at all before the nineteenth century.

History, it should be emphasized, is not co-ordinate with the other subjects that have been mentioned. It is really not a "subject" at all. It belongs to all subjects; it is a way of studying any of them. You cannot study language mathematically, or mathematics biologically, or physical science politically, but you can study the physical sciences, language, and mathematics, as well as the social sciences, historically. You can study anything historically, and to call a person a student or professor of history leaves him about as indeterminate as to call him a student or professor of knowledge. History is commonly thought of nowadays as related most closely to the social sciences, but really it has no greater natural affinity with them than with art, religion, physical science, or what you will.

The educational values of historical study and the educational aims it ought to pursue have long been subjects of discussion and controversy. If we review briefly some of the educational claims that have been made for history, a significant conclusion, I think, will present itself.

An immense amount of historical study and writing has been inspired by a religious motive. Historical interpretation has always been influenced by the prevailing intellectual climate. In the ages of religious faith, when theology was the queen of sciences and history was written by churchmen, events were viewed as having taken place under an overruling Providence. To Christian Fathers and mediæval monkish chroniclers—and not to them alone—a conviction that the historic process had been controlled by a Divine purpose was the essence of the philosophy of history. Such was the historical interpretation of Bishop Bossuet, in his *Discours sur l'histoire universelle*, a work that has been called "the last great monument of the Augustinian philosophy of history"; and so he saw the Roman Empire, which united under a single rule so many different peoples formerly alien to one another, as a potent means created by Providence for the spread of the Christian gospel, an interpretation which had been a commonplace of Christian historiography since the days of St. Augustine and his disciple Orosius. History thus conceived was the handmaid of religion and a boundless source of human edifica-

tion. Its function was to "assert Eternal Providence and justify the ways of God to man". It needed no other, and could have no higher, educational justification.

The conception of history as an ethical guide has had a long career. According to Tacitus, the great virtue of history was to prevent meritorious actions from being forgotten and to deter men from evil by fear of posterity's reprobation. This ethical object naturally appealed to Christian moralists and reformers. Thus the Venerable Bede wrote: "If history relates good things of good men, the attentive hearer is excited to imitate that which is good; but if it mentions evil deeds of evil men, the pious reader learns to shun that which is hurtful and perverse, and is excited to do things which he knows to be good and pleasing to God." A similar thought was in Luther's mind when he said that from history "we learn what things those who were pious and wise pursued . . . and how it fared with them, or how they were rewarded; and again how they lived who were wicked and obstinate in their ignorance and what punishments overtook them." History thus conceived was a branch of homiletics, exhorting to virtue and deterring from vice. Its primary function was to preach.

The belief that history repeats itself is very old and very persistent. It was held by Thucydides and is held nowadays by many men in the street and by some educators. If this belief is correct, then a knowledge of the past enables us to predict the future. History becomes prophet. Many historical philosophers have played with this alluring idea, which originated in an ancient theory of recurrence in history. Its best known recent exponent was Oswald Spengler with his doctrine of a cyclical development common to all cultures—a doctrine elaborated with the fruits of omnivorous reading, philosophical embroidery, and poetic fervor, and presented with unbounded self-confidence and dogmatism. "Every culture," Spengler announces, "every adolescence and maturing and decay of a culture, everyone of its intrinsically necessary stages and periods, has a definite duration, always the same, always recurring with the emphasis of a symbol." Before the publication of his magnum opus, *Der Untergang des Abendlandes*, everybody was free, so he tells us, to hope what he pleased about the future, inform himself of what *can* happen "and therefore of what, with the unalterable necessity of destiny and irrespective of

personal ideals, hopes or desires, *will* happen." If we know what befell Babylon, we know what destiny has in store for London and New York. History, as conceived by Spengler, offers the possibility of "predetermining the spiritual form, duration, rhythm, meaning, and product of the *still* unaccomplished stages of our Western history." If this, or anything approaching this were true, the educational utility of historical study would need no further justification.

The use of history as an instrument of patriotic propaganda is familiar to us all. It seems to be about as old as patriotism. Professor Johnson refers to a history textbook published in Germany in 1505, the purpose of which was "to make young Germans proud of their German past and to stimulate them to enlarge the fame of Germans." Its author flourished rather early in the history of patriotism, but highly developed patriotic historians of later times have not been able to improve much upon his technique, for "he wrote," says Johnson, "of anything that promoted his purpose, and anything which did not seem to promote his purpose he simply excluded." He actually accomplished the patriotic feat of excluding Canossa! His spiritual descendants are flourishing throughout the world today, and the young of all nations are being made duly proud of their national past by means of history in school.

At present the most "progressive" educational opinion regarding history is that its only real value is to explain the present. According to this view history is useful only as giving the setting of current events and the background of contemporary civilization; and so-called "contemporary history" is necessarily the most important part of history. The educational claims of "contemporary history" are by no means novel; they have been set forth from time to time during the last two or three hundred years. And were not the greatest of the ancient historians—Herodotus, Thucydides, Tacitus—contemporary historians? But the past-as-explaining-the-present doctrine no doubt owes much of its current vogue to the comparatively recent spread of evolutionary habits of thought. As to the predominance of this doctrine in the teaching of American schools today there seems to be no doubt. Speaking from the fullness of his knowledge, Professor Johnson tells us that history in the school curriculum "now revolves around current problems in about the

way that history in the eighteenth century revolved around example; of conduct." In both cases, he adds, the principle is "to take out of the past only what is directly useful in the present." In our college, too, the trend toward contemporary history has been marked. It should not be inferred that I have any quarrel with the study of recent history. I merely deny that it is the only part of history that is worth serious study, that one who concerns himself with remoter periods is wasting his time and should be dismissed with contempt as "a mere antiquarian."

Now the significant thing, it seems to me, about all such theories of the utility of history as I have touched upon is this: that the attempt to derive from the study of the past the educational values that are sought for, results in a treatment of the past which is repugnant to that spirit of free inquiry that is the essence of the scientific attitude, whether in the study of history or of anything else. Nothing could be more unscientific than to select historical materials, interpret events, and organize a narrative in the light of some assumption, and then to claim that "history teaches" the truth of that assumption. Such raids upon the past do not acquire scientific respectability even if the raiders have complete faith in the truth of their assumptions, and the objectives which they have in view happen to be ethically or socially desirable. It would be superfluous to demonstrate that the attitude of those who look upon history as a means of inculcating morality or patriotism is far removed from the spirit of science. But what about the attitude of those who believe that it is the prime business of history to explain the present? This doctrine has captivated Progressive Education; it is a cherished article of faith of what has been called for the last thirty years or so the "new history"; it has been embraced with ardour by social scientists. It deserves the thoughtful consideration of all mature students of history. (To be continued)

THE other night I asked Frank Adams (Franklin P. Adams, "Information, Please") how he remembered so much. He told me that when he was a boy one of his school teachers told him he *must* remember everything he learned, and Frank thought the teacher meant it!—

FRANK CASE.

The Question Box

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

THE Question Box, if one may so designate himself, sits down to his battered typewriter with somewhat mixed feelings. Tomorrow is the deadline for the magazine and there is to hand but one question with its answer. Two other questions have been submitted and their answers will be ready tomorrow morning, the Question Box hopes. Copy more or less promised has not arrived. Does this mean that teachers know all the answers or have they no faith in the ability of the Question Box to find people who do know the answers? Is it too much trouble to write down the answer to some question that has troubled you after you have found a solution? More than half the copy that has appeared in this column has been the result of hair-tearing necessity at the last moment on the part of the Question Box himself when there was not enough copy to justify a headline in the magazine. Always he said to himself, it will be different next time. Someone will submit a whole ream of copy. Some of those thirty letters sent out in September will come back, like bread cast upon the waters, with jam on them. Perhaps some of the chairmen or secretaries of Fall Conventions will find that whole page of questions that were asked and answered and submit them. Even if written in pencil on birch bark they would be a welcome interruption to this disconcerting isolation in which the Q.B. finds himself.

QUESTION: *A recent news item reported that Manitoba is using Grade XII pupils to make up for the current shortage of teachers in that province. This is done by granting special certificates. Already about one hundred and fifty of these special certificates have been granted. What are the implications of this move for us in British Columbia? How may it affect the rural teachers of this province?*

ANSWER: The policy of granting special certificates is spreading rapidly. It seems that Saskatchewan, in spite of the compulsory membership in its teachers' organization, is going to have to face a similar problem. A recent issue of *Newsweek* had an article mentioning similar conditions in the United States. Dr. A. Myers of New York University predicts a shortage of 50,000 rural teachers and 10,000 vocational teachers by the end of this year. He states the

average salary of rural teachers to be between \$1300 and \$1400. The low for white teachers is about \$470 and for Negroes in Arkansas, \$270. In many states the plan is to issue special certificates. Louisiana will issue 1000, Tennessee 300, and Kentucky 250. Besides this the enrolment for teacher training is down 11 per cent. Dr. Myers' recommendation is that teachers' salaries be raised 15 per cent.

Now this situation is a direct result of the low wages that have been paid to teachers for many years. As soon as other jobs become plentiful teachers are forced into them in order to get an adequate living standard.

What are the implications for British Columbia? It would seem that we of the British Columbia Teachers' Federation should take definite steps at once to see that the Superintendent of Education for the province takes no similar action. Should such action be taken, all that this association has fought for for years would be destroyed. Salary scales would come tumbling even lower; the standard of teaching would decline; even the Federation itself might conceivably go to pieces, as who would join it if it could defend the interests of its members no better than that?

Obviously the rural teachers would be hardest hit. Many would get the coveted city positions at what would be increases over the rural minimum, but at what would be low salaries where living costs are high? Those who could not get better positions would be in competition with the special certified teachers. This would not be a competition based on ability, education or experience but on a willingness to work for less.

What steps can be taken to forestall the danger? Two courses at least are open. First, we can all join the British Columbia Teachers' Federation and build a strong organization which will direct its Executive to take every possible step to prevent government action in this direction. Second, we can gain strength and power by affiliation with the Canadian Congress of Labour and so gain the support of the people whose children we are educating.

P.S.: Concluding thought. It is now tomorrow; or the day after. The other two questions did *not* turn up. As a result, the Question Box comes to bat rather shorthanded.

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

HONOUR TO WHOM HONOUR IS DUE

HAVE you as yet secured your copy of *The First Fifty Years, 1890-1940*, the history of Vancouver high schools? It will be found to appeal especially to those many who from time to time have been intimately concerned with the activities and interests of King Edward High School—formerly known as Vancouver High School—but will find interested readers in a still wider circle. The book is well printed, admirably illustrated, and attractively bound, and its 160 pages record the results of an obviously enormous amount of labour and research. To this task many persons have contributed, but our gratitude is owing especially to Mr. K. A. Waites and his editorial collaborators, Miss K. H. McQueen and Mr. Thos. Pattison.

The book, of course, deals with early explorations and with the founding of Vancouver. An interesting photograph shows the first school as it stood, in 1872, in the half-cleared wilderness about Hastings Mill. Interesting data regarding early teachers and pupils are provided. We are reminded, for example, that Agnes Deans Cameron taught in the Granville school in the early 'eighties.

Chapter II deals with the founding, in 1890, of Vancouver's first high school, which, as with proper pride the authors record, had by the end of a decade grown into a college, "nucleus of the future University of British Columbia".

One of the many photogravures that particularly interested the reviewer is a panoramic view of Vancouver, taken from the tower of the "new Vancouver high school", 1905. There is no sign of other buildings in the vicinity. Looking northward one sees, to the left, the forested Indian Reserve of Kitsilano and observes that in those days False Creek extended to the foot of Grandview. Another picture reminds us that a narrow roadway through towering forest is really Granville Street South.

Ample attention is given to the history of school sports but the gradual growth of new educational ideas, ideals and methods is also given thought; and some two-fifths of the book is devoted to the many other secondary schools that have come into existence to reinforce the work of the mother-school as the city grew.

To old-timers it will be a pleasure to read pages that at every turn recall the faces of old friends and to younger readers *The First Fifty Years* will bring a strengthened realization of the almost miraculous development possible to a western Canadian town, partly by virtue of geographical advantages, partly by virtue of the courage and foresight of men and women who refused to be discouraged.

Of course there are omissions, some perhaps inevitable, others rather inexplicable. As an old Kitsilano man, I found the article on Kitsilano Junior and Senior High School disappointing. I missed too many names that deserved to have a place in the record: that of the late John Keenan, the father of "Kitsilano High School Life", the school paper that did so much pioneer work and has developed to such outstanding importance in its field; Edward Chamberlain, whose services in connection with the equipment of the stage, for example, his colleagues have not forgotten; the contributions of Miss Ramsay, Miss Molly Jackson, Miss Casselman, M. McLellan, and others, notably J. W. Shore, surely called for recognition even in a very brief history of this school. More needed to be said of the achievements of Kitsilano in the fields of art, music and drama; remember "The Midsummer Night's Dream"? Whether omissions equally conspicuous occurred in connection with other schools I do not feel competent at present to say, nor have I any suggestions to offer as to who (if anybody) cut out or refused the fifteen or twenty lines needed to make the Kitsilano article so much more acceptable.—N. F. B.

A NEW APPROACH TO HEALTH TEACHING

HOW *the Body Works* by L. S. Michaelis, M.D.; Longmans, Green & Co., Toronto; 1940; pp. 57; cloth-bound; \$0.55.

This little book is a simplified treatment of human anatomy and physiology. It covers all essentials and would be a help in the teaching of Health up to Grade XI.

It is a book that is easy to read. Throughout, parallels are drawn between the various parts of the body and differ-

ent machines, mechanical devices, or animals, giving a refreshing angle on the subjects of body functioning and structure. Students would enjoy this book, and to teachers of Health it can supply many new ideas of approach to the general subjects of body control, circulation, digestion, respiration, and so forth.

Each page is illustrated with marginal drawings by Kuffer-Sachs. These diagrams (68 in all) are clear and interesting, adding greatly to the ease of understanding the text. In addition, several excellent photographic plates are included.

A 16-page supplement on First Aid, covering open wounds, burns, broken bones, shock, and unconsciousness, concludes the book. Here again many examples and diagrams are used.

Health teachers would be well advised to obtain a copy of this book. It would be worth while for the illustrations and examples alone, for these are used so successfully throughout the book.—E. B.

SOCIAL STUDIES

ANCIENT and Medieval History by Chester W. New and Charles E. Phillips; J. M. Dent and Sons (Canada) Ltd.; 1941; pp. 536; price \$1.00.

Here is a book which should prove of considerable help to teachers of Social Studies IV. Covering, as it does, the period from "Prehistory" to "The Voyages of Discovery", it should serve as a satisfactory supplementary reader to accompany the prescribed text, "Civilization in Europe and the World".

Ancient and Medieval History is a very readable book from the student's viewpoint. It is attractively illustrated, simply and directly written in language he can understand, but the author does not "write down" to him. The book makes a point of giving him the derivation of words which might otherwise remain obscure in meaning.

This reviewer feels that Messrs. New and Phillips have succeeded to quite an extent in getting away from the old type of "political" history. In their book they have stressed the cultural development of the various periods, especially the Periclean Age and the Age of the Renaissance. Here well chosen and generous illustrations help to give the student an idea of some of the world's great art.

Emphasis is given to the lives of the ordinary people during the centuries of development. The rich and varied life in Athens, the bleak life of the medieval

peasant, and the rise of the townsmen are all handled in a simple, direct way which should appeal to the student.

The print is clear, the paper of good quality, and the illustrations are attractive. The binding looks as though it would stand up well.—R. A. M.

FARM LIFE

HAPPY Days On the Farm by Ella H. Day; Longmans, Green & Co., Toronto; 1941; cloth-bound; price, \$1.10.

Happy Days On the Farm, a reader for Grade II, III and IV, is the story of Ronnie and Ruth—a pair of twins—who visit their grandparents on a farm. To the city children the wonders of rural life are introduced in a most fascinating manner. All phases of country life are dealt with in story form—a country fair, a picnic in the woods, trips to the post office, general store, and railway station, the planting of seedlings, and a rural school—all these experiences are treated as adventures. Although the child may be using this book primarily for practice in reading, he is, at the same, time, enjoying himself and gaining a fund of information.

For pupils attending rural schools *Happy Days On the Farm* will have an equal appeal because it makes their daily experiences very important.

Introduced into the story (incidentally, of course) are moral and social lessons—kindness to animals, the necessity of neatness, generosity, co-operation, industry, and other qualities that typify the good citizen. Forty-three amusing coloured drawings by Jack Merryweather are an added attraction to a book that should prove to be one of the most popular supplementary readers of the year.—L. C.

DO YOU WEAR CLOTHES?

CLOTHES With Character by Craig and Rush; Little, Brown & Co., Boston; Copyright, 1941; price \$1.65. Accompanying "Charm Chart", price 15c.

This book is primarily written for the girl of High School age to be used as a text in school and also to help girls—not privileged to take Home Economics—with their personal problems. There is a preface "To the Teacher" and also one "To the Student". The information is planned on a project basis so that the girl may diagnose her case for herself with a minimum of outside direction. The five aims of the book are clearly stated so that the girl reading it may

easily recognize what she wishes to find information on. The aims are as follows: first, to provide a guide to good grooming and care of clothing; second, to help in choice of colour and design; third, to give a knowledge of time and money budgets; fourth, to provide a background of consumer information; fifth, to show how historic costume influences clothes of today.

There are many excellent illustrations which are very up-to-date, such as sketches on posture, coiffures, and what to look for when you buy various articles of clothing.

The book is written in an appealing manner. The five units which carry out the aims outlined above are "Good Grooming is the Secret of Charm," "Selecting Your Clothes is a Joy," "Well Planned Budgets Benefit the Consumer," "Buying is a Game for the Well Informed Consumer," "History Repeats Itself in the World of Fashion". At the beginning of each unit is an extensive list of reference books, pamphlets, and course material that help enrich the unit. At the end of each chapter is a list of suggested class activities, home practice, and the use of the charm chart pertaining to that particular unit. Addresses of publishers and commercial firms are listed in the appendix.

The Charm Chart, which is for use along with *Clothes With Character*, is a twenty-one page booklet containing thirteen charts. What is your personality rating? What is your personality type? How well groomed are you? How well do you care for your clothes? and so on. There are lists of questions under each section with space and directions for scoring. It is a good textbook.

—M. N. K. Campbell.

A NEW GEOGRAPHY SERIES

MAN the World Over, by C. C. Carter, M.A. (Lecturer at the School of Geography, Oxford) and H. C. Brentall, M.A. (Assistant Master at Marlborough College.) Maps by R. H. Sherbourn. Published by Basil Blackwell, Oxford, 1938. Reprinted 1939. Three volumes. Price, each, \$1.35.

Man the World Over comes in a series of three volumes. The aim of the authors is to present the simplest picture of the world without sacrificing the cohesion of its parts. If the pupil is to take an intelligent interest in the earth, it must be explained to him in some kind of logical order. The truths (and assumptions) of physical geography interest him very

little unless they are related to the lives of his fellow-men. Thus the human aspect of geography is the most important. This series begins with the simpler cases of human response to environment—as found in the world today—and proceeds to more complex, with as little multiplication of detail as the conditions permit. The most characteristic aspect of each country is emphasized.

Throughout the volumes are a very considerable number of diagrams and illustrations adequately explained. Appended to each chapter are questions on the most important points in the lesson. Teachers of Grades VI, VII, and VIII would find this series invaluable.

Volume I. Drawings by Sylvia Hay; pp. 248. The human geography of this volume begins with Australia where is found a homogeneous civilization developing in an almost empty continent. The racial complication increases as one passes on to New Zealand, the Pacific Islands, South America and Negro Africa. In the north of Africa are the desert-dwellers in their most typical activities. Next part tells of the old civilizations of Arid Asia, the teeming lands of Monsoon Asia, and ends with Japan.

Volume II. Drawings by Marion Rivers-Moore. Pp. 263. This volume completes the survey of the world. It begins with Central America and passes first north, then east over Europe to Siberia. Thereafter it returns to the British Isles and treats their component parts in detail. A few chapters are devoted to geological and climatic topics.

Volume III. Drawings mainly by John Farleigh; 264 pp.; 1941. In this volume the authors have purposely ignored the cataclysms of the moment because they feel they do not alter the facts dealt with, nor can, in the long run, affect the topics discussed. These topics are "World Economy," and "Population and Colonization"—each in a separate part. Each part is further divided into two largely independent series of five chapters, making complete units.

This series is very interesting and instructive.

THE B. C. Teacher is in receipt of a handsome reprint of an article, or series of articles, published in *The Bookseller and Stationer*, dealing with "One Hundred Years of Progress" on the part of a firm known to every teacher in Canada—The Copp Clark Company, Limited, Toronto. The business was founded in 1841, though Messrs. Copp and Clark did not enter it until early in the 'Sixties.

Correspondence

THE YEAS HAVE IT

Prince Rupert, B. C.,
January 28th, 1942.

Editor, *The B. C. Teacher*:

While I feel that the "Case Against Compulsory Membership" is quite hopeless yet I am tempted to comment on a few of the points in the reprint.

Actually the article merely claims that a minority should decide. There were 787 members who voted against the draft bill; there were 2507 who voted for it, a majority of more than three to one. In even the most serious of national questions in a democratic organization or country a straight majority decides, and the minority should acquiesce.

Then very complacently we are informed that the 700 who refrained from voting really voted on the side of the opposition. But they did not.

Another tremendously convincing argument is "that it is a known fact" that several refrained from voting because they knew that by not voting against the bill they were voting against it. It gets somewhat complicated. And mark you the number, "several". These had already been counted in the 700 who did not vote. Now the writer naively counts them again.

In the fifth "heading" we are warned of the danger of the trend away from democracy. This by one who wants the opinion of 707 to outweigh the opinion of 2507.

Is there anything more vicious, even in a democracy, than the dictatorship of the minority?

The "case" is not a good one.

Yours truly,
JOHN S. WILSON.

"LINCOLN BELONGS TO THE
WORLD"

2334 Balaclava St., Vancouver,
January 30, 1942.

Editor, *The B. C. Teacher*:

The 12th of February is "Lincoln Day". Too long, in the opinion of this writer, it has been considered a matter of interest to the United States only.

Abraham Lincoln belongs to the world. This great love of freedom, so humble, so selflessly devoted to an ideal, belongs to all time, and to no time more than to our own.

Records of his life and of his speeches are readily available. The story appeals

to all young people. The parallel between our times and his is easy for them to understand. The transfer of emotions to a time seemingly remote makes them expressible. The historic simplification is justified, and our hearts tell us has more of truth, as against bare fact, than we have of late been willing to admit.

The Boys' and Girls' Department of the Vancouver Public Library have kindly prepared the appended list of books about Lincoln. Most books of collective biography for young people have a chapter about him. The February issue of almost every American periodical features "The Great Liberator".

The writer feels that teachers who awake in their pupils an interest in a hero-worship of Abraham Lincoln and what he stood for, will have helped build true and strong the foundations of the better world we hope that they will make.

Yours sincerely,
MARY E. COLMAN.

(a) d'Aulaire, Ingri and d'Aulaire, Edgar P. *Abraham Lincoln*, Doubleday. \$2; 1938. An introductory biography and distinguished picture book for Grades III, IV and V. Emphasizes early incidents of Lincoln's life and gives an excellent picture of pioneer conditions.

(b) Sandburg, Carl. *Abe Lincoln Grows Up*; with illustrations by James Daugherty; Harcourt; \$2; 1928. Early chapters from the author's adult book. Shows only Lincoln's boyhood and early manhood. Good style and important illustrations. For the 11-year-old and older.

(c) Lorant, Stefan. *Lincoln: His Life in Photographs*. Duell; \$3; 1942. An interesting example of biography through pictures. 400 illustrations.

(d) Nicolay, Helen. *The Boy's Life of Abraham Lincoln*. Appleton; \$1.75; 1906. Inspiring story, based upon a standard adult biography.

KEEP EYE ON OBJECTIVES

Vancouver, January 28, 1942.

Editor, *The B. C. Teacher*:

I have followed with interest your series of editorials on Departmental Examinations dealing with question papers for pupils writing on various final tests in their course subjects. The continued insistence on the objectives of the study as laid down in the objectives prefacing each subject, seems to me of great

validity as an argument in favour of an examination which adheres closely to this point of view. Chance term or unit tests by individual teachers have little validity for a final Departmental Examination for the obvious reason that they are too apt to exhibit the idiosyncracies of the teacher testing the effects of his own presentation of the unit (and of right might test detail), rather than stressing generalizations on the broader aspects of the entire course. In most cases one cannot help being impressed by the fact that such papers have been carefully appraised, in this respect, by the Department, where such papers have been forwarded to them. However, as you have pointed out, some lapses are bound to occur, and one is impelled to express appreciation of the cordial reception given to constructive criticisms by our group of specialists in the various subjects, where such have been offered from time to time.

May I add that the objectives of the courses being given such prominence is a gentle reminder to the teachers of the various subjects to see that the subjects are presented to the pupils in this manner, rather than as isolated factual details. Details must be given, but their validity must lie in the implications of such facts, or in other words, generalizations, in this world of human values or relationships. For instance, pupils, in the study of Human Geography, learn of human needs, such as food, shelter, clothing, etc., and that in some countries, all efforts of production in this direction have been dictated by the motive of private gain and not for the primary object of feeding, sheltering, clothing, etc., the human beings of the country. Malnutrition, leading to physical unfitness is purely a secondary concern, so long as profits are made and maintained.

The above is merely a generalization, but will serve to illustrate the point at issue. Pupils graduating from High School should be able to make judgments and appraise issues, and draw valid conclusions in this young people's world which will shortly be their inheritance and their trust. Mastery of detail indicates only a good memory: ability to generalize and reach sane and valid conclusions in the light of all known facts, is an indication of intelligence. Long live *intelligence*.

I am impressed by the fact that the framers of our Courses of Study are men and women of foresight and intelligence, refusing to be awed or bound by

the traditions of the past, insisting rather that the studies be framed to meet the needs of the present generation. And I, for one, welcome the changes which have been introduced into our studies in High School and University. The present needs demand that other changes be made, regardless of upset time tables and time table difficulties. The educational needs of the age must be paramount.

"Let knowledge grow from more to more,
But more of reverence in us dwell,
That mind and soul according well
May make one music as before
But vaster."

C. F. CONNOR.

PAGE MISS COLMAN

2 Du Maurier Blvd., Apt. 306,

Toronto, anuary 14, 1942.

Editor, *The B. C. Teacher*:

I want to tell you how very much I am enjoying the privilege of receiving your magazine. It is simply crammed full of interest.

I find it a real inspiration to read of the accomplishments of teachers in the other provinces and it is obvious that the teachers of British Columbia have excellent leadership.

Wishing you continued success, I am,
Cordially yours, AGNES MEEK.

P.S.: I think "Jefferson Jones" should go to the Junior Red Cross Magazine! He is very influential, and a knockout success in choral reading.—A. M.

"WHAT'S WRONG WITH ENGLISH?"

Quesnel, B. C.,

January 8, 1942.

Editor, *The B. C. Teacher*:

After reading "What's Wrong with English?" by Mr. Eric Dunn, in your September issue, I jotted down a few more questions relative thereto. I did not get around to submitting them to either yourself or Mr. Dunn before the October issue came out with your very careful analysis of Mr. Dunn's question. Early in that article you suggested that we might have a better course some day. I offer further that it is not a matter of only a better course in English VI but better courses in English all the way through.

Keeping in mind some of the units in English V and English IV, as they are presented by the programme of studies, please consider the following questions:

1. Why is the novel not taught in the senior high school courses of British Columbia?

2. Why are pupils allowed to finish Grade XI with the impression that Tennyson is just another old classicist?

3. Why are the works of Henry Drummond looked upon as mere comedy?

4. Why are Wordsworth and Shelly considered to be the only real Nature poets?

5. For those not taking special work in the drama, why can the teaching of drama be confined to Shakespeare's historical tragedies?

6. Why is it necessary to impress children, by the examples selected and collected in the prose texts, that the greatest field of modern expression is that of writing on scientific subjects?

7. When well-annotated texts are available, why are such poorly annotated texts as *Treasury of English Verse* imposed upon us Jacks-of-all-subjects?

8. Why should teachers and pupils in rural high schools work like Trojans over the formalities of English poetry when the august Board of Examiners cannot be bothered with them?

This school year I have, as the major part of my work, all the English from Grade VI to Grade XII, inclusive. I am beginning to make further discoveries which lead me to ask more questions.

I was further struck with "Some Notes Made by the Examiners", (1941). Quoting from same: "The sentence structure was poor. Many students in Grade XII have apparently not yet acquired a sentence-sense". Why should they? Why teach sentence structure? Why not teach word recognition, emphasizing homonyms; the words most commonly misused or confused; a list of the odd masculines and feminines; principal parts of old conjugation verbs; and let it go at that? Possibly you could add dictionary practice. With such a knowledge they could pass, and pass well, the *standardized* tests in language work for grades up to IX; they could pretty well pass Matriculation English,—at least the Literature part of it; and they certainly do not need to know how to write a sentence to be able to pass an examination in any other subject.

Of course, the reading, particularly the silent reading, with speed and extension of fact-finding abilities, is presumably stressed from the beginning.

Today the successful student is the one who can spit the right word into the right blank. You and I belonged to a generation that had to answer its science questions in sentences, and had marks deducted for spelling. We wrote our history examinations at so many "marks per page", and if we made ten mistakes in English on fifteen pages of history we were plucked in *History*. Consequently, we had a reverence for the English sentence, and we knew not only how to write it, but how to analyze it before and after it was written; and we could parse every word in it. But today we pass matriculants in English for a fifty per cent knowledge of clausal analysis and the non-finite form of the English verb.

What's Wrong with English? Can you not see what the objective or analytical test is doing? It is a robber of English. Instead of the other subjects contributing to the vernacular, as they used to, English today contributes to the other subjects, by laying the emphasis on silent reading, and is merely the "serf" subject.

Take a look at page 131 of your November issue for a minute—that letter in the "Question Box" about the spelling. Ah, teacher, have a heart; that little fellow is only in Grade IV. Dictating notes is "out" in more polite circles of pedagogy, but in these Rural High Schools, library facilities are not always adequate in some of the textbookless courses and occasionally we are obliged to dictate. You dictate and they cannot spell, even in Grade IX. You write it on the board and they cannot copy it down straight. And the weaklings in such matters are not all products of our own school. They come to us from other rural districts, from larger centres in British Columbia, and from other provinces.

I am convinced that the number of such weaklings is increasing universally at too great a rate and have concluded that it is the result of the craze for speed and quantity (disguised in fancy psychological terminology) that has crept into our pedagogy in the last decade or two. Not how well do you know your English, but how many French readers have you covered; how many specimens can you find in half an hour; how many Social Study references have you; how many novels can you read in a week; how many cities can you locate in ten minutes; how many shows did you see during the holiday?

Before I conclude I have one more question. Why do we Rural High School

teachers, here in British Columbia, we, whose "teaching is conspicuously inadequate", have to send outside the province to get helps for the teaching of English, and other subjects?

W. C. MURRAY.

REVISION OF SOCIAL STUDIES V

Box 473, Armstrong, B. C.,
January 12, 1942.

Editor, *The B. C. Teacher*:

With reference to your editorial in December issue of *The B. C. Teacher*, "Should Social Studies V Be Revised", here are a few ideas which may be of interest.

Unit and topic numbers quoted are from Bulletin I, 1937.

Units 2, 3 and 4 are largely repetitive and in many cases topics are presented in the wrong order. For instance, how can Topic 3, Unit II, on "The Triumph of the English Parliament over Despotism Monarchs" be taught preliminary to the rise of the English parliament which is Topic 2b, Unit IV? My suggestion is that these three units could be combined under one unit entitled, perhaps, "The Struggle of the Peoples of the World for National Unity and Democracy."

A few suggestions for combinations follow:

Topic 1, "The Struggle of the English Peoples for National Unity and Democracy and the Spread of this Struggle to the Empire."

This would combine Topics 2b, Unit IV; Topic 3, Unit II; and Topics 5 and 6, Unit IV. These topics would have to be revised to meet the new purpose. For instance, no mention is made of nationalism in England in the unit on Nationalism. National spirit developed in England, as it did in all other countries, as unity was obtained and as democracy spread. English Imperialism did not begin with the 19th century but was present when Edward I conquered Wales and Scotland. The possibility of imperialist expansion was the direct result of the legal and administrative organization under William I and the two Henrys and the development of parliament laid the foundation of an organization to carry on in the absence of the king. The spread of democracy to the empire countries and the rise of national feeling in the colonies or self-governing dominions can be well paralleled with development of the Mother Country; a true example of history repeating itself. The democracy of the United States would be one topic

here. In teaching imperial democracy I have always used parallels drawn from the growing up and consequent increasing independence of the children in a family. A good many parents fail to recognize that their children are growing up and demanding a voice in affairs.

Similar topics could be worked out for France by combining Unit II, Topics 4 and 5, and Unit IV, Topic 8; for Italy by combining Unit III, Topic 7; Unit IV, Topics 7 and 10b, and similarly for the other countries. I have been employing such combination of topics since first the course was introduced.

Democracy, Nationalism, Imperialism, the struggle against despotism are not separate struggles but just names given to more or less distinguishable phases of the forward movement of humanity. There is no better illustration of this struggle than the development of the British people from the disunited Anglo-Saxon tribes to a united and democratic state which through its imperial activities has spread democracy throughout the world. Unless this story of human development is taught in sequence, the whole spirit of the course is lost. History becomes a meaningless series of events in which kings and ministers do incomprehensible acts for no real reasons.

I shall be glad to hear from other teachers who agree or disagree with my ideas. I have worked out a fairly satisfactory treatment for Unit IX (now Unit 1), and have linked it in with the work on Unit I (now Unit II). I will send the revised units to any teacher who is interested.

Yours truly,
FRANK SNOWSELL.

HOW ABOUT IT, UNCLE JOHN?

Editor, *The B. C. Teacher*:

Amongst my Lesson-Aids correspondence, I frequently receive letters from young teachers, usually in their first year, asking me to give them advice regarding difficulties they meet in the course of their work.

In *The B. C. Teacher* from time to time appear articles (Uncle's letters) which give just the information for which I am asked.

These letters are undoubtedly read very carefully by teachers already receiving the magazine; but it has occurred to me that next year's beginners will not have access to these most helpful letters;

I mean to those that have already appeared.

I have in mind that a reprint of the letters that have already appeared would be of very great interest and value to these young teachers; and my purpose in writing is to ask whether it would be possible for the Lesson-Aids Committee to be given facilities for publishing these letters as one of the units. The Lesson-Aids Committee would bear the cost of multigraphing, if permission were given to use them.

I should esteem it a favour if you would consider this, and inform me of your opinion.

I will end by telling you that the Lesson-Aids units are more popular than ever, this being the best year yet, and still at no cost whatever to the B. C. T. F.

Christmas was followed so very quickly by the first of the month that I could not get my notes to you in time last issue.

Kindest regards,
HARRY G. BOLTWOOD,
Hon. Sec.-Treas., L. A. Comm.

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

Kimberley, B. C.,
January 26, 1942.

Editor, *The B. C. Teacher*:

There is little that needs to be added, or can be added, to your own able explanation of your decision not to print a certain article in the columns of *The B. C. Teacher*. Nevertheless, I feel, in view of the letter appearing in the last issue of the magazine, that you should be assured that at least some of the five thousand teachers referred to do not share the opinions of the author of that letter.

The duties of an editor are not those of a proof-reader only, but certainly should include the task of deciding what the magazine should, or should not, publish. My personal feeling is that the present high quality of *The B. C. Teacher* is largely due to a discriminating exercise of that function on your part.

Many of us in the past have disagreed with certain acts or even with certain policies of the Department of Education, have criticized them freely in the meetings and in the committees of the Federation, and have done our best to have them altered. These are rights and duties that we shall continue to exercise. Once, however, that the Department has decided on a certain policy, it is equally our

duty to see that we carry it out. Nor does the right to criticize carry with it the right of personal attack upon the men who have been entrusted with the formulation of educational policy.

FRANKLIN P. LEVIRS.

SUGGESTIONS FOR SALARY SCALES

1606 Hamilton Street,
New Westminster, B. C.,
January 26, 1942.

Editor, *The B. C. Teacher*:

The work of the provincial salary committee has interested me in a detached way because we are among the few who have more or less reasonable salaries.

I would like to present to the members of the Federation the outline of a scale which seems to get around a number of difficulties in a reasonable manner. It assumes two things which are implicit in the new philosophy of education but not generally accepted by teachers in salary discussions.

1st—That no one grade of education is more important than all the others.

2nd—That we may reasonably expect from each the best that he or she is capable of giving and this best is all anyone can give.

The scale is outlined below:

(a) Starting salary, First Class Certificate, \$900 going up \$100 a year to \$1800.

(b) Allowance of \$100 per year for each year up to two years beyond the B.A. (a Ph.D.)

(c) This would make the salary for a B.A. \$1200-\$2100.

(d) Allowance of \$400 a year for the support of a wife and \$100 a year for each of four children. Surely if this is a just arrangement in the armed services it is just for others who serve their country in peaceful occupations.

(e) Principals to receive up to five increments above their scale salaries.

(f) Vice-principals to receive two increments above their scale salaries.

No sane person would consider these salaries too high. It is almost time that country and small town teachers were relieved of the burden of digging into their own pockets to donate \$500-\$1000 a year for British Columbia education.

Just a note to the provincial salary committee. You have to be a little bit hard to make any real progress in increasing salaries. The railroads do better for their section men than the province does for teachers.

J. A. R. WILSON.

NEW SOLUTION FOR AN OLD PROBLEM

Appledale, B. C.,

January 10, 1942.

Editor, *The B. C. Teacher*:

The major problem of the Rural School teacher is that of providing seat-work for the grades not receiving direct attention from the teacher. Seat-work as such is not so very difficult, but seat-work which actually advances the pupil and is not merely a time-filler, requires more preparation than a lesson to be taught. Many factors must be considered: too much writing in lower grades leads to bad writing; the rural school is insufficiently equipped with reading and reference matter, and with manual art materials. The pupil is likely to acquire habits of dawdling, or of passing into a state of suspended animation mentally (not physically).

In a Rural School of eight grades, the most careful scheme of coordinated classes still leaves pupils to unsupervised work for at least two hours a day, prob-

ably more. The rural school pupil is expected to cover—and *does* cover—the curriculum with a modicum of the personal teaching time devoted to the pupil in the graded school. That is to say, the actual learning occupies only a portion of the time.

I suggest that it is not only unnecessary but detrimental for the pupil to spend so many hours in school. Why not dismiss Grades I and II at noon, Grades III and IV at two o'clock? Or alternate the grades on different days of the week? This would lighten the teacher's load of preparation to such an extent that it would be possible to revolutionize the character of the teaching procedure. There would be time for organizing major activities, studying the new Arithmetic Manuals, research in modern aspects of education, and so on.

I write this brief and bald suggestion in the hope that other Rural teachers, struggling to fill the gaps in the day's work sheet, will express their opinions.

Yours very truly,
(Mrs.) EVELYN M. DAVIS.

To Teachers of Grade Nine Mathematics

The new (sixth) edition of *Geometry Exercises and Work Book for Grade Nine*—A. D. Hotchkiss—is now available

The thoroughness with which the exercises have been prepared by the author together with its original method of working has made this book invaluable to the teacher and attractive to the student.

IT COMPLETELY COVERS THE COURSE OF STUDIES AND THE NEW TEXTBOOK ISSUED BY THE DEPARTMENT OF EDUCATION LAST YEAR.

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VANCOUVER, B. C.

News, Personal and Miscellaneous

WILLIAM KENNETH BEECH

THE teaching profession of British Columbia lost one of its outstanding members with the passing of Mr. W. K. Beech, Principal of Fairview High School of Commerce, Vancouver. He died on January 14th, after only one week's absence from the school he loved and served so well. His staff and students feel deeply their great loss, and a legion of men and women from all walks of life, and in all parts of Canada, are saddened at his passing but grateful for having had the opportunity of coming into contact with him. Mr. Beech had the happy human faculty of speaking as man to man and giving encouragement. Many are those he had ushered into the world of business, for employers, in commerce and government alike, relied on his recommendations, knowing him to be a shrewd judge of character.

A pioneer and a builder, he responded in 1912 to the call "Go west, young man", coming here from Ontario, where he had already had experience as a trained teacher of commercial subjects. From that time on he became a part of the fabric of commercial education in British Columbia. A man of vision, he realized the needs of youth in a growing commercial age and was determined that young people should have their chance to be properly prepared. He joined the staff of the Vancouver schools as a commercial specialist, and in 1919 became the Principal of the Cecil Rhodes Commercial High School. Under his wise guidance, this school, later known as the High School of Commerce, now the Fairview High School of Commerce, increased its student body of fewer than two hundred to well over eight hundred, and expanded its curriculum to meet ever-changing demands. In 1926, foreseeing the coming importance of wireless, he worked for the incorporation of a Radio Communication Department into the school, and thus gave many young men an opportunity of obtaining an excellent training along this line. The record of the graduates of this course is splendid proof of the correctness of his foresight, for many occupy important posts in all parts of the world, and many are serving with the colors.

These activities used up but a portion of his boundless energy. As Director of Night Schools, he extended the scope of the courses, enabling young people already in positions to increase their

opportunities and widen their interests. He did not neglect those young people who lacked the chance of attending such classes, for he organized correspondence courses and developed still further Commercial Summer Courses. Over and above this work, he found time to compile an Arithmetic book, to collaborate in the writing of a Bookkeeping text, engage in serious academic and professional study. Already graduated as B.A. (Queen's), he proceeded to the grade of M.A. by studies in the University of British Columbia and MacMaster University, and later he added the degree of Bachelor of Pedagogy, which was conferred upon him by Toronto University.

His actual life-span was sixty-six years, but his accomplishments would indicate many, many more.

Mr. Beech leaves in his stricken home his wife, a son and a daughter. Mrs. Beech—formerly Miss E. A. MacQueen—used to teach English in King Edward High School. Their children, Emma and Howard, are both in attendance at that school as students.

To these three in particular *The B. C. Teacher* offers the sympathy of a multitude of British Columbia teachers, many of whom, in the passing of Mr. Beech, have lost an old and dear friend.

ALLAN CAMPBELL STEWART

AS we go to press, news comes of the death of Allan Campbell Stewart, who for a great many years had been associated, in one capacity or another,—teacher, trustee, inspector—with the schools of this province.

Of recent years, Mr. Campbell had been a resident of Victoria but he came to Vancouver a full half century ago and he will be remembered by very many as a member of the Mount Pleasant School staff and, later, as principal of Dawson School. On leaving that post he served eight years as Inspector of Schools and, still later, after an interval during which he entered the business world and rose to be provincial manager of the Monarch Life Insurance Company, he returned to his old calling. After service in Revelstoke as principal of Selkirk School, he once again was added to the inspectorial staff of the province. Into his retirement he carried the affection and respect of a multitude of teachers.

From 1911 to 1917 he served his fellow citizens as a school trustee.

From death in ripe old age after a life of activity and usefulness, much of the clement of tragedy is removed. What remains is the enduring memory of a good man gone to rest.

A NEW SCHOOL INSPECTOR

B RITISH Columbia recently conscripted to the inspectoral staff a valuable recruit in the person of Mr. B. Thorsteinson of Powell River. The new inspector is well and most favourably known in Federation circles, having given excellent service on our Executive Committee and on various important standing and special committees of the Federation. Apart from his degree in arts, Mr. Thorsteinson has an M.A. in Business Administration and is well along toward the completion of his Ph.D. course at Chicago. His former colleagues will miss him in some familiar contacts but gladly congratulate him upon the honour that has been conferred upon him by the Department of Education.

The vacancy was occasioned by the enlistment of Inspector T. G. Carter, F.O. Mr. Carter saw service in the air in the First World War and has already distinguished himself by conspicuous good work in an administrative capacity and has been appointed a member of the Re-selection Board. That body has the responsible duty of dealing with special cases involving the transfer of men to particular departments of the service for which they may be best fitted. Since Flying Officer Carter will in due course return to the inspection of schools when the war is over, Mr. Thorsteinson's appointment is technically a "temporary" one, "for the duration", but his friends have no doubt that the Government will find his services too valuable to be dispensed with.

Inspector Thorsteinson goes to Rossland, *vice* Inspector Frederickson, who, in turn, is replacing Inspector J. E. Brown of Cranbrook, while the latter takes over Inspector Carter's work at Penticton.

FULLER-CAMPBELL

M R. Graham C. Fuller of Kamloops recently contributed to the increasing shortage of teachers by inducing Miss Johan Campbell, formerly of Vancouver and more recently a Bowen Island teacher, to give up her school and become Mrs. Fuller. The wedding occurred during the Christmas vacation. *The B. C. Teacher* joins in congratulations and friendly good wishes.

APPOINTMENTS & TRANSFERS

M R. W. T. Abercrombie has been appointed principal of Grandview High School of Commerce to take the place of Mr. Graham Bruce, who has returned to Fairview Commerce as principal. Mr. Abercrombie has been on the staff of Grandview Commerce for 16 years and during the past nine years has been vice-principal.

An addition to Grandview's teaching staff is Miss M. Somerville of Nanaimo. Miss Somerville is replacing the former Miss E. Burnham, who left the teaching profession to be married.

Mr. R. H. Manzer, formerly principal at Langley, has been appointed principal of Mission High School.

MORE BLOOD WANTED

D D. G. A. Lamont, of the Red Cross Blood Donors Clinic, 402 Pender St., Vancouver, announces need of more donors. Too many of those formerly registered have failed to attend the clinic in accordance with arrangements.

U. B. C. SUMMER COURSES

T HE authorities at the University of British Columbia have already made much progress in preparation for the 1942 summer courses. Before the end of the year the following visiting lecturers had been appointed:

Department of Education: Dr. Paul Mohr, Registrar and Director of Personnel, San Francisco Junior College, San Francisco; and Professor A. Bailey, of the College of Education, Seattle.

Department of English: Dr. Louis Wann, Professor of English Language and Literature, University of Southern California, Los Angeles.

Department of Modern Languages: Mr. W. Harry Hickman, Victoria College, Victoria.

Department of Biology and Botany: Dr. F. Dickson.

Department of Chemistry: Dr. M. J. Marshall.

Department of Economics, Political Science and Sociology: Dr. A. W. Currie, Dr. C. W. Torring.

Department of Education: Dr. D. H. Russell.

Department of English: Professor F. G. C. Wood, Mr. Hunter C. Lewis.

Department of History: Dr. W. N. Sage.

Department of Mathematics: Mr. W. Gage, Dr. S. A. Jennings.

Department of Modern Languages: Dr. D. O. Evans, Dr. Isabel MacInnes.

Department of Philosophy and Psychology: Professor J. A. Irving.

Physical Education: Mr. M. Van Vliet. After the meeting of the Board of Governors on January 26, the following additional appointments were announced:

Department of Biology and Botany: Dr. Bythe Eagles (an alumnus of U.B.C.) and Professor M. C. Coulter of the University of Chicago.

Department of Chemistry: J. Allen Harris, M.A. (Brit. Col.), Ph.D. (Illinois).

Department of History: Professor Henry S. Lucas, University of Washington.

Department of Philosophy and Psychology: Dr. J. M. Ewing, Provincial Normal School, Vancouver, (replacing Professor R. B. Loucks, previously appointed but now engaged in war work).

Robert S. Emerson, B.S. (Northwestern), chairman of the Department of Radio, Washington Square College, New York University, has been added to the staff of the U. B. C. Department of University Extension, as Instructor in Radio Script Writing, for a period of five weeks commencing July 6, 1942.

INDIAN EDUCATION

THE Indian Affairs Branch, Department of Mines and Resources, reports that enrolments in Indian schools during the fiscal year ended March 31, 1941, totalled 17,425 pupils. Indian residential schools had 8774 pupils enrolled, and the Indian day schools were attended by 8651 students. The percentage of attendance maintained by the Indian children was 82.37, indicating the favourable manner in which the Indians are responding to the efforts being made to advance them to a position of independence and self-support.

A feature this year was the headway made in the development of an educational programme designed to meet the needs of an Indian population scattered over nine provinces, and the Yukon and North West Territories. This Indian population includes the highly skilled steel workers of Caughnawaga, Quebec, the fishing and trapping Indians of the northern sections of the Dominion and the Pacific Coast, and the Indians engaged in extensive farming operations in Ontario and the Prairie Provinces.

Gratifying progress is reported by the Indian day and residential schools in

British Columbia where, in addition to the regular academic courses, special vocational studies have been successfully organized. These courses, for girls, consist of the treatment and spinning of locally grown wool and the knitting of woollen garments, Cowichan sweaters, and socks, dressmaking, fruit preserving, crochet work, and home management. The courses for boys include boat-building, auto mechanics, Indian arts and crafts, and elementary agriculture. The Koksilah, Inkameep, and Ste. Catherine schools have been particularly successful in the organization of these vocational courses, all of which are based on the needs of the Indians on the adjoining reserves.

UNIVERSITY PRIZES

THE University of British Columbia announces the following prizes recently made available to its students:

(1) The Dorothy and William Dorbils Prize, of \$50, for the registered graduate or undergraduate submitting the best essay on a subject in Canadian history.

(2) The Ontario Paper Prize, \$100, in recognition of the best report on some phase of the paper industry. Restricted to students in their graduating year.

(3) The Geldart Riadore Bursaries. Two awards of \$175 each, to students who have completed at least one year in Agriculture and are proceeding. Must give evidence of capacity for leadership.

VANCOUVER DRAMA FESTIVAL

ANNOUNCEMENT has been made that Vancouver Drama Festival is dated for April 12-18, sponsored by Alpha Chapter of Beta Sigma Phi. Three school orchestras have been selected to assist in the programmes: A Kitsilano High School orchestra will provide music suitable for advanced students, under the leadership of Ivor Parfitt. Ten girls of from 9 to 14 years of age will represent Strathcona Elementary School orchestra. The third group honoured by selection will be Vancouver College orchestra, consisting of 22 boys of high school age under the conductorship of T. Kadziewka.

SCHOOL OF THE AMERICAS

HAVE you made yourself acquainted with the type of programme being made available to youthful listeners throughout this hemisphere by Columbia, 2:00 to 2:30 Pacific Standard Time? Dr. Roy Chapman Andrews, the famous explorer, is the principal "narrator".

Can your pupils pick
the right answers
in this Dental
Question Box?



In each of the following questions
one statement is correct.
For each correct answer allow 20
credits.

- A. The children in the above picture are playing outdoors.
B. 7 children are in this picture.
C. This picture shows how children are taught about gum massage.

C is correct. Care of the gums is just as important as cleaning the teeth. Our gums must be healthy if our teeth are to be sound. Gum massage drills in the classroom show us the way to proper care at home.

- A. Our teeth, like elephants' tusks, are made of ivory.
B. Hard foods help our gums more than soft foods.
C. We get all our upper teeth before our lower teeth.

B is correct. Hard foods require more

chewing—which helps keep our gums firm and strong. Because we eat soft foods so much, we should give our gums regular massage.

- A. Teeth take care of themselves.
B. Everyone has 18 teeth.

C. Proper tooth brushing at least twice daily is important to dental health.

C is correct. All inside as well as biting surfaces of the teeth should be brushed thoroughly and every crevice between the teeth must be reached. Teeth should be brushed at least twice every day and, if it is possible, they should be brushed after each meal.



The makers of Ipana have prepared a striking health chart, in full colour, which is helping teachers all over the country in their class drills in gum massage. They will gladly send you one to hang in your classroom. Send your name and address to Bristol-Myers Company of Canada, Ltd., 1237 Benoit Street, Montreal, P.Q.

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