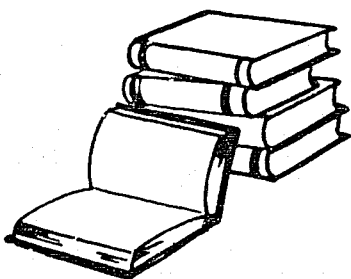


THE B · C · TEACHER



OFFICIAL ORGAN OF THE B · C · TEACHERS' FEDERATION

VOL. XXI., No. 8.

APRIL, 1942

VANCOUVER, B. C.

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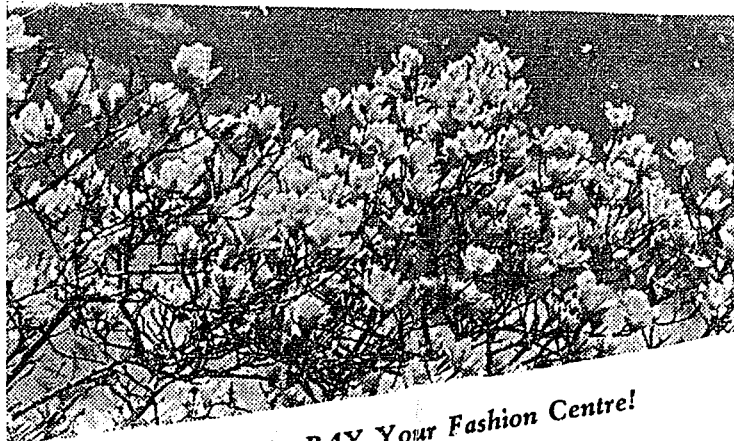
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VANCOUVER, B. C.

THE B. C. TEACHER

Official Organ of the British Columbia Teachers' Federation

VOL. XXI., No. 8.

APRIL, 1942.

VANCOUVER, B. C.

A NATIONAL PROBLEM

CANADA'S achievement of nationhood has not been conspicuously rapid or complete. We still tend to think in terms of provincial boundaries rather than in terms of national unity or of international relationships. In combatting this petty sectionalism, the teachers of Canada have an important responsibility. We must clear up our own thinking in this regard and then co-operate with others to proclaim that many things hitherto casually assumed to be provincial problems and responsibilities are in point of fact Canadian problems and responsibilities.

The question of the Japanese-Canadians and Canadian Japanese is a British Columbia problem only incidentally and superficially; basically it is a Canadian problem, to the solution of which the citizen body of all Canada should be addressing itself.

For a whole generation British Columbia has been vainly trying to awaken the East to the significance of the immigration problems incidental to Canada's status as a Pacific power; Canada refused or neglected to handle the matter nationally and refused or neglected to give British Columbia authority to handle it provincially. Consequently, most of the things done relative to the Japanese question, in particular, have been unwise things and steps obviously necessary in the interest of Canada and of newcomers from the Orient have remained untaken. It is a discreditable chapter in Canadian history.

Following upon the declaration of a state of war between Canada and Japan there arose the obvious necessity of curtailing liberty of movement and occupation hitherto enjoyed by Japanese nationals in this Dominion. The Royal Canadian Mounted Police had had them under intimate supervision for a period of at least two years and a half but found themselves justified in interning only a remarkably small handful. However, the remaining 9476 resident between the Cascade Range and the coast were rounded up for transfer to inland areas. This was a distressing necessity. Canadian residents of Japanese stock have been a conspicuously industrious and law abiding element in the Canadian community for a generation and against the Japanese not already interned no evidence of subversive activity or intention was forthcoming. Indeed even some of those technically classed as Japanese nationals, especially some of those born in Japan but brought here in infancy and educated in Canadian schools, are as Canadian in outlook and modes of life and as fervent in loyalty to Canadian democracy as the proudest descendants of the United Empire Loyalists, or of the original pioneers of French Canada.

More serious, though, from the point of view of those Canadians jealous for the honour of Canada, is the case of the 13,000 people of Japanese stock who are Canadian citizens by birth or naturalization but who find themselves involved in the same compulsory migration and curtailment of liberty. Their only offense is their ancestry and the physical characteristics that render it evident. Need we be surprised if some of

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them are wondering just what Canadian citizenship means?

As stated in these columns last month, it is now at once too late and too early for serious discussion of the removal order; it must be accepted as a *fait accompli*. Moreover, it is quite manifestly the desire of the authorities to reduce to the minimum the loss and humiliation incidental to the expulsion of these Canadian citizens from their homes and means of livelihood. In this it is the manifest duty of the rest of us to support the responsible authorities in every way within our power. However, Canadians to whom Canadian and British traditions are a sacred heritage, cherished for long generations, should refuse to be easy in their minds until the problem of these fellow citizens of theirs has been given a final solution that is honourable to this Dominion.

Concentration camps of whatever sort will not provide that final and just solution, no matter how inevitably necessary they may be for the moment. The solution will be found only in carefully planned dispersion, carried into effect just as rapidly as is humanly and humanely possible. In that dispersion and subsequent absorption every part of Canada must be ready to play a generous and patriotic part. This is a Canadian problem, not a local problem, and it must be handled in a national fashion.

What about it, Canadians of the Maritime provinces? What share in the solution may be expected from you, Quebec? Is Old Ontario going to rise to her responsibilities in this matter? Is there no place on the prairies for some of these unfortunate people? Is British Columbia going to be content to get them off its mind by getting them out of sight of the occidental majority? All told, they constitute about one-fifth of one per cent of the population of this Dominion. Is that too many for the people of Canada to handle? An affirmative answer should make every Canadian, with a heart to feel and a mind to think, blush with shame and indignation.

WHAT THE TEACHER SHOULD KNOW

A CERTAIN little Vancouverite is in the second grade. She is finding her studies delightful and her teacher charming. Accordingly, her parents were startled when she announced recently that she intended abandoning her schooling at the end of the present term. In reply to bewildered questioning she explained that she had made up her mind to be a school teacher when she grew up and to teach in Grade II and that by June she would know all that a Grade II teacher has to teach.

Some day she may discover that teachers have to know rather more than what they are going to teach. Indeed, dear old Elia tells us, in one of his well known essays, that the teacher must be "superficially omniscient"!

Some of us get along tolerably well without attempting omniscience but nobody can teach arithmetic without some knowledge of arithmetic (though we are assured that many try); and nobody can teach art without some training in art (though many are compelled to make the attempt); and nobody can teach geography as that subject is nowadays interpreted who has not learned to think geographically, that is, in terms of the relations between man and his earthly home. Nobody can teach the curriculum of today if familiar only with a part of it or with the curriculum of yesterday.

The elaborate system of options characteristic of our secondary schools

and universities confronts with certain serious difficulties the authorities responsible for supplying our schools with trained teachers. Those who go to ungraded schools will be expected to be able to teach any subject in the elementary programme of studies, irrespective of whether since childhood—or ever, for that matter—they have had any training in the given subject.

Art is a conspicuous example; geography—perhaps the newest subject in the curriculum, despite its ancient name—is another.

Some years ago, in a laudable effort to solve that very practical problem the Education Department made these subjects obligatory for candidates for normal entrance; but the plan did not work out satisfactorily. It had the unintended effect of excluding from teacher-training courses an increasing proportion of bright young men and women whose services the schools require. Today that objection is stronger than ever and as the developing teacher shortage becomes more acute it will become increasingly impracticable to add to the prerequisites of normal training. On the other hand, as increasing numbers of former teachers who for years have been dissociated from the schools respond to the present invitation to return to teaching, the necessity of supplying further refresher courses and training in special subjects will become increasingly clamant. The Department seems on the horns of a dilemma.

Last Easter the Geography Section of British Columbia Teachers' Federation indicated the direction in which a solution of this problem might be found.

It is indisputably desirable to require of teachers a reasonable familiarity with the subjects they are going to teach; that familiarity cannot at present be ensured by making more numerous the subjects obligatory for admission to normal schools; nor can the normal schools be expected to fill in such lacunae in the scholarship and skills of their teachers-in-training.

It seems obvious that resort must be had to correspondence courses, summer school courses or independent study.

The suggestion of the geographers of the province was that, in the case of normal school graduates who have not taken, in their high school courses, whatever subjects the Department adjudges to be needful from the teaching standpoint *the issuance of permanent certificates should simply be delayed until these particular high school courses have been completed at summer school or by private study.* The Geography Section further suggested that regulations similar in purpose be framed for teachers-in-training taking geography for credit in the course in methodology provided by the University of British Columbia.

By a narrow margin these proposals failed to secure, last year, the approval of British Columbia Secondary School Teachers' Association, perhaps because not well understood. *The B. C. Teacher* respectfully suggests that the Federation and the Department of Education might well give the proposed policy serious consideration.

The Speaking Voice Miss Daisy Rogers MA. 7304

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musically, without strain?

Our Magazine Table

By ROTH GORDON

OUR most important announcement this month, of course, is to the effect that ye honourable Annual Grabbe Bagge of Free Magazines will again be a feature display of this year's Easter Convention. But prithee, sweet cousins, in this connection, dinna be ower tempted by Auld Nick, egad, and become narsty cheappe skaytes who purloin for keeps ye bonnie bookes just because said periodicals posseseth yaller covers. By all means, of course, examine all our display journals thoroughly and take those you *need*, but remember, please, if not vitally interested in *using* same, leave *some* copies for thy naybore who may really intend to subscribe. By this means we shall enable the so-generous publishers who sent the magazines to us in the first place to keep out of ye poor-house in the last place. Thankee kindly, dear modom and sorr!

AS you probably know, a Travel Contest is conducted each year by *The Instructor* (F. A. Owen Publishing Co., Dansville, N. Y.; \$2.50). Winners of last year's competition all wrote on the subject of visits to Canada. Titles of published prize-winning essays are as follows: "Here's to You, Canada (Where One is More than a Tourist)"; "The Lure of Jasper"; "With the Trail Riders"; "Summer in Quebec Province"; and "Life is Good in the Canadian Rockies".

PRACTICALLY every teacher of primary grades runs into the problem of what to do with the left-handed child. Dr. S. R. Laycock writes on the subject of left-handedness in *The Modern Instructor* for March (School Aids and Text Book Publishing Company Ltd., 1935 Albert St., Regina, Sask.; \$2). He suggests: (1) If a child is to be changed over the change-over should be done very early—preferably by the age of eighteen months; (2) If children resist the change-over it is doubtful if it should be done at any age; (3) If a child persists in writing with his left hand in coming to school it is safe to allow him to do so unless the parents object; (4) Teachers should give some guidance in helping left-handed children to find a comfortable position for writing; (5) Nobody yet knows for certain the extent to which left handedness is a handicap in a right-handed world. (By the way, there will be available a copy of *The Modern Educator* for you at our Con-

vention—but please don't take one just to satisfy your acquisitive instincts).

AN article on the Japanese air fleet, silhouettes of Japanese planes, a first-hand description of a test flight, pictures of local Air Cadets, an article on the early experiments of the Wright brothers, a true-life short story, instruction concerning how to build a 4-cycle engine model, also model airplane building, cartoons and diagrams feature the February issue of *Canadian Air Cadet* (122 Wellington St., Ottawa; \$1).

GEOGRAPHY teachers dealing with commerce in wartime will find "The Strategic and Critical Materials—Comparable Statistics" of considerable interest and value. For obvious reasons, many of the figures date back to 1938, but the picture offered is fairly complete of how the United States (and Canada) stand with respect to essential war materials. We all know, of course, about the present scarcity of rubber, tin, and silk. On the bright side of the ledger is the fact that approximately 85 per cent of the world's production of nickel normally comes from Canada. For definite information about existing sources of aluminum, antimony, asbestos, chromium, coconut shell char, cork, graphite, hides, kapok, manganese, Manila fiber, mercury, mica, opium, platinum, quartz crystals, quinine, tanning materials, tungsten, vanadium, and wool consult the February copy of *The Journal of Geography* (A. J. Nyström & Co., 3333 Elston Ave., Chicago; \$2.75).

ACCORDING to official instruction issued by the United States Office of Civilian Defense, a cellar is a suitable Air Raid Refuge *provided* there are plenty of exits and *provided* any windows to the outside can be protected by a layer of sand bags. Pupils are not to be sent home. In all other respects, rules of this American "A. R. P." organization are the same as those in force in Vancouver schools. The above data is gleaned from *Pennsylvania Public Instruction* (Harrisburg, Penn.).

CAN you use a really up-to-date list of members of the Dominion and Provincial Cabinets? Such a prayer is miraculously answered in the March issue of *World Affairs* (224 Bloor St. W., Toronto; \$1). Be sure to look for and examine a copy of this handy little

publication at our Convention display. We think some of you social studies teachers will be interested enough in it to subscribe.

* * *

“UNDERGRADUATE Memories of Long Ago” by J. A. Reid, Sc. '02, will delight any alumnus of Queen's University. The author of these “memoirs” has a fund of anecdote, all interesting and for the most part, humorous. *The Queen's Review* (Douglas Library, Queen's University, Kingston; \$3).

* * *

“NATIONAL antipathies, nationalistic economics, the actions of irresponsible and over-ambitious men have been, in the main, the contributory causes of our modern world wars. Had these vast national resources—human, and technological, now devoted to a warlike economy, been devoted otherwise to the promotion of peace, plenty and human welfare, what a difference there would have been in our world—unemployment, malnutrition, slum life, poverty and degradation would have been banished forever from the face of God's beautiful earth”. *The J. U. T. Magazine* (C. T. Saunders, Jones Pen P.O.; price 6d) —Jamaica's educational mouthpiece.

* * *

THEORETICALLY, the Statute of Westminster freed us for all time from any stigma of former colonial status. F. R. Scott, however, has reason to believe that we lately achieved the miracle of a dual colonialism when we waited, cap in hand, to be advised by the government of Great Britain and the United States regarding the new status of St. Pierre-Miquelon, which lie right at our front door. The article to which we refer is “Canadian Nationalism and the War” in the March issue of *The Canadian Forum* (28 Wellington St. W., Toronto, Ont.; \$2). Incidentally, lady teachers, the managing editor of *The Forum* is Eleanor Godfrey.

* * *

DESPITE war-clouds almost directly overhead the New Zealand *Education Gazette* (Wellington) takes time off as late as February 2 to worry about the problems of “The Sole-Charge School”. Sole-charge school, translated, means, of course, the antipodean equivalent of our one-room rural school. Practically the whole issue for February of the *Gazette* is given over to a consideration of problems faced by teachers in small ungraded schools. There is an article on general organization, followed by one on a prac-

tical time table with suggestions for grouping classes and courses of work, combining for music and drama festivals with other schools, co-operating with parents, visiting larger schools, and promoting discussion circles. Another essay describes using one day out of every six as a “leisure day” in which lengthy projects are carried out, otherwise impossible on a cramped time table. Another contribution suggests teaching youngsters their numbers by using playing cards dominoes, dice, and such games as Ludo and Snakes and Ladders. Yet another topic mentioned in the same February issue is an account of the development of the art of puppetry in a school of thirteen pupils.

* * *

THE daily papers these days are so full of items concerning the evacuation of Japanese that it is interesting to read what is said about the matter in *The New Canadian* (396 Powell St., Vancouver, B.C.; 40c a mo.), a tri-weekly paper published by and for second-generation Japanese themselves. One article is headed “Business Booms as Removees Rush for Working Wool-lies”. Another article advises Canadian-born Japanese to remain calm and obey government officials implicitly as definite proof of loyalty. Still another item tells of a young Japanese air cadet in Edmonton who, although he preferred to stay, offered to leave the corps if he were in any way not wanted. The commanding officer investigated his background thoroughly and as a result he was allowed to remain.

* * *

A PECULIAR and somewhat upsetting thing about many proverbs is that some of them seem to directly contradict others. For example: “Many hands make light work; Too many cooks spoil the broth”. “Look before you leap; He who hesitates is lost”, and so on *ad nauseum*. *Your Health* (555 Howe St., Vancouver, B.C.; \$2) from which we are quoting the above proverbial examples, has one of the best humour pages coming to our attention but, of course, the real purpose of this magazine is the complete elimination of the dread white plague from the Canadian scene.

* * *

ONE of the most thoughtfully written series of articles to come to our attention lately is entitled “The Religious Instruction Controversy” by Sir Frederick Mander found in *The School-*

master (Toddington Manor, Near Cheltenham; price twopence), the official organ of the National Union of Teachers. It appears that over in England clergymen are permitted to enter schools in the capacity of somewhat unpopular examiners! The January 29th *Schoolmaster* has a supplement entitled "U.S.A. The Arsenal of Democracy". Certain features of the U.S.S.R. are still the subject of intensive study. Teacher training in Russia is thoroughly dealt with in the February 19th number.

"THE Land of Evangeline," a unique vacation-land, described by an American teacher; "Federal Income Tax Returns" and how to fill them out correctly; "Retirement Information", questions and answers regarding Pennsylvania superannuation (62-70 years, optional retirement period); "Schoolmen's Week", an account of an Annual Convention at which the guest speaker was Douglas Miller, author of "You Can't Do Business with Hitler" are highlights of the March *Pennsylvania School Journal* (400 North Third St., Harrisburg, Penn.; \$2).

TEACHERS of Spanish will welcome the news of a quarterly called *Hispania* (450 Ahnaip St., Menasha, Wis.; \$2) devoted to the interests of their special subject. Each issue of this magazine contains some 150 pages filled with a goodly variety of interesting and valuable information. More about this educational journal next month, but we just couldn't resist a brief mention of it prior to Convention.

THE latest *Magazine of Art* (American Federation of Arts, Barr Bldg., Washington, D. C.; \$5) is at hand and it is full of the usual high standard illustrative material always associated with this journal. In the first few pages, stone carvings by John B. Flannagan are shown. Then the motif changes to the sombre note of war and scenes of armament production predominate. Eventually more peaceful forms of art are shown once more but near the end there is a final flurry of defense posters in key

with the basic national consciousness of America today.

AVAILABLE in any quantity desired for distribution to persons interested in the National Parks of Canada are three brochures with the following titles: "Canada's Mountain Playgrounds", "Playgrounds of the Prairies" and "Playgrounds of Eastern Canada". Paper, picture, and general information in each booklet are all that can be desired. Write to Robert J. C. Stead, Superintendent, Publicity and Information, National Parks Bureau, Ottawa, stating your school requirements.

THE mere mention of the name of a certain professional magazine for classroom teachers of all grades is enough in itself to start a stampede towards our display booth at every Easter Convention. This year, as before, we hope to have enough sample copies of it to satisfy most of your needs, provided you are not overly greedy; but why not assure yourself of the regular assistance this periodical offers of a filled-out subscription blank? We are talking about *The Grade Teacher* (The Educational Publishing Corp., Leroy Ave., Darien, Conn.; \$2.50).

NOW don't forget to look up our Convention Display and carefully examine on the spot or take back to your schools actual copies of the periodicals you may have often wished to possess but hesitated to buy until you were sure the journals in question adequately fulfilled your special requirements.

STOP PRESS NOTICE!
WE have just received word that 100 copies of the March or April issue of *The Journal of Chemical Education* (20th and Northampton Sts., Easton, Penn.; \$3.50) are being sent to us for distribution at our display table. Line forms to the right, teachers of science. We certainly hope that quite a number of you decide, later on, to obtain this magazine regularly, as a little token of our appreciation for such a generous gesture.

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B. C. T. F. and Kindred Associations

By HARRY CHARLESWORTH, *General Secretary*

THE PROVINCIAL SALARY SITUATION

THE salary situation in British Columbia will form one of the important topics of discussion at the Easter Annual General Meeting. Hence it is important that all Federation members, and particularly those who will be acting as delegates, should be fully informed concerning the developments throughout the year, and should properly evaluate the fundamental basic issues involved at the present time.

Through the columns of the magazine, and by special mimeographed reports to all Associations, the steps taken by the Federation have been made known, and a review of this material might well be made by those who wish to have a proper understanding of the matter.

Last year's Annual Meeting, after adopting the amended report of the 1941 Provincial Salary Committee, passed the following resolution:

"Resolved that the B. C. T. F. make the establishment of a minimum Provincial-wide Salary Schedule, with compulsory increments guaranteed by the Provincial Government, their major objective for this and succeeding years, until achieved."

The records and minutes of the Federation, and the reports made through *The B. C. Teacher* show that this policy has been fully carried out as far as the Federation is concerned. We have made "Provincial Salary Scales" the major objective, and we have devoted every effort and energy to this question. We have prepared and presented to the Government a plan for such scales, and have supported our claims by abundant and conclusive evidence of the justice of, and necessity for, such a plan. We worked out in every detail the financial obligations which the plan would entail.

It should also be noted and remembered, that all sections of the Federation were united in support of our proposals. Joint meetings of the Federation Executive, and the Rural Teachers' Association Executive, brought full agreement with the Provincial Salary Committee's report. Furthermore, in our delegations to the Minister of Education, and to the Provincial Cabinet, there was not the slightest division of opinion amongst our representatives on our requests. Our plans were based on the fundamental issue of a minimum salary schedule, with

Annual Increments, for every teacher in the Province. In order to get such a Provincial Schedule inaugurated, the immediate range of increments was kept within very reasonable bounds. Its adoption, however, would have benefitted those whose need for benefit is greatest, i.e., the low salaried rural teacher.

As is now known, however, in spite of our hopes, based on very satisfactory meetings with the Minister of Education, we did not succeed in achieving our object. Indeed, as far as actual concrete benefit to any teacher is concerned, we did not achieve any part of our object, for no change whatever was made in the salary provisions which govern teachers' salaries in the Province.

The only point we scored, evidently, was in proving beyond question, by our survey of finances, the necessity for a readjustment of the system of educational finance, and the Government has promised to make a study of this matter before the next session of the House is convened.

As a result of these developments, there is very naturally keen disappointment both on the part of the Federation as an organization, and on the part of the large number of those individual low paid teachers who had hoped that their patience and loyalty under adverse circumstances, would have been at last recognized and rewarded by the Department they serve so faithfully and well. However, our deep sense of disappointment and regret will not in any way discourage us from renewing, with our well-known persistence and vigour, the representations we have made.

Our plan is sound and effective. Our arguments are beyond disproof. There is only one method of solution to the problem, and we have chartered and elaborated that method. We were reasonable, as well as right, in our requests. Sooner or later, there must be official adoption of an equitable basis for Provincial Salary Schedules, and the work which the Federation has done this year will undoubtedly provide the material for such a basis. There is no need for us to change our plans; there is no need for us to find alternatives; there is simply need for the Government to recognize and accept the responsibility for placing the position of the rural, low-salaried

teacher on a level commensurate with the qualifications, responsibilities, obligations, and service which are required both by law, and by tradition and precedent, of every such teacher.

There is surely something sadly and tragically wrong with a system (or lack of system) which allows a wealthy school district to pay its teacher a salary of \$940 a year, less than \$80 a month, after 17 years of excellent service in such district, and this is just one of numerous concrete actual examples of the thing we are seeking to end. It is idle and foolish to say that a progressive Province, such as British Columbia is reputed to be, cannot solve such a glaring problem.

Without seeking in the slightest degree to provide alibis for the Government's lack of action, we should, for the sake of our future plans, realize, remember, and take into our calculations some important facts which we believe might be of value. They may be summarized as follows:

1. We did not fail because our plan was wrong.

2. We did not fail because our plan was not properly prepared and presented.

3. We did not fail because of any lack of aggressive policy on our part.

4. We did not fail because of any lack of unity or co-operation between the various sections of the Federation.

5. We did not fail because of any lack of sympathetic understanding or of valuable co-operation between the Department of Education and the Federation.

6. We did not fail because of any lack of recognition by the Provincial Government of the validity and justice of our claims on behalf of the low-paid teachers.

7. We did not fail because of any decision on the part of the Government that teachers' salary conditions in British Columbia were to remain permanently in the chaotic state in which they now are.

8. We failed, without doubt, because the Provincial Government decided that in view of the general financial position and needs of the Province at this session, and the increased grants necessary for special and social services, it was not possible at this time to provide any additional Provincial educational revenue, either for increased salaries (as requested by teachers) or for relief of school taxation (as requested by School Boards and Municipal Councils).

Hence, once again, we would do well to realize that our problem is in its very essence, one of Government and Educational Finance.

We therefore have to persuade the Government of the necessity and wisdom of increased grants to education from Provincial Funds (and in this persuasion we shall be joined by a goodly company of other bodies and organizations who want local taxation relief), and of the urgency of providing that part of such grants shall be used for the inauguration of a system of Provincial salaries based upon a scale which will be fair and equitable to all teachers in all parts of the Province (and in this we shall probably not be joined by many of the above goodly company). We do not (at least so we hope and believe) have to spend any more time and energy on proving, either to the Government or to the real public citizen, that the rural teacher is being treated in a discriminatory manner at present, and is entitled to a speedy remedy to the unsatisfactory conditions which now prevail.

Thus our continued plans and discussion should be based upon the vital question of how to convince the Government that our system of educational finance should be immediately revised and placed upon such basis as will make it possible for all school districts in the province (city, municipal, and particularly rural) to provide not only fair and adequate salary schedules for all teachers, but also to give a reasonably equitable educational opportunity to all pupils, wherever they may be, and to accomplish both of these desired objectives, with a comparative equality of local educational taxation. It can be done, so let's do it.

COST-OF-LIVING BONUS

APPARENTLY there is confusion in the minds of some teachers concerning the attitude of the British Columbia Teachers' Federation towards a cost-of-living bonus for teachers. There are some who are of the opinion that the Federation is opposed to such a bonus, and they are naturally puzzled to know why.

The actions and records of the Federation show very conclusively that the Federation is not opposed to a bonus for teachers. As a matter of fact, early last fall, the Federation went on record as being in favour of a cost-of-living bonus (or its equivalent as a salary adjustment) for all employees (teachers included) and for all people on pensions or on relief allowances. It took the position that by its very nature the bonus should apply equally to all people in

similar salary or wage circumstances. It has not changed this view. The Federation was aware, however, of important facts and complications which required most careful consideration.

First, the fact that the Dominion Government bonus orders for all other employees contained provisions which "froze" salaries and wages at certain levels or which limited the application of salary scale increments.

The Federation wished to know exactly what effect a bonus order would have on salary adjustments, salary increments or salary scales before it made a decision on the wisdom of supporting any request for the inclusion of teachers in any Dominion cost-of-living bonus order. To date, though every effort has been made, it has been impossible to obtain any assurance that a bonus order would not involve complications and difficulties in the Federation's major objective of obtaining salary increments and salary scales for all teachers in the province.

In short, the Federation feels and knows that the cost-of-living bonus alone—even if made mandatory—would not solve the salary problem of the rural teacher. What is required, in the opinion of the Federation, is a properly adjusted scale for such teachers, with annual increments, i.e., an adequate scale for normal times, together with an additional cost-of-living factor, either as a bonus, or preferably as a further equivalent salary adjustment.

To be concrete and specific, the Federation takes the position that it is not sufficient to grant a bonus of say \$60 (or even \$120) to an experienced teacher with many years of efficient service, whose present salary may be only \$780 or \$840, if the granting of such bonus prevents the more important adjustment of the regular salary. It is quite true that even the bonus alone would be much better than nothing, and the Federation realizes this very definitely. If the alternatives were in reality the bonus or nothing then the decision would not be difficult. At present, however, there may be much better alternatives. There may be a possibility of negotiating for a fair and equitable combination of salary adjustment including cost-of-living equivalent and the Federation is still investigating this feature. In this connection it should be pointed out that in the arbitration settlements both in Ladysmith and in Richmond the award included an extra adjustment to compensate for the cost-of-living factor in line with the defi-

nite policy of the Federation. A full report on this question will be made at the Annual Meeting, and in the meantime it would be well to reserve final judgment until the real issues are made clear.



DR. CLARK FRASIER



DR. J. P. LEONARD

CONVENTION SPEAKERS AND THEIR TOPICS

ON Wednesday afternoon, April 8th, teachers attending the Easter Convention at Kitsilano High School will have an opportunity to hear four noted speakers. Dr. Clark Frasier will talk on "Progressive Education in Action", illustrated by coloured slides and motion pictures; Dr. George Rice on "The Curriculum in American Secondary Schools with Illustrations from the University High School"; Dr. J. P. Leonard on "Schools and Youth" and Mr. Barclay Leatham, Executive Secretary of the National Theatre Conference, on "Dramatics in Education".

A public meeting will be held in the Auditorium of Kitsilano High School, at 7:30 p.m., Wednesday evening, April 8th, to discuss "The Role of the Democratic School in Total War". Five gifted speakers will be heard. A small admission fee will be charged.

On Thursday morning, commencing at 9 o'clock, Dr. Frasier has as his topic, "The Skills in the Activity Programme", and Dr. Rice will speak on "Modern Methods of Evaluation in the Secondary School". At 10:30, "The Role of the School in Developing an Understanding of Community and Regional Resources" will be interpreted by Dr. Leonard of Stanford.

From 12:00 to 2:00 on Thursday a large turnout is expected for the Convention Luncheon, at which the guest speaker will be the Hon. H. G. T. Perry, Minister of Education.

Thursday afternoon will witness final addresses by our prominent guests. Dr. Leonard will discuss "Evaluating the Success of Progressive Practice in the Elementary School". Dr. Rice speaks on "School and College Relations: A Report on the Eight-year Study". Dr. Frasier will offer his audience "A Report on Progressive Education in the United States".

CONVENTION CAFETERIA SERVICE

THE attention of all teachers coming to the Convention is drawn to the luncheon service available in the cafeteria of the Kitsilano High School. Every day from 11:30 a.m. on either hot or cold lunches will be served at very reasonable prices. Teachers will also be able to enjoy tea, if they so desire, every day of the Convention between the hours of three and five o'clock in the same cafe-

teria. Start planning now to use these facilities to the utmost in order to show our appreciation of their most welcome availability.

SECONDARY ASSOCIATION SECTIONAL MEETINGS

PROMINENT local speakers, topics of wide interest, films of high cultural value and displays of exceptional merit, feature the various sectional meetings of the British Columbia Secondary Teachers' Association.

Mathematics teachers will hear Mr. W. C. Wilson speak on "A Two-year Course in General Mathematics (Grades X and XI) in Senior High School—A Proposed New Course". A discussion on this proposed course by teachers experimenting with it will follow Mr. Wilson's talk and any ideas suggested by mathematics teachers of the province will be welcomed by the committee.

Highlights of the English and Modern Language Sections will be showings of films and a display of textbooks of interest to teachers of these subjects.

A visit to a local plant will feature the meeting of the Guidance Section.

With regard to Science, Dr. R. H. Clark, Head of the Department of Chemistry, University of British Columbia, will address his audience on "Plastics in Industry". A display of plastics will also be in evidence.

Mr. A. Lowen, University Hill High School, will speak to representatives of the Social Studies on "The Project Method in Social Studies".

Latin teachers will hear Mr. F. M. Wallace, vice-principal of John Oliver High School, give a "Report of the Latin Textbook Committee", and Dr. O. J. Todd, head of the Department of Latin, U. B. C., will speak on "Julius Caesar as Author and Man of Action".

Dr. G. G. Sedgwick, Head of the Department of English, U. B. C., has promised to speak to the Library Section on the subject "Some New Poetry". A display of library books loaned by the Vancouver Public Library is another added attraction of this meeting.

Teachers attending the Commercial Section are looking forward to an open discussion concerning desired curriculum and course changes, and hope Dr. H. B. King will be present at their meeting to outline the attitude of the Department of Education toward such changes. Committee reports on testing will also be a feature of their meeting.

If the present plans of the members of

the Home Economics Section materialize, Miss Mary Stephens of the Family Welfare Bureau will speak on "Wartime Nutrition", and Mr. F. Robertson, manager of the Dress Goods Department, Woodward's, will discuss "The Effect of the War on the Textile Industry". There will be a third speaker, as yet unannounced. A trip to the B. C. Sugar Refinery is also contemplated as well as an afternoon tea.

ROUND TABLE DISCUSSION ON SCHOOL DRAMATICS

TEACHERS interested in school dramatics should make it a point to attend the Round Table Discussion on School Dramatics to be held on Wednesday, April 8, from 4:30 to 6 p.m., in Room W-103 of Kitsilano High School. The meeting is under the auspices of the Department of Education, School and Community Drama.

Mr. L. Bullock-Webster, provincial director, will be on hand to answer questions and assist teachers, especially those in rural schools, with their play producing problems.

Members of the B. C. School Drama Advisory Committee are also hereby reminded that their annual meeting is scheduled for Thursday, April 9, also from 4:30 to 6 p.m., in the same room as that of the Wednesday conference. Mr. R. C. Harris, M.A., John Oliver High School, will be chairman.

DEMONSTRATION OF PHYSICAL EDUCATION

MISS L. Stirk is in charge of a "Demonstration of a Physical Education Programme Suitable for a Rural School" to be held in Kitsilano gymnasium on Wednesday from 9 to 12 a.m., under the auspices of the Canadian Physical Education Association, British Columbia Branch.

PROVINCIAL ELEMENTARY TEACHERS' ASSOCIATION DEMONSTRATION SCHOOL

ON Wednesday, April 8, 9:20 a.m. to 12:15 p.m., Lord Tennyson School, Tenth Avenue and Cypress Street, will be the scene of one of the most practical features of the Convention. Highly qualified teachers will give demonstrations of almost every phase of school work taken up in Grades I to VII, inclusive.

There will be lessons in reading, arithmetic, social studies, music, lan-

guage, penmanship and spelling, history, physical education, geography and handwork.

Attending teachers will also see and hear a demonstration of an Easter Play and "follow-up" talk, a choral programme assisted by the Guy Trio (members of the Vancouver Schools String Orchestra), and a class for the correction of speech defects.

There will be displays on view in the hall and in various rooms of such things as wartime handcrafts in Junior Red Cross Clubs, sight-saving equipment and materials (and how to adapt them to rural schools), manual arts exhibits from Vancouver schools, sewing and knitting and "special class" work from junior, senior and junior high special classes.

Rural teachers—don't miss these demonstrations and displays. They are being put on chiefly for your benefit.

BARCLAY LEATHEM TO ADDRESS TEACHERS ON "DRAMATICS IN EDUCATION"

ON April 6th and April 8th the Department of University Extension is conducting an informal Theatre Conference at the University. The occasion for the calling of such a conference is the visit to the Pacific Coast of Mr. Barclay Leathem, Executive Secretary of the National Theatre Conference in the United States. Mr. Leathem is leaving his duties at Western Reserve University at the request of the Rockefeller Foundation to undertake a survey of the Canadian theatre. He wants to know what people are doing and thinking in the theatre throughout the Dominion, and in turn he is prepared to describe what is being done in the United States.

The opening meeting of the Conference will be held on Monday, April 6th, at 3 o'clock in the Brock Memorial Building. At this meeting delegates will describe and discuss such matters as the problems of Community Theatres, Festivals, Adjudications, Royalties, and Pooling of Theatre Resources. This will be followed in the evening by the presentation of "Thunder Rock" at the University, which will enable Mr. Leathem to see the work of Vancouver actors. Tickets for the performance will be on sale to the general public at the Kelly Piano Company on Seymour Street, on April 2nd, 4th and 6th; prices 25c to 75c.

*Al. Rainy
Chapman*

The second conference meeting will be held on Wednesday morning at 10:30 o'clock, again in the Brock Memorial Building. Broadly speaking, this meeting will deal with educational problems in the theatre, such as Audience Education, Bringing Good Plays to Young People, Improvement of Standards, Speech Education, and the Influence of Moving Pictures and Radio.

This will be followed by a conference luncheon for the delegates, and in the afternoon, from 3:30 to 4:30, Mr. Leathern will address a general meeting of the Teachers' Federation Convention on "Dramatics in Education".

Delegate's fee for the conference is 50c, including the meetings and the luncheon but not the presentation of the play on Monday evening.

Delegates planning to attend are asked where possible to notify the Department in advance of their intention to do so, either in writing or by telephone—ALma 1191. Copies of the agenda for the meetings will then be forwarded.

HOUSING FOR THE CONVENTION

THE Housing Committee is making arrangements to secure room and breakfast near the Kitsilano High School for members attending the Convention. Approximate cost would be \$1.00 to \$1.25 per night. If you are interested write to Mr. I. Pelman, 1550 West Fifteenth Avenue, Vancouver, or see Mr. Pelman at the Information Desk at Convention.

SOCIAL EVENTS AT CONVENTION

DO not find yourself so busy with business meetings and cultural gatherings during our Easter Convention that you miss the following items of recreational interest:

Wednesday: (1) The Sports Programme of Ping-Pong and Badminton. When packing don't forget your racquets.

(2) "The B. C. Teacher" Tea where foregather the many scribes who make your magazine possible. Let's have a good look at each other.

(3) Returned Soldiers' Section where members of Old Guard meet to recount experiences.

Thursday: (1) Convention Luncheon or Rally Luncheon, as it is sometimes called, at which the Fergusson Memorial Award will be presented. Don't miss this important occasion. Hon.

H. G. T. Perry, Minister of Education, will be guest speaker.

(2) Films, educational and recreational, to suit all tastes, will be shown in Kitsilano Auditorium.

(3) **Easter Dance Party** (informal), **Alma Academy** (9 p.m. to 1 a.m.), **Lobban Sisters' Orchestra**; admission 75c each. (Let's all go and have a real good time together as a bang-up conclusion to our Annual Convention).

"AIR NAVIGATION" SUBJECT OF ADDRESS TO MATH TEACHERS

AT the University, Applied Science 100, on Saturday evening, April 4, a public meeting will be held under the auspices of the Pacific North West Mathematicians. This meeting should be of special interest to all high school teachers of mathematics and they are cordially invited to attend.

The subject will be "Air Navigation". The speaker, Squadron Leader K. C. MacLure of the R.C.A.F., who has been loaned specially for this meeting, was a mathematics specialist before joining up. He has had considerable experience in practical air navigation and has done some remarkable work in this field.

BOARDING ACCOMMODATION

MR. I. Pelman, Chairman of the Boarding Accommodation Committee, requests that teachers desiring boarding accommodation during Convention Week call at the Information Desk for a list of private homes offering bed and breakfast at reasonable rates.

ART SECTION

ALL Art teachers in the province are cordially invited to attend the B. C. T. F. Convention meeting of the Art Section which will be held in the Vancouver Art Gallery on Tuesday, April 7th, at 2:30 p.m.

This year's programme for the meeting promises to be of great interest to all Elementary, Junior High and High School Art teachers. It will feature a School Art Exhibit, entitled "Colour in the School". This display will include work from Grade III to Grade XII, with carefully prepared comments as a teaching aid.

A demonstration of flower arrangements will be given by a number of pupils from Kitsilano High School, under the direction of Miss Margaret Lewis.

A particularly interesting natural colour film will be shown portraying the life and work of the Canadian Artist. This film has been loaned by the National Galleries of Canada and features A. Y. Jackson at work on landscape.

The school exhibit will be opened by Mr. H. MacCorkindale, Superintendent of Vancouver Schools. It will be on view from April 7th to April 12th, inclusive.

RESOLUTIONS

SUBMITTED by Vancouver Elementary Teachers' Association:

Whereas we are reliably informed that there is grave danger of attack on this Pacific Coast by enemy forces; and

Whereas no adequate policy has been formulated for the safety of school children; and

Whereas, Provincial and Municipal governments will have to obtain authorization from the Federal Government to implement and enforce necessary measures in this regard;

Be it resolved that the British Columbia Teachers' Federation in convention assembled is of the opinion that, in the event of an imminent attack, it is essential that the children be removed immediately from the danger-zones; and

Be it further resolved that a plan should be formulated at the earliest possible moment for the evacuation of children, and for the provision of adequate home care, health and educational facilities;

Be it further resolved that a copy of this resolution be forwarded to the Federal and Provincial Governments, with the earnest request that immediate action be taken on these matters.

Resolution passed by Legislative Assembly on February 12, 1942:
Moved by Hon. Mr. Perry, seconded by H. E. Winch:

"This Legislative Assembly of British Columbia, conscious of the gravity of the war and more particularly in its relation to the security of the people of the Province of British Columbia, consider it our solemn duty to call to the attention of the Federal Government of Canada the immediate necessity of completing the strongest and fullest measures of defence against our enemies".

Be it resolved that we, the teachers of British Columbia, in convention assembled, endorse the above resolution and request the Federal Government to carry out all necessary measures of defence immediately.

Lesson-Aids Committee

All correspondence should be addressed to the Hon'y. Secretary-Treasurer, MR. HARRY G. BOLTWOOD, 3486 West Second Avenue, Vancouver, B. C.

CONVENTION

MEMBERS of the committee will be present in Kitsilano School at all times during the Convention, up to 5 p.m., and will be pleased to show teachers the Units of Work. Please contact the Secretary for any desired information. Do not fail to see our displays. Be sure to get a copy of our new Price List, printed on blue paper. You will note that certain prices have been reduced. Note also that we now have nearly 130 separate units, including 20 new units issued since the last convention.

NEW UNITS (not previously described):

No. 113; Grades 1 and 2: "Round the Year in Safety". Verses, stories and 21 pictures dealing with safety.

No. 114; Grades 3 and 4: "Safety and Health". Verses, stories, pictures, and Health Alphabet.

No. 115; Grade 7: "Grammar—Matching Test, Value and Relation". An excellent test to use towards the end of the school year.

No. 116; Grades 6-8: "Mathematics—Matching Exercise and Test on the Denominate Tables". It gets results.

No. 117; Grades 3 and 4: "Literary—Stories and Verse". These follow on our well known primary literary units.

No. 118; Grades 3 and 4: "Social Studies—Norway". Complete unit.

No. 119; Grades 3 and 4: "Silent Reading—Norway". To supplement No. 118.

No. 120; Grades 3 and 4: "Silent Reading—Lapland". To supplement No. 118.

No. 121; Grade 1: "Reading Readiness". Instructions and pictures.

No. 122; Grade 1: "Number"—based upon Toy Shop, Eskimo, and Home Units.

No. 123; Teachers: "Uncle John's Letters" to his Teacher Nieces. (Reprinted from *The B. C. Teacher*).

No. 124; Grade 8: "Literature—Lady of the Lake". (Second test).

No. 125; Grades 4-8: "Art—Perspective". The fifth of our Art Series. This

will be issued instead of "Murals", which will follow as soon as possible.

All of the above are in preparation now, and will be ready at Easter, unless unforeseen circumstances prevent this. We cannot yet say what the prices of these new units will be, but they will be included in the new price list.

A FINAL WORD

The past half-year has been the most successful we have had so far. We have gone to great trouble and expense to prepare the best set of new units we have ever issued, and we hope that teachers will show their appreciation by visiting our display, and purchasing units. As we have often said, we aim to make the Lesson-Aids work a self-supporting project, which can be done only with the active co-operation of all teachers. For the third year in succession we are able to reach the convention *without any financial assistance from any Federation fund*. This has been achieved by the hearty support of teachers in preparing the units, of inspectors, officials, and teachers everywhere. We hope to continue with this work. We respectfully ask all teachers to work with us on this real piece of Federation activity.

Don't miss our displays at Kitsilano School.

DR. J. PAUL LEONARD

Associate Professor of Education,
Stanford University, California.

DR. J. Paul Leonard received his training at Drury College and Columbia University. He taught public school at Springfield, Missouri. For eight years he was Professor of Education of William and Mary College in Virginia. He also taught summer school at Duke University, University of Mississippi, University of Texas and others. He was consultant to the following curriculum programmes: North Carolina, Virginia, Florida, Texas, Santa Barbara (California) city and county, Los Angeles (California), Modoc and Alameda Counties (California).

His major fields of education and experience are in secondary education (administration, supervision, curriculum) and the teaching of English, with considerable training and experience in the elementary school.

Among the educational positions at present held by Dr. Leonard the following may be noted: Executive Secre-

tary of the Society for Curriculum Study, Representative to National Committee on Research in Secondary Education, Planning Committee of the National Association of Secondary School Principals, the Educational Planning Committee, State of California, Progressive Education Association, Committee on Post-War Education.

Dr. Leonard has collaborated with Dr. Rachel Salisbury on a series of four high school composition books. He has been the author of many reviews of research studies in English for the past nine years for the American Educational Research Association. He has also written recent chapters in national yearbooks of the American Educational Research Association, the National Educational Association, Department of Classroom Teachers, John Dewey Society, National Council of Teachers of English, Department of Supervisors and Directors of Instruction. Together with Dr. Helen Foss Week he published "The Fundamentals of Secondary Education" and is a regular contributor to many national magazines in education.

DR. CLARK M. FRASIER

DR. Clark M. Frasier was born at Marlette, Michigan. He is a graduate of the Michigan State Normal College and the Colorado State College of Education. For graduate study he attended Vanderbilt University and George Peabody College, Nashville, Tennessee. During the Great War he served in France with the A. E. F. and was with the Army of Occupation in Germany. He is not only a member of the American Legion, but a Past State Commander of the American Legion for the State of Washington.

With regard to professional positions held by him at present or at one time or other, he is National Vice-President of the Progressive Education Association and has been a member of the faculties of Montana Teachers' College, Lewiston State Normal School, Colorado State College, Colorado State College of Education. Since 1930 Dr. Frasier has been Director of the Laboratory School and Professor of Education at Eastern Washington College of Education, Cheney, Wash.

"The B. C. Teacher" Tea and Annual Meeting, Wednesday, at 4:30 p.m.

26th Annual General Meeting

of the

BRITISH COLUMBIA TEACHERS' FEDERATION

Chairman: W. R. McDougall, President, British Columbia Teachers' Federation.
General Secretary: Harry Charlesworth.

First Session: Monday, April 6th, 2:00 to 5:00 p.m.; Auditorium.

Second Session: Monday, April 6th, 7:30 to 11:00 p.m.; Auditorium.

Third Session: Tuesday, April 7th, 2:00 to 5:00 p.m.; Auditorium.

Fourth Session: Tuesday, April 7th, 7:30 to 11:00 p.m.; Auditorium.

These meetings constitute a most important part of the Convention. They are not merely delegates' meetings. Every Federation member in British Columbia is welcome and all are particularly urged to be present this year as important business will be discussed.

Voting and discussion are restricted to official delegates or their proxies, and all Associations are urged to have a full quota present. One delegate is allowed for each ten members or for any fraction of ten. Appointed delegates should secure their official cards and present them for approval to the Credentials Committee.

Order of Business as indicated for the various sessions will be adhered to strictly and the meetings will commence and conclude promptly at the times named.

FIRST SESSION—MONDAY, APRIL 6th, 1942; 2:00 to 5:00 p.m.

ORDER OF BUSINESS

- 2:00 p.m.—1. Minutes of the 25th Annual General Meeting.
2. Business arising out of above Minutes.
3. Correspondence.
4. Receipt of Reports.

Introductory:

- (a) President's Report.....W. R. McDougall
- (b) Executive Committee's Report.....H. Charlesworth

Committee Reports in Printed Form:

- (a) Membership.....A. W. Mooney
- (b) Sick Benefit.....A. T. Alsbury
- (c) Benevolent Fund.....L. W. Heaslip
- (d) Group Insurance.....L. W. Heaslip
- (e) Finance.....Mrs. Florence Mulloy
- (f) Teachers' Pensions.....F. J. McRae
- (g) Employment of Uncertified Teachers.....A. T. Alsbury
- (h) Report Cards.....L. B. Stibbs
- (i) Sabbatical Leave.....N. F. Black
- (j) Canadian Teachers' Federation Delegates.....P. N. Whitley
- (k) Editorial Board.....N. F. Black
- (l) B. C. T. F. Medical Services Association.....E. H. Lock

Note: Should consideration of any of the above reports not be completed at this session, such will be taken up at succeeding sessions, after the special business of such session has been concluded.

SECOND SESSION—MONDAY, APRIL 6th, 1942; 7:30 to 11:00 p.m.**Special Business:**

- 7:30 p.m.—(a) Consideration of the Report of the Constitution and By-laws Committee, and Consideration of Amendments to the Constitution of the British Columbia Teachers' Federation.....G. W. Stubbs
 (b) Resolutions.
 (c) Uncompleted reports from the First Session.

THIRD SESSION—TUESDAY, APRIL 7th, 1942; 2:00 to 5:00 p.m.

- 2:00 p.m.—(a) Consideration of Report of Provincial Salary Committee—
 H. L. Buckley
 3:30 p.m.—(b) **Special Business: Nomination and Election of Officers.**
 (1) President.
 (2) Vice-President.
 (3) Election of Auditors.
Note: All other business will be suspended promptly at 3:30 p.m. in order that Election of Officers may proceed at the time specified.
 (c) Resolutions.
 (d) Unfinished Reports. -

FOURTH SESSION—TUESDAY, APRIL 7th, 1942; 7:30 to 11:00 p.m.

- 7:30 p.m.—(a) Report of Automatic Membership Committee.....A. T. Alsbury
 (b) Resolutions.....G. H. F. Johnson
 (c) Unfinished Business.

(Signed) HARRY CHARLESWORTH,
 General Secretary.

FOR YEARS TO COME . . .

we shall discuss the meeting of these four men, each of which has made his name great in Education on this continent. Their names are familiar to all, who have been interested in Progressive Education during the past decade: **DR. FRASIER, DR. RICE, DR. LEONARD**, who have been brought here for our Convention, and added to the power of these three will be our own **DEAN BUCHANAN**, to lead them "into still waters" or otherwise.

This Symposium will be

the feature of the Wednesday night Public Meeting at the Convention. **MR. PERRY, THE HON. MINISTER OF EDUCATION**, will act as Chairman.

Not Forgotten

is the musical part of the programme.

Chairman: **Mr. Perry.**

Speakers: **Dr. Rice, Dr. Frasier, Dr. Leonard, Dr. Buchanan.**

Admission: 25c.

Ramblings of Paidagogos

TIME.

OF late I have been taking rather more interest in Time—a circumstance due, I suppose, to my lengthening acquaintance with him. I find he becomes a good deal more important as the years pass.

Perhaps his most obvious characteristic is a bewildering change of pace. He would have made a brilliant showing in any field of sport! Now he flashes past with the liveliness of a whippet, and again he crawls by with the torpor of a snail. The only certain thing about him is his invariable choice of the most maddening speed—the one we should have selected last.

In our childhood, for example, he hardly seems to move at all. Days follow one another as slowly and majestically as the procession of the equinoxes. A summer's afternoon is like a cycle of Cathay. But alas, this halcyon season is soon over; Time steadily and inexorably mends his pace, till at the last each year may well be likened to the Psalmist's watch in the night.

Could any arrangement be more vexatious? It has been said that youth is wasted on the young, and with this I am tempted to agree. Only a philosopher widely and deeply experienced in the art of living could enjoy the leisure of youth as it ought to be enjoyed. The which is in keeping with a basic principle of our existence, namely, that the best of our knowledge is usually acquired at a period of life when we can no longer put it to any practical use.

The change of pace I speak of can be illustrated differently, however, and in a way that is much more commonplace. Irritating moments always drag. Every hour spent in the company of a bore is six-hundred minutes long. A night of toothache encroaches on eternity. But—and here's the rub—let my companion be provocative and witty, and he is already bidding me goodbye.

One might assume from these reflections that I am a little out of patience with Time, so I must hasten to put matters straight. Among his characteristics there are many I whole-heartedly admire, and to these I shall now address myself.

I have long regarded him as the one certain judge of greatness. Only he is able to suspend judgment for the space of a few generations, so only he is able to discriminate greatness from prestige. Often men who have filled the world with their acclaim receive their final rating from him as demagogues, charlatans or paranoiacs. And others who during their lifetime were modest and self-effacing are ranked by Time as among the great benefactors of mankind. A prophet, says the Scriptures, is not without honor save in his own country. So also greatness is not without acknowledgment save in its own generation. Indeed I am cynical enough to doubt the permanence of a contemporary renown.

Closely related to this useful service is Time's pre-eminent contribution as a critic of the arts. The immediate reputation of a painter, for example, may rest upon many things quite extraneous to the merit of his work. It may be due to his exotic personality, his extravagant technique, his advertising genius, or his arrogant assumption of superiority. These things

Time strips mercilessly away. Lasting fame, if such is to be his reward, is the gift of a discriminating and undeluded posterity.

There is another and more kindly guise in which Time confers his benefits on man. He is the greatest physician, the last and only hope of stricken minds. I suppose no one has grown to maturity without finding this out for himself. We have all faced in some degree the dreadful truth that things done cannot be undone. Bereavement, disillusion, and disappointment are the common experience of our humanity. For these there are no easy consolations, no certain remedies. The blue devils of depression and despair must have their will of us. Time and Time alone can make us whole again. With increasing efficacy he lays his healing hand upon our spirits, and a day surely comes when we are tormented no longer.

What then at the last? This, I think. Time has still one kindly office to perform. When the years lie heavy upon us and infirmities multiply to bear us down, he blows out the guttering candle of our breath.

I cannot help but think here of those tragic immortals, the struldbrugs, of whom Gulliver speaks in his Voyage to Laputa, condemned "to pass a perpetual life under all the usual disadvantages which old age brings along with it,"—"who, whenever they see a funeral, lament and repine that others are gone to a harbor of rest to which they themselves can never hope to arrive."

For us, by grace of our fortunate mortality, there is nothing of this. Time can be relied upon to perform his final act of friendship: to release us from the deepening afflictions of life, to usher us into the still and passionless chambers of death.

And here, having surprised myself in a vein of unusual seriousness, I had better stop. After all, it will be quite somewhere before I need summon Time to serve in his euthanasian capacity!

OBITER DICTA

IN all good humour and with proper deference, *The B. C. Teacher* ventures again to emulate *Oliver Twist*; only it is space that we need, and of that young *Oliver* seems to have had more than enough.

A year or so ago the Editorial Board was able to plan on three or four numbers larger than other issues; and that margin did much to make it possible for *The B. C. Teacher* to win and retain interested readers and competent and cheerful contributors. Our clientele is very varied and it is essential that the contents of the magazine be correspondingly varied. To ensure that variety it is necessary for the Board to go after quantity as well and success in that endeavor entails its own problems.

If one takes the whole magazine year into consideration, *The B. C. Teacher* is not encumbered by its wealth of available material; indeed some months—September, for example—bring but a precarious supply; but from December to April we have an abundance of articles. And, it will be noted that this is the season when we have least space for them. Last month, for example, there was space for no general article except that by Paidagogos and this month again the strain upon our space is very severe. Consequently, the interval between the receipt and the publication of many articles is disappointingly long and the effect of such delay upon future supplies may easily be serious. The Editorial Board finds the situation disconcerting. It hopes that generous contributors will forgive the apparent neglect of their articles and that the Federation will give sympathetic consideration to the dilemma with which *The B. C. Teacher* is confronted.

History In a Changing World: Part II

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

(In the February instalment of Professor Schuyler's paper it was argued that the interpretation of history is always influenced by the prevailing intellectual climate. In one era historical events were looked upon as of interest as revealing an overruling Providence; at other times the stress has been upon moral values; at others events have been interpreted in terms of recurring cycles—history "repeating itself"; at others the data of history have been made material for patriotic propaganda; the current vogue is to value history chiefly as a key to the present. This last concept has captivated "Progressive Education", says Dr. Schuyler, and deserves careful examination).

THE past has produced the present, but it is the past *as it was* that has produced the present *as it is*. If we were historically omniscient, if we knew the whole past as it was, we should understand the whole present, in the sense of knowing all its antecedents. But the worst way to gain insight into the past *as it was* is to study the past with one eye fixed on the present. Present-mindedness is and always has been the great source of anachronism, the great disorder of the past, the great enemy of historical-mindedness. All propagandist history is present-minded in the sense that it aims at objectives in the present, but what is in question is something subtler, something more difficult to detect and make allowances for, something of which the writer or teacher of history may himself be quite unconscious. Far from being "new", present-mindedness is extremely old, in fact primitive. It is indeed, the *natural* way of looking at the past, the way in which primitive man, no doubt, looked at his past. What is comparatively new is historical-mindedness, a product of the scientific spirit applied to the study of the past. Using the present as a basis of reference in historical study causes us to see the past through the medium of our own standards and pre-suppositions, to select for emphasis among past events what seems significant to us rather than what seemed significant to contemporaries. It leads to an oversimplification of the complexity of historical processes and to an exaggeration

of the resemblances and an obscuring of the unlikenesses between past and present. Even in our own memories past experiences are coloured by subsequent events. A description of a state of mind at a critical juncture of life, written from memory fifty years afterwards in an autobiography, would not be identical with a description of it written in a diary at the time. And diaries are notoriously more reliable as historical sources than autobiographies.

Why is it that the views and interpretations of past events and epochs that emerge from the detailed researches of historical specialists are so different from those conveyed by writers of general historical surveys and textbooks? I think it is largely because the textbook writer interprets the past in the light of the present and organizes the historical story by direct reference to the present. Needing some criterion for determining what was important in the past, he is impelled almost irresistibly to adopt the fallacious principle that what seems important from the point of view of his own day was actually important when it happened. His story is not a genuine abridgment of history because it does not convey the sense of the original. The scholar who has carried through a detailed piece of historical investigation is impressed by the complexity of events, but a selection of events that is guided by present-mindedness results not in a faithful summary of the complex but in a false abridgment which turns complexity into simplicity. By making the complex simple and the crooked straight it leads to facile generalizations about historical tendencies, it nourishes the fallacy of "fundamental causes" and "inevitable results," it encourages uncritical belief in a *necessary progress* in human affairs, it gives rise to glib talk about the "verdicts" of history and the "logic" of history. It is the soil in which imposing deliverances concerning the *Zeitgeist* flower most luxuriantly. There must needs be textbooks, but we do well to remember that it is only by historical research, it is not by reading, however extensive, in textbooks and general histories, that historical-mindedness can be cultivated, because it is only through research that we can penetrate to the

intricate warp and woof of the fabric of history. If I may quote Trevelyan again: "Textbooks and all manner of cramming for examinations, with their neat, necessary docketings of eras and movements, diminish the sense of the unplumbed and uncharted wastes of history. It is nourished by turning over original documents, old letters . . . diaries . . . memoirs. . . Maitland revealed to us indeed many definite things; but he showed us also that the past, when we suddenly see a piece of it close at hand, was so different from the present that we no longer feel confidence in reconstructing the thirteenth century from the analogy of our own experience and observation in a different age."

I have called historical-mindedness the scientific spirit applied to the study of the past. A great deal of ink has been spent in arguing the question of whether history is a science or not. We need not lose our footing in that bog. The answer must obviously depend upon how science is defined, and that much used and much abused term has never been defined, I believe, to the satisfaction of all persons who regard themselves as scientists. History is certainly not an "exact" science, but even the sciences that used to be called "exact" are not as exact as was formerly supposed. The most exact of them, physics, has substituted probability for certainty. To me the scientific spirit applied to the study of the past means, to put it shortly, disinterested curiosity about the past—some part or aspect of the past—and the satisfaction of that curiosity by the best available means of ascertaining the truth about the subject under investigation. It seeks knowledge of the past as an end in itself, not just as a means to some end. It is not dismayed by the contemptuous question, "What's the use of such knowledge?" It is merely sorry for the questioner, for it looks upon knowledge as a good in itself. If it cared to do so, it could probably meet the materialistic utilitarian on his own ground, for it is almost certainly true, as Bertrand Russell says, that "a race of men without a disinterested love of knowledge would never have achieved our present scientific technique."

A cloud of witnesses could be summoned from the realm of science to corroborate his testimony, but one will suffice for present purposes. Lord Rayleigh, in his presidential address before the annual meeting of the British Association for the Advancement of Science,

in 1884, referred to the improvements that had recently been made in the incandescent lamp and added these words: "It is pretty safe to say that these wonderful results would never have been accomplished had practical applications alone been in view. The way was prepared by an army of scientific men whose main object was the advancement of knowledge, and who could scarcely have imagined that the processes which they elaborated would soon be in use on a commercial scale."

To be inspired by the scientific spirit does not imply acceptance of any particular tenets associated with the nineteenth century school of scientific historiography; for example, a belief that there are laws of history which can be discovered. Nor does it imply the belief that the subjective elements can be wholly eliminated in the quest for historical truth, that a purely objective past can be described by means of historical research. What it does imply is rejection of the doctrine now preached in high places and widely accepted as a dispensation of advanced thought, that disinterestedness and impartiality, as historical ideals, are outmoded shibboleths that ought to be discarded and renounced in favour of historical interpretation based upon social philosophies of the present.

There are those, I know, who deny the possibility of disinterested motivation. I am not a psychologist, but I can at least quote some words of a great master of physical science, Max Planck, the author of the Quantum Theory, that seem to me pertinent to the question we are on.

"Every individual science sets about its task by the explicit renunciation of the egocentric and anthropocentric standpoint. In the earlier stages of human thought . . . primitive man made himself and his own interests the centre of his system of reasoning. Confronted with the powers of nature around him, he thought that they were animated beings like himself and he divided them into two classes, the one friendly and the other inimical. He divided the plant world into the categories of poisonous and non-poisonous. He divided the animal world into the categories of dangerous and harmless. As long as he remained bound within the limits of this method of treating his environment, it was impossible for him to make any approach towards real scientific knowledge. His first advance in this knowledge was accomplished only after he had taken leave of his own immediate interests and

banished them from his thought. At a later stage he succeeded in abandoning the idea that the planet whereon he lives is the central point of the universe. Then he took up the more modest position of keeping as far as possible in the background, so as not to intrude his own idiosyncracies and personal ideas between himself and his observations of natural phenomena. It was only at this stage that the outer world of nature began to unveil its mystery to him, and at the same time to furnish him with means which he was able to press into his own service and which he could never have discovered if he had continued looking for them with the candlelight of his ego-centric interests. The progress of science is an excellent illustration of the truth of the paradox that man must lose his soul before he can find it. The forces of nature, such as electricity, for instance, were not discovered by men who started out with the set purpose of adapting them for utilitarian purposes. Scientific discovery and scientific knowledge have been achieved only by those who have gone in pursuit of them without any practical purpose whatsoever in view.

To return to history and education. Are there any educational values in historical study which aims simply at learning the truth, so far as is possible, about some aspect of the past, disclaiming as foreign to its nature the purpose of making us virtuous or patriotic or prophetic or even of giving us the background of the morning news, though it might, indirectly and incidentally, have any or all of these effects? I believe that the answer is emphatically in the affirmative. The subject is a large one, and I must be brief.

Such study, in the first place, is bound to widen one's temporal horizon, to mitigate at least, if not to cure, that temporal provincialism (if it may be so called) with which our own age in particular is sorely afflicted. It is natural to think of our present ways of living, habits of thought, and institutions as normal, and to think of all others as more or less abnormal—as natural as it used to be to think of our earth as the centre of the physical universe. The historically-minded study of the past has an educative effect comparable to that of foreign travel. It gives insight into cultures different from ours and an appreciation of the fact that they were once as real and vital as ours is now. It makes for toleration. It teaches us, indirectly, to see our own age as one amongst many

and not as the norm by which all others are to be judged. We may be the heirs of all the ages, but we are guilty of the most naive temporal provincialism if we suppose that the ages existed for 'the heirs, if we fail to recognize that historical events had a validity of their own, that they did not happen merely in order to be antecedents, to lead up to us. In the words of a great mediaevalist, the late T. F. Tout, "It is unwise for the historian to claim that a gross and direct utility arises from the study of his subject. The use of history is something broader, more indefinite, more impalpable. It widens the mind, and stimulates the imagination." Present-mindedness tends to deprive historical study of this educative value. It makes past ages seem too much like our own, and the men and women who lived in them too much like ourselves.

But, educationally speaking, historical method is probably more important than historical information, the processes of finding out more important than what is found out. *How* the student learns about the past is, I believe, of greater educational value than *what* he learns about it. I am thinking primarily of what we call historical research, but even in the elementary study of history some knowledge of historical method can be gained—if the teacher is capable of imparting it; and the teacher who has himself engaged in research is in a position to do this. Nobody who has not written some history, at least in a modest way (and I hasten to add that the matter of publication is entirely unimportant in this context), is qualified to teach history at all, not because he will not know enough facts, but because he will not know from personal experience how an historical composition is constructed, and will be unable, in consequence, to make historical study the powerful educational instrument which it is fitted, by its nature, to be. By critical use of the textbook and by judiciously chosen exercises in elementary historical criticism, the historically trained teacher can give his pupils some appreciation of the comparative trustworthiness of different kinds of sources, can make them aware of the superiority of first-hand to second-hand information, can make them alert to distinguish between statements of carefully ascertained fact and statements of opinion, and so can do something to cure that credulity to which all flesh is heir. If the time spent in our would-be and self-proclaimed "progressive" schools in

amateurish attempts to make history explain the morning newspaper were devoted to inculcating in pupils something of that critical sense which scientific historical study is eminently calculated to develop, the study of history in American schools would, in my opinion, be in a far healthier state, educationally, than it is.

So far as the more advanced study of history is concerned, it would be hard to imagine a better discipline in thoroughness and alertness in following up clues than the careful and prolonged search for materials that precedes and accompanies all historical investigation that deserves to be called scientific. There is developed in every real historical scholar something of the detective. He must have a scent for sources, just as the successful newspaper reporter must have a nose for news. Conclusions arrived at by the most approved methods of historical criticism, brilliant historical interpretations, are liable to collapse in ignominious disaster if essential sources have not been used. It goes without saying that the historian needs something more than industry. Like the natural scientist, he needs constructive imagination. But this is very different from the fancy that builds castles in the air. It does not operate without previous research; it does not give rise to fertile hypotheses in uninformed minds. It works under discipline and restraint.

Historical study, it has just been suggested, can do something—it can do much—to cure natural human credulity. It is here, I think, that it can render its crowning educational service. We are innately credulous. We become critical only through education, whether acquired formally or otherwise. The uneducated and the educated differ in nothing more than in this—that the uneducated believe

whatever they hear or read, while the educated weigh evidence. Under stress of great emotion and the pressure of powerful propaganda the educated may lapse into credulity. During the World War of 1914-18, for example, there was something like a moratorium on the critical faculty, as regards the causes and issues of the war, in all the belligerent countries, and the part then played by historians, speaking generally, is not one to which the profession looks back with pride. But the uneducated are *always* credulous. As a means of ascertaining facts the historical method is inferior to the method of direct observation, which is the method of the natural sciences, but it is the only possible method of ascertaining *past* facts. Its very inferiority gives it its chief educational value. Because we cannot observe historical events directly, because we can learn of them only from records of some kind, the obligation is imposed upon us to deal with our records critically, to estimate their comparative reliability, to weigh evidence: and to facilitate and make more accurate the weighing of evidence, techniques of historical criticism have been elaborated.

The historian and the educator, it would seem, should both be interested in promoting historical research, though they look upon it from different points of view, the one interested primarily in its findings, the other in its methods. Similarly, I suppose, an Alpinist and a physical culturist would look upon mountain-climbing differently, though both would approve of it. For those of us who are historical students the methods of history are means, not ends. But if the discovery of truth is our end and we seek for it by the critical methods of scientific history, many good things, educationally speaking, will be added unto us.

Letters To a Country Teacher

My Dear Niece: March, 1942.

About going to the Convention, you will have to ask someone younger than I. Youth and age see the same things differently.

My first convention was the most stimulating occasion of my life. There was Jeannette Cann, young and charming, taking my name and dollar and giving me a certificate for a free ride back to school. There was Little Johnny Kyle, demonstrating blackboard drawing and teaching me all I have ever known about it. There was a City School

Superintendent from Toronto—he was a long way from home, and so could say what he really thought; his ideas were so sensible that no school would dare to put them into effect. There were good lively discussions on practical problems of teaching, and senior principals circulating around and inciting the young teachers to join in the discussion. Your Aunt remembers best Donald Murphy, tall, dark and handsome, discussing the teaching of geography.

But now I'm not so young, and things seem to have lost their flavour. There

are no more secretaries as charming as Miss Cann; no more demonstrators as instructive as Mr. Kyle; no educationists as intelligent and as frank as the Toronto man; perhaps no lecturers as tall, dark and handsome as Mr. Murphy. The sectional discussions seem to be merely endless arguments between old fogies, about some resolution predestined to spend its years in a filing cabinet in Victoria. (The old fogies are twenty years younger than I, but I do not withdraw the expression).

So that is the difference between age and youth. Ask someone who went to the convention for the first time last year, and you will find out that conventions are still stimulating to those who are ready to be stimulated.

Ever your loving **UNCLE JOHN.**

My Dear Niece: April.

I believe that some of my Japanese-Canadian ex-pupils are being sent to your district. Be nice to them. I have worked with them for many years, and have always found them not only honest but honourable, generous, and warmly appreciative of any kindness. They give every possible sign of wanting to be Canadians and nothing else. They bought war bonds, and the children were among our best buyers of War Savings Stamps in the school. Our local Red Cross is going to have a hard time getting along without the Japanese contributions in both hard work and hard cash.

Some of the young men are going to Alberta, where they have heard that they will be allowed to enlist in the Army. You know of course that Japanese born in the United States are taken into the

American Army, and some of them have already been killed fighting against the invaders in the Philippines.

I hear some people say, "They can't be loyal; if I were in Japan now I would do all the damage I could". But would not that depend on why you left Canada? If you had been starved out of the country, or left because you couldn't stand the sort of government and ideas that prevailed here, and Japan had treated you well, raised your pay and given you more freedom than you had at home—how then? I know, because it happened to me. I came west because I couldn't stand the narrowness of life back east. Not only the continual penny-pinching, but the intense conservatism in ideas of education, business, religion, society—politics? There aren't any Conservatives in British Columbia, to compare with the eastern ones! British Columbia has been good to me, and in any quarrel with the East, you will find me siding with B. C., more violently than the native-born.

That is what happened to the Japanese-Canadians. Their fathers came to this country because at home they had neither liberty nor a reasonable standard of living. Canada gave them four times as much money and ten times as much freedom, and they appreciate it. Now that the feudal lords whose oppression drove their fathers out of Japan have picked a quarrel with us, their sympathies are on our side.

In this school they have been treated as Canadians and human beings; if you keep it up, they will grow up to be the most patriotic of all Canadians.

Ever your loving **UNCLE JOHN.**

Hutchins and a Liberal Education

By FRANK WILSON, *Chilliwack*

IN this paper I am going to talk about an aspect of education which concerns me greatly. It is an aspect of education which is of supreme importance—so important that it may well determine whether our world shall be a civilization in fact or shall continue its present drift towards barbarism, towards barbarism made infinitely frightful by the technical power of the barbarians.

Our Western civilization as it has unfolded during the last twenty-five hundred years has maintained as one of its central ideals that of the man of broad understanding, of calm and steady vision

and perspective. The man who, nourished by a "Liberal Education", has learned to understand and cherish all that is best in our tradition.

Back in the time of Plato the Greeks drew a very sharp distinction between knowledge of means, or technical knowledge, and knowledge of ends, or wisdom. The educated man of the Western tradition is the man who has made a sustained effort to understand the world and his fellows, not with a view to making a living but with a humble hope of learning to live well.

Wisdom is more than knowledge, though never divorced from it. Wisdom

implies a strong grasp of values. What is the good life, what the foundations of well being, health and happiness in man and of justice and harmony in the communities in which he lives? These are the problems with which wisdom is concerned? The wise man has ordered his aims and impulses into a well knit pattern. He strives to understand the world he lives in and is concerned for the health and happiness of the community of which he is a part.

For over two thousand years the aim of great educators was to develop such men and they did not altogether fail. It was a splendid aim, to educate the whole man for breadth of understanding and for appreciation of the best. Men nourished by this great tradition felt themselves to be part of an enlightened civilization and trustees for its future welfare.

In point of fact the very magnitude of the idea was often too much for the limited persons who found themselves cast in the role of pedagogue. The man who should have been explaining that magical awakening of the human spirit, which was ancient Greece, too often got no further than the grammar. The man who should have been explaining the play and the interplay of great persons and events which make the warp and woof of history too often got no further than the dates. From time to time the pompous pedants gained control, but never for very long. Always the fresh breath of the enthusiast would once more kindle the dim spark to lively flame and once more young people would be inspired to seek for wisdom and for complete developments as rational and beauty-loving beings.

However, during the last forty years or so, particularly on the North American continent, this grand tradition has very nearly died. The reasons for this were many, but chief amongst them was that shallow and unlovely conviction which took possession of us all, that whatever was of no assistance in earning a living or in attaining success was, strictly speaking, useless and unworthy of the attention of grown man. What ambitious man could afford to spend the four university years studying the past? How would that help him to get ahead? And so, step by step, the concepts of the "educated man" and of a "liberal education" directed to the cultivation of a wise and enlightened humanity were pushed into the discard. Colleges and Univer-

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sities attempted to become schools of success and ceased to be schools of understanding.

A rising tide of shallow sentimentalism which called itself Progressive and Democratic completed the bad work. In the name of individual freedom it disintegrated the Arts degree itself by permitting the pupil unlimited right to select courses from any field and in almost any order. To gain a Bachelor of Arts degree today from almost any University in North America all that is required is that you complete a certain number of courses; and notice that it is the number only which is important. These courses may have nothing to do with each other; they need form no pattern, and need cover no field. The fortunate ones who have four years to devote to general education after High School are allowed to fritter these priceless years away in this silly fashion and leave the University still lacking any organized knowledge of themselves, the world they live in and their place within it.

True, in the technical field the Universities are doing a good job. Well trained engineers, physicists, biologists, statisticians and doctors are turned out in large numbers from the better universities. But, by and large, these men remain specialists. They are highly skilled in a narrow field and deeply ignorant of what lies outside it. Their education has done next to nothing to give them broad perspective and enlightened understanding of human concerns. These men enter the adult world controlling the most marvellous technical powers ever entrusted to mankind and suffering from a deep seated ignorance of themselves and of their world.

Is not this the reason that we can solve our technical problems so easily and why we flounder so helplessly with our human problems of wise living and good government?

There is a further serious drawback in our neglect of a truly general education. Our specialists have no common ground on which to meet. A University today is something of a Tower of Babel where all speak different tongues. The older ideal was that in a University the companionship and intercourse amongst students and professors working in different fields would be both stimulating and broadening; that discussion would lead to mutual understanding and would keep the work of the specialist in perspective and related to the whole picture. But there cannot be discussion without

common ground and without a rich body of common experiences to which all may refer. And this today, through lack of general education, is lacking. The specialists go their lonely ways and when they meet must needs play bridge for lack of anything of mutual interest to talk about.

I have already remarked that the ideal of a liberal education has never quite been allowed to die out. And now today a lusty fanning of the tiny spark has recommenced. The fanning is being done by one of the most forceful and capable of the younger American educators, President Robert M. Hutchins of the University of Chicago. He, supported by a group of highly articulate and forceful followers, is shocking the Progressives to the very depths of their tender souls. The University of Chicago has become a battle ground which is attracting the attention of the educational world.

Hutchins' ideas are very simple. He proposes for students between the years of sixteen and twenty, more or less, a four year course which shall really introduce them to the civilization which they are inheriting. This stage of general education he looks upon as the right of all who have the capacity to receive it and a necessary preparation for all professional specialization, the idea being that no one is fit to be let loose into this complex and difficult world until he has been really initiated into its meaning and until he has learned to appreciate the basic contributions which have been made to human understanding by the men of genius of the past.

All the principles upon which civilization has been built, all the methods of dependable and accurate thinking which we use have been hammered out and perfected by great men who have seen further than their fellows. These are the men who have broken new ground upon which we have built. Now the works in which they have embodied their thoughts, their vision and their faith are the true classics. It is upon the study of such classics that Hutchins would build his course. He would have his students make personal acquaintance with the greatest figures of the past, and in their company retrace the progress of the race. He would have his students share in their experiences as they grapple with the problems which they solved.

No Western man today can think in any field without using the tools which these great men fashioned and left to

us. No one can think upon political problems without making use, whether he knows it or not, of the pioneering work done by Plato and Aristotle, by Locke, Bentham and Mill and by Karl Marx. The foundations upon which our physicists are building now were well and truly laid by Galileo, Newton, Faraday and Joule. And so in every other field. Hutchins wants his pupils therefore to see how these great men shaped a civilization.

He does not intend his students to waste time reading inferior books by little men about great men; in other words, text books. He wants his students to read the "Great Books" themselves. By selecting carefully those classics which have most truly survived in the thinking of the present, by obtaining accurate translations of those written in other languages Hutchins believes it to be possible to design a course which will really invigorate and extend his pupils and will end by giving them a balanced picture of what our civilization really means.

Another aspect of Hutchins' plan is this: He believes that no one who knows his own language alone can know that well or really learn to use it with strength and flexibility. He believes also that really to understand other peoples it is necessary to have some feeling for their language and its idiom. During the four University years students under his plan study one foreign language each year aiming to gain at least a reading knowledge of it.

After four such years the student of

good capacity must have gained a well rounded view of his world. He must have learned caution of mind and a deep respect for truth, for he will realize most vividly how hard truth is to come by. He will have learned that intellectual freedom is not merely an amiable indulgence but the root from which a healthy civilization grows and by four years close association with the finest work known to man he will have developed a sense of quality.

That sense of quality is an important thing.

The direction of man's growth is determined by the things he admires, for what he admires he strives for. Four years of intimate familiarity with nothing but the very finest will leave its mark. Cheap and insincere thinking, sloppiness and mediocrity will show up so badly against the strength and the sincerity of the classics that they will truly be offensive and be shunned accordingly.

In short our student will have every chance of being on the road to wisdom and of becoming a fit and proper person to be entrusted with the sharp and powerful tools of a technical civilization. If civilization is to continue we shall need many such men.

Keep your eyes on Hutchins. He is really doing things to education in America. I for one believe that his movement is the most hopeful influence in the present educational scene and my wish is that it may quickly spread to British Columbia. It would do much good.

Good-bye, Mr. Chips

By FRANK HARDWICK, *Y. M. C. A. Services*

MR. Johnston disapproves of too much wit—spontaneous or forced. No more of those early morning quips with which we tried to remove the "blue" lines from students' faces—and from our own. No more of those carefully worked up climaxes when we held the kids (as we thought) in the hollow of our hands—and then cracked the old pun.

Good-bye Mr. Chips! Your hoary jokes, retailed year after year, have no place in Mr. Johnston's classroom. If you can't produce new ones, lay off. Resist that impulse.

When you read out to the inoffensive and undecided sixth-graders the word "mutton," you mustn't give it a verbal flip. Just say "mutton."

No more of that subtle irony. Who do you think you are? Addison, or Swift, or Shakespeare?

When the class comes in gorged with a heavy lunch, eaten in a dingy classroom and partly digested in a close-smelling basement—don't you dare dig hands into pockets, lean against the B.B. and blow the youngsters' ears back with a burst of your best ones.

Fie on you, Stephen Leacock. Your record has been disgraceful. The students who flocked to your lectures and tried to follow your racy wit were wasting their time. They asked for bread and you handed them a pun.

Prof. Charles Beard—you should be haled before a tribunal and strung up for

profaning your course in American Constitutional History. You took Voltairean detours and had the students rolling in the aisles.

And Dr. G. G. Sedgewick. What a blot on your record has been the perennial punning—your drolleries and dramatic pauses. No longer may you rub your nose—pat the bald spot on your dome and tap the student on his undefended brain-box. Away with your histrionics and humour. You have corrupted the youth of almost two generations. Take a drink of hemlock.

You, Paidagogos. How dare you arrogate to yourself the right to impose on the lofty dignity of your pedagogical position and cut verbal capers. How dare you take stuffy pomposity and pedantic obfuscation and lampoon them in such a manner? For too many years, in and out of classrooms, on and off paper, you have let your humour take over the steering-wheel. Don't you realize the importance of being earnest?

Let's all get down to basic things—more hair-splitting and less side-splitting; Let's all commit hari-kari.

Notes On a Kimberley Enterprise

By SALLY BURNS

THE land of story books; Grade VI, 38 pupils; time, 3 weeks.

REASONS

(a) To further the interest in good books.

(b) To cultivate interest in recreational reading for leisure time as the child grows older.

(c) To connect the child's home with school through the home library and the school.

STIMULATION

Asked the children to bring one or several books for our library table for one week only. Then we had three library, free reading periods that week to read one another's books and so become more acquainted both with the books and the classmates. Choosing of books was kept informal.

QUESTIONS AND PROBLEMS

(1) A few questions concerning the fun of books led to their care, making, improvements, etc.

(2) How books have improved through the centuries.

(3) Early man and his writings, etc.

DAILY SCHEDULE

We discussed informally what we'd like to know about books of long ago. After considerable changing and talk these sub-topics were agreed upon. Class divided itself through choice into seven groups for activity and research work.

1. Early Writing.
2. Story of the Printing Press.
3. Calendar of Famous Authors.
4. Care of Books and Using our School Library.
5. Original Plays—relating to above

subject matter.

6. Puppet Making and putting on one play.

7. Reading in relation to our health.

Each child chose a topic he was most interested in. One of that group was chosen as chairman. The chairman met and we discussed what was his duty, etc., his responsibility to his group as well as to the class as a whole. He then met his assistants and assigned work to each—(keeping this free from chairman domination as much as possible). We had an activity period nearly every afternoon for one hour—frequently every subject in the morning was a preparation indirectly for this activity.

INTEGRATION

Art

(1) Book posters added to the attractiveness of the library table and helped to familiarize children with more books.

(2) Poster work for painting, printing, sign making, etc.

(3) Booklet on early writings, etc., illustrated.

(4) Books—perspective, etc.

(5) Book covers made for school library and for childrens' favourite books.

(6) Book marks decorated and made object drawing of.

Language—Oral

Groups and class meetings to form a standard for working in groups as this was our first attempt. After each group had its list ready, the chairman submitted it to the class for approval, criticism, etc. Later each chairman met to draw up class set of standards we hoped to follow. These were printed on the blackboard by two children to remind us our aim in conduct.

Written and Oral

(1) Book reviews, oral and written, formal and informal books reports given.

(2) All fun-reading books were reported on and tabulated on a classroom wall chart to stimulate others and as a handy reference for choosing reading of this type (formal blank report sheet attached).

(3) Oral and written reports to the class as work progressed, on work we were doing.

(4) Short talks for the program at the end of the enterprise.

(5) Biographies—of famous people in connection with books, printers, inventors, authors.

(6) Three Plays were written (voluntary)—one original, one adapted from a book, and one from a biography.

(7) Letters written for information regarding blanks, etc. (Copy of Brailled was received.)

Spelling

(1) Each group chairman handed in a list of new words in connection with the topic covered. Each dictated all these as a protest. Then each studied his own difficulties. Teacher checked this list previous to the chairman's dictation to the class.

(2) Dictation—in our regular weekly dictation lesson, I gave the chairman sentences using the above words as review.

Writing

We wrote our favourite authors, books, etc., and frequently combined writing with written languages.

History

There was not so much opportunity to integrate here except history of early writings, biographies of famous people like J. Gutenberg, Wm. Caxton, etc.

Geography

Location of places of early writings, i.e., China, Egypt, Babylonia, etc., and their simple life, so writing and books were not so necessary to them in their mode of living.

Health

Observing health in regards to reading, posture, eyes, etc. (Poster made by one group with original rules formulated.)

Science

Story of ink, paper. Early forms of paper, etc.

Reading

(1) This subject helped most.

(2) Reading of: biographies, early writings, how to do things in handwork problems, i.e., puppets, etc., general pleasure reading stimulated through extra free library periods, closer contact with the school library, choosing books from school library that would be useful for our project, home library books brought in for reference, learning to use an encyclopedia.

Handwork

(1) Book covers and marks made and decorated for school library and for children's individual favourite books.

(3) Books repaired—by one group.

(4) Making of: 1, waxen tablets; 2, parchment for ancient writings; 3, clay tablet of Babylonia; 4, puppets for the play.

NOTE: Children did these alone through reference and guide books, school magazines, etc.

BOOKS USED

- (1) Beacon Study Readers.
- (2) Children's Road Book Cusack.
- (3) Work Books (Grade 5 and Grade 6 Books).
- Reading exercises by, J. Brown, H. MacKenzie, E. Reid, R. Sherman, R. Steeves, T. Woodhead.
- Lessons to suit the topic books: Lessons 4, 7, 12, 13, 19, 25, 31 (Grade 6 Book).
- Lessons 34, 37 (Grade 5 Book).
- (4) World Books (teachers' set).
- (5) A Children's Encyclopedia.
- (6) Newspaper clippings.
- (7) The Story of Books (School Library).
- (8) Workbook—"Exploring Today"—School Library—one lesson on books.
- (9) Health text books—work on care of your eyes.

FINAL PROGRAM

Parents and friends were invited for the programme and display of work in connection with our enterprise.

(Proceeds of a silver collection were used for Junior Red Cross Work), as the programme was put on under the auspices of the class branch of the Junior Red Cross — "The Rocky Mountain Health Guards".

Proceeds \$12.19, sent to British children in air-raided areas.

EVALUATION

What we enjoyed most in the majority of cases the children preferred poster work or handicraft—except perhaps free library periods using some of our

favourite books from home for this occasion.

Social Gains

Aggressive children began to learn to let the other child have his ideas, etc. In cases of near argument, we decided to accept—"the majority rules". Children took more and more responsibility regarding bringing promised books, doing their work on time, etc. After about the second activity period I noticed a decided

improvement in behavior while working in groups in the hall (since we have no work room) at the work table, etc. The class liked this kind of work so well they disliked any formal lessons later.

Altogether I found the unit worthwhile and next time we will remember to organize within the groups more definitely. I found the hardest thing was to instil initiative in the "follow the sheep" type of child.

Sabbatical Leave

REPRINT OF 1939 REPORT

Aldine House, 1300 Robson St.,
Vancouver, March 11, 1939.

To the President and Members of
Executive Committee, British Columbia
Teachers' Federation:

The Committee organized for the study of the problem of possible sabbatical leave for British Columbia teachers, and working in pursuance of a resolution passed by the Executive Committee, begs leave to submit the following report:

Personnel

This Committee is widely representative, including the following persons:

Appointed on nomination of the Executive of British Columbia Secondary School Teachers' Association: Miss Louise Poole, Haney, and Mr. W. M. Armstrong, Vancouver.

Appointed on nomination of the Elementary School Teachers' Department of the Federation: Miss Christine MacNab, Royal Oak and Mr. L. B. Matthews, Happy Valley.

Appointed on nomination of the Executive of British Columbia Principals' Association: Mr. Herbert Gamey, Vancouver, and Mr. J. R. Mitchell, West Vancouver.

Appointed on nomination of the Executive of British Columbia School Trustees' Association: Mr. Jas. Blackwood, Vancouver, and Mr. J. W. Sparling, Maple Ridge.

Appointed on nomination of the Executive Committee of British Columbia Parent-Teacher Federation: Mrs. J. A. Hallberg, Vancouver, and Mr. Malcolm Burns, Vancouver.

Representing the Department of Education, and appointed on nomination of Dr. S. J. Willis: Inspectors J. B. DeLong, E. G. Daniels and V. Z. Manning.

Representing and appointed by the Executive Committee of British Columbia Teachers' Federation: Dr. Norman F. Black.

A Consensus Sought

Various sub-committees were formed for the preparation of information and suggestions and the general committee has held several Saturday sessions. As a result of these deliberations, a consensus was reached which is embodied in the following report. It was the policy of the committee to continue the discussion and study of each phase of the problem entrusted to it until a general agreement was reached. It should be understood, however, that the ladies and gentlemen co-opted upon nomination of bodies and authorities not included in British Columbia Teachers' Federation are not in a position to commit those whom they represent, though in due course they will doubtless report back to them.

Information Collected

The committee investigated reports supplied by the National Education Association and various other authorities and found that systems of sabbatical leave have been established in many parts of various countries, notably in the United States and different Canadian cities. The committee also corresponded with numerous school authorities which are granting sabbatical leave and received practically unanimous confirmation as to the high value which school boards and similar bodies place upon the system after extended experience. A conspicuous and characteristic feature of the replies was the report that the actual conduct of systems of sabbatical leave has been found by experience not to involve the school authorities in any serious expense. In very many cases, the officials reporting announced that sabbatical

leave was costing their ratepayers nothing whatever.

The Committee discovered considerable diversity in the regulations relative to sabbatical leave. The period of service required prior to application for sabbatical leave ranges from six to ten years. In some cases leave is granted only for study, but in most cases provision is made for travel and also for rest. When leave is granted primarily for purposes of physical recuperation, a longer period of antecedent service is commonly required, the minimum being ten years and the maximum twenty years. In most cases the teacher is granted the difference between the salary he would otherwise receive (normally the maximum) and the salary of the additional teacher whose employment his absence makes necessary (normally the minimum). As a rule, this substitute does not take the immediate place vacated by the teacher on leave, but such adjustment is made within the system as may be necessary to meet the circumstances.

In a large proportion of the cases reported to your Committee, the allowance paid the teacher on leave amounts to fifty per cent of the salary which he would otherwise have received. In some systems, the regulations define a minimum and maximum allowance for teachers under various classifications. The education authorities always reserve the right to limit the number of teachers on leave to a given figure or percentage. The Committee did not find that the maximum percentage permissible exceeded one and a half in any system and it learned moreover that very rarely do the applicants for sabbatical leave number as much as one and a half per cent of the teaching body.

In some cases the payments made to the teacher take the form of exceptionally large annual increments to his salary in each of the three years immediately following the period of leave, instead of monthly payments during leave. However, the objections to this scheme were considered obvious.

In most places, the teacher must sign a contract to return to the service of the same school district for a stated period, unless released by resolution of the Board. The teacher retains whatever status he enjoyed in the matter of pensions, seniority and salary increments.

Teachers applying for leave are required to present in advance a programme of their intended studies or other activities, which must meet with the approval of the board or superintendent and upon return, to make such reports as the local authorities may desire. The data submitted to your Committee did not report any cases of teachers upon leave who had failed to carry out the programme agreed upon prior to their release, but the regulations in some centres provide possible penalties, should such breach of covenant occur.

Proposals

The facts summarized above constitute the basis of the proposals which your committee has the honour to submit. We have not tried to frame what might be considered an ideal system, but have endeavoured to formulate suggestions that would seem to have a good chance of prompt acceptance so that a reasonably satisfactory system may be brought into existence at the earliest possible date.

In the opinion of the committee, the system to be inaugurated should make provision for granting leave in any one year to a maximum of one per cent of the total number of teachers employed.

Your committee is of the opinion that the establishment of a system of sabbatical leave in the larger centres in British Columbia presents no serious difficulty, but it feels strongly that no system should be considered satisfactory unless it extends to the smaller centres and to the rural school teachers of the province.

Where a salary schedule is in force, the allowance payable to the teacher on leave would normally be covered by the difference between maximum and minimum salary, but in those school districts where the spread between minimum and maximum is less than \$500, that sum should be considered a minimum allowance.

Rural School Teachers

In rural areas the creation of a system of sabbatical leave presents special difficulties, and, in the opinion of the committee, representation should be made to the Department of Education urging provision of special grants to ensure the minimum allowance referred to above. Since urban schools will be in a position to grant leave without in-

volving themselves in special expense, it would seem obviously unjust to superimpose upon rural school boards any additional burden for the same purpose. In most cases the difference between the initial salary and the maximum salary, paid in rural districts, is exceedingly small and unless aid is forthcoming from the Department, the extension of leave to rural teachers would be impracticable. When the Education Department makes such grant for a teacher on leave, the Department should obviously exercise such control as public interest may demand.

The actual number of rural teachers who would be eligible to apply for release would necessarily be small. The last report to the Department shows that, out of a total of 1157 employed in rural schools in general, there were, in rural one-room schools, only 165 teachers who had had eight years' experience in the province and, in rural schools of two or more rooms there were only 249 with eight or more years' experience. In the District Municipalities, out of 726 teachers, 548 had given eight years' service. It is obviously to be remembered that, from various causes, many of these teachers would not be among the applicants for leave. Even if all those eligible made application, the total number of teachers who might be granted leave from rural schools would not exceed twelve in any one year; and, from District Municipalities, the total possible number of applicants would not exceed seven—a total of nineteen. Many of those possible applicants are in receipt of salaries in excess of the minimum or initial stipend, so that it is obvious that provision could be made for the extension of leave to rural teachers without involving the Department in any large expense—very probably not more than \$5000. In view of the advantages to be reaped from provision for such training in service, the investment would manifestly be entirely justified. It is probable that in the case of a few of the small cities provision will have to be made similar to that recommended for rural areas and District Municipalities.

A report upon benefits incidental to a system of sabbatical leave was prepared by a sub-committee consisting of Inspector DeLong, Inspector Daniels and Inspector Manning, which was unanimously adopted by the general committee and reads as follows:

Educational Justification of Sabbatical Leave

"Such leave would increase the value of the recipient because of the improved service rendered after his return and thus would redound to the future benefit of the schools. Leave might be granted for several purposes.

1. Study

"This study might be

- (a) along lines relating exclusively to subject matter to be taught, or
- (b) observation of the latest types of buildings, equipment, methods and devices, or
- (c) for the purpose of obtaining higher degrees or higher credentials.

"No teacher can afford to carry on without nightly preparation and continual study. Teaching is not static. If we do not go forward we must go backward. There is no standing still.

"The recent changes in Courses of Study mean much more time on preparation of subject matter than in the past. The stress now being laid on socialization, integration, etc., means many more hours in preparation. Such comparatively new subjects as Guidance, Library, Physical Education, necessitate summer courses, correspondence courses, or at least extensive reading. Teachers who are confined from year to year to their own classroom tend to become rusty and out of date. Visits to other schools and discussion with other teachers reveal excellent procedures and devices unpracticed in the past.

"Higher degrees and higher certificates are being demanded by school authorities. Many teachers cannot afford to take a year off without pay to obtain these.

2. Rest or Recuperation.

"Few outsiders realize the strain under which teachers are working. Years of continuous teaching are bound to take their toll—especially from teachers who are of a nervous type or who are not exceptionally strong in body. Of recent years, teachers feel compelled to spend their summers taking courses and often go back to school in September unrefreshed in mind and body. Teachers work harder and accomplish more because of the feeling that there is a rest ahead at the time of the Christmas and Easter holidays. The prospect of a

year's leave with part pay, in the same way, would mean more intensive, efficient work even if leave were not taken. Sometimes anticipation is better than realization and the knowledge of the possibility of leave would act as a stimulus and a comfort even if it proved impossible to take advantage of the opportunity.

3. Travel.

"Many teachers' experience of life has been confined to the classroom and the study hall. Hence, they are somewhat lacking in the knowledge and understanding of many phases of life. Travel, with its broadening influence would, to some extent, supply this lack. It would, also, greatly enrich lessons especially in such subjects as History, Geography and Literature.

"The above are some of the advantages of Sabbatical Leave. Your Committee cannot think of any serious disadvantages.

"Since the substitute would not have the experience and knowledge of technique possessed by the experienced teacher on leave, the system might suffer somewhat during the year of leave; but the added value of the teacher in the years to come would more than offset this."

Antecedent and Subsequent Service

In those school districts in which the provision of sabbatical leave does not require any supplementary grant from

the Department, such leave should be conditioned upon seven years' service in the local district. In those cases in which supplementary Department grants are necessary, leave should also be conditioned upon seven years' service, but not necessarily in the district in which the applicant is at present employed. It is felt that after a period of twenty years' service in the province, applications for leave of absence for rest or recuperation should be dealt with on a basis similar to that employed in the case of teachers applying for leave of absence for study and travel.

In all school districts in which the local authority has contributed to the payment of the teacher on leave, the committee is of the opinion that he should return to the employ of the same board for at least one year, unless released from this obligation by resolution of the Board.

Plans and Reports

The applicant's proposed programme of activities while on leave should be approved by the school board and the Department and upon his return from leave a report should be filed with the school board and with the Superintendent of Education.

This report has the approval of all members of the Committee and is submitted on its behalf by the undersigned.

Norman F. Black, Chairman.
Louise Poole, Secretary.

CURRICULUM MATERIALS

Teachers and administrators will be interested in several recent publications of the University of Oregon Curriculum Laboratory. Curriculum Bulletin No. 4, Revised (25c), *Free and Inexpensive Materials* contains an annotated bibliography of bibliographies of free and inexpensive educational materials. Bulletin No. 17, Revised (35), *An Index to Visual and Auditory Aids and Materials* is an annotated bibliography of bibliographies and sources of audio-visual aids for rent, purchase, or free distribution. No. 17a (20c), *Sources of visual aids for rent, purchase, or free Schools* (Prepared in the Division of Special Problems, U.S. Office of Education), should be used with No. 17 above. Bulletin No. 24 (15c), *Price Lists of Inexpensive Teaching Materials* includes publisher's price lists and order

blanks for inexpensive unit-plans, pamphlets, and other source materials.

Another new Bulletin No. 20, Revised (10c), *A Guide for Leaders of Professional Study Groups*, is designed for educational leaders. It lists specific suggestions for leaders and members in improving their group discussions.

Bulletin No. 42 (25c), *A Framework for American Educational Philosophy*, a contribution of over 200 teachers and administrators, has been prepared as a basic outline and guide to stimulate thinking in the development of an educational point of view.

These pamphlets may be obtained through the University Co-operative Store, Eugene, Oregon. A complete annotated list of bulletins now available may be secured from the same source.

Art and Integrative Teaching

By C. DUDLEY GAITSKELL, *Powell River Schools*

SINCE methods of integrative teaching are now being given considerable attention, it may be well to examine some of the probable effects of this technique upon art instruction. Before making this examination let us summarize some of the basic philosophy underlying integrative procedures.

Integrative teaching, which of course is not in essence new, seems fundamentally based upon the belief that children shall maintain a unity of personality—a personality which functions usefully, creatively and therefore happily in a growing society. Such a belief presupposes that an integrated state of personality is a normal condition; and indeed, the experiments of Tremblay 150 years ago on the fresh water hydra, the work of Lashley and Coghill in modern times as well as the numerous experiments of the Gestalt psychologists may be selected from a great quantity of material which leaves little room for doubt that the normal organism is of necessity integrated.

As adults, the skilled performances which we now display are simply emergents from the previous grosser performances of childhood. But such performances were made by an already integrated being while the achievements which emerged were creations. They were something greater and relatively distinct from anything which had gone before. The tennis player, like any other creator, recognizes this when, suddenly from the clumsy movements of his whole body, he creates a stroke which is fine, clean-cut and correct. It takes all of him to make this stroke; his physical body, what are generally called his higher thought processes and his emotions. To continue making improvements in his game he would still have to employ his whole self. In other words, the normal learning person is always integrated and must remain so if he is to continue to learn. And each time he learns, he creates.

In a normal child, therefore, an integrated condition does not need to be built up. It is there already and seeks always to maintain its condition. In general, teachers do not seek to produce integrated personalities, but rather to keep children integrating. Unless the child remains integrated, he cannot go on integrating, any more than one could learn to play

tennis in a state of nervous collapse.

Since learning is creative, one might profitably ask: What is creativeness which applies not only to the arts, but to all endeavour? Any group of children creatively employed will furnish a solution. Creativeness is the whole self thoroughly and purposefully aroused, and acting sincerely as well as unitedly in response to a pattern of experience. Here, where personality interacts in a wholly unitary fashion with its environment, is integrative behaviour. Emotions are aroused, but harnessed. Enthusiasm and persistence bring self-discovery and self-reliance. The worker evaluates and re-evaluates his work in terms of a picture of the completed task. One is adventurous and critical, and in spite of disappointments, happy.

As one expresses himself, however, he is not immune from his environment. Materials are collected from the environment. The ideas used to reassemble these materials are in themselves products of one's interaction with the environment, and the profundity of these ideas is directly proportional to one's understanding of the encircling world. The very outcome of the assembly is thought of in terms of the reactions of one's fellows. Contrary to popular belief, this seems true even of the work of most great creators. Neither art nor anything else can live successfully in an ivory tower. Geoffrey Grigson has described some out-and-out abstractionists as "puritans shivering at a modernity more powerful than they are themselves—erecting a series of little, flat, hard, geometric heavens, over which they etherialize themselves as refugees, but in some degrees as martyrs". Picasso has added: "So perish the weak". It is needless to add that this in no way implies that art is an exact representation of the external world. Rather, it emphasizes that art is a worthy record of a reaction to life experience. It also hints that expression is not, as Dewey vulgarly but aptly expressed it, a process of "spewing forth".

We have, then, some of what seem to be the more important concepts at the back of integrative methodology. What effects should these have upon art instruction? Certain differences in instruction with their accompanying beneficial effects may be observed, which are

common to all classroom activity. A discussion of these is beyond the scope of this essay. Certain modifications in method which are more or less peculiar to art alone seem to be taking shape, however, and some of these are of the greatest significance.

1. One of the most obvious modifications which can be observed concerns the technical perfection of children's work in art. At one time, children were taught to achieve considerable skill through the medium of routine drills and copying. But it was found that these children also learned to stifle their own capacity to plan for themselves. Under these conditions pupils could not react intelligently to their environment. Today, the idea that all learning is creative has made extraordinary headway as far as the technical aspect of child art is concerned. Children still learn perfectly adequate techniques, but through their own efforts and by a series of carefully paced activities.

2. The appreciation lesson seems to be changing. Masterpieces which used to be brought forward at regular intervals to be "appreciated" are of course still used. They now seem to be used considerably more in connection with production, however, and are not so much used as a lesson unit. It is now argued that learning—that is creation, and appreciation go hand in hand, and are inseparable in the learning situation.

3. There seems to be a tendency to modify the practice of judging children's work in art on a numerical or letter basis. Klar, Newcomb, Winslow and others report interesting experiments in art measurement, but so far such work seems not to have proved itself particularly reliable. Art seems to be good when most sensitive people like it. This, coupled with the fact that aesthetic expressions differ as widely as the personalities that form them, created enormous difficulties for the teacher responsible for a statement of evaluation in marks or letters. Rather than lead to disintegrating situations, and to avoid setting up an attitude of combativity which might militate against the expressive act, some teachers seem to be replacing exact statements of measurement with general observations.

4. There appears to be an increased disregard for the formal art lesson based upon the so-called art principles. Children learn the art principles through their own activity and as a result of solving problems which arise during

production. Since several art principles are rules which have been stated only for convenience and which are often open to question depending on the creator's philosophy, many teachers seem to be encouraging children to adopt a pragmatic philosophy in relation to art principles.

5. There seems to be a merging of the so-called graphic, practical and applied arts. These words have little meaning in some of the newer types of instruction, where the general name of *art* is given to all work which involves the rearrangement of materials into significant form. It is felt in many quarters that the disintegration of this broad field of human endeavour into separate categories may also have disintegrating consequences on the personalities of children.

The concept of integration, excellent in itself, could lead to disintegrating practices. These might very possibly arise through the integrated programme—the device which is often used to maintain the child's unity of personality at its normal level. The integrated programme does not guarantee integrative teaching. Art teaching could cause considerable harm even as a part of such a programme. Should the art work in which the children occupy themselves not challenge the capacities of each child to his fullest, should the great range of activities which may be included in the word *art* taken in its fullest sense, not be fully exploited (as in the case of the class which gives too much attention to, say, illustration), should the class employ itself in constructing only replicas of forts, river systems and the like activities which demand little account of expression through significant form, then children might be suffering a disintegrative teaching procedure.

The concept of integrative teaching is in reality not at all new. It is dedicated to the belief that the self shall have freedom in self-direction, provided always that this self-direction occurs with due consideration for all others in the same society; that the self shall maintain its unity under changing conditions and facing new difficulties. Since various values must arise in such processes of living, the self must be able to build, test and improve these values. Many good teachers have taught art according to these concepts. These concepts are not new; they represent nothing more or less than art teaching translated into terms of the democratic ideal.

The Question Box

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

THANKS to the industry of the Okanagan Teachers' Association there is at hand an interesting and useful collection of questions for this month.

Besides these there is a request from a teacher in a one room ungraded school for plays suitable for pupils in Grades III to VIII. If anyone has an extra copy of a play suitable for pupils in these grades the Question Box would be very pleased to send it along. It might be of general interest to publish in this column a list of sources of plays suitable for small ungraded schools if anyone, a librarian for instance, has such a list handy.

And now to business.

QUESTION: Are there any short cuts or devices that will help in the teaching of fundamental processes in arithmetic?

ANSWER: I have found that column addition is about the most laborious operation children are required to do. Try teaching them, right from Grade III, perhaps even Grade II, to add by grouping, e.g.—

(1) $\begin{array}{r} 6 \\ 4 \\ 8 \\ 7 \\ 5 \\ 6 \end{array}$

Add as follows: $11+15+10$.

I find the children take the columns much less laboriously and more speedily than taking each number separately.

In adding fractions, or mixed numbers, don't copy the question down, but work as follows:

(2) e.g.—

$$\begin{array}{r} 7\frac{1}{6} \\ 8\frac{3}{4} \\ 9\frac{7}{8} \\ 12\frac{11}{12} \end{array} \quad \begin{array}{l} \text{Working:} \\ 36 \frac{6+27+28+33}{36} = 38 \frac{22}{36} = 38 \frac{11}{18} \end{array}$$

(Add the numerators by grouping to make whole numbers. By borrowing (3) from the 28 for each of the bracketed quantities, two whole numbers can be made. With a little practice, children will work these very quickly.)

(3) To subtract fractions when borrowing is required:

$$\begin{array}{r} 28\frac{15}{24} \\ - 16\frac{11}{24} \\ \hline 11\frac{4}{24} \end{array}$$

Since 15 is 7 less than 22, the numerator of the fraction (in the answer), will be 7 less than the denominator. (Only $\frac{7}{24}$ out of the whole number borrowed were needed to be able to subtract.)

Or set down as follows:

$$12 \frac{15-22}{24} = 11 \frac{17}{24} \text{ (working as above)}$$

In this manner practically all examples can be done almost mentally, and very speedily.

I have tried these with pupils who are very poor at concentrating. They work like a charm.

NO MATTER WHAT MAY BE YOUR WORK,
OR WHERE . . .

A CHALLENGER WATCH

WILL SERVE YOU FAITHFULLY AND WELL

Jewellers
Silversmiths

BIRK'S
VANCOUVER

Diamond
Merchants

QUESTION: Wanted—a method for overcoming the shyness that pupils have about giving reports, short talks or singing alone.

ANSWER: A scheme that has had reasonable results that make it well worthwhile trying follows:

Taking as our objective the improvement of diction and the attainment of the ability to speak confidently and with expression, we instituted a school festival of song and speech. There were classes for boys and girls in each age group, best arranged according to circumstance, and each pupil was allowed to enter one selection in the song section or the speech section. There was a small entry fee charged to defray the cost of prizes, in this case, War Savings Stamps.

Each pupil was given the opportunity to choose his own selection, but his entry form was to be approved by his teacher, for obvious reasons. The usual choice was from his school music for songs and from his library books or reader for verse. The teachers aided the pupils during the music period or the language period. They were told that they would be judged on the choice of their selection, their diction, their posture and their clarity of tone. Judges can be chosen from the teaching staff or from the parents. If there are many entries it is best to hold eliminations on one day and hold the finals in each group on another day.

Of course, there are many details to be attended to, but these can best be "ironed out" by the teacher in charge, and will vary in each school.

It is best that as much of the organization work as possible be in the hands of the pupils. They can look after the entry forms and tabulate them according to class; they can look after the money and the buying of the stamps, etc.; the time-table for practice periods for each pupil can be arranged by them; announcements of soloists on the final day and the seating, etc., can be handled through a group of pupils. Naturally, the guiding hand of the teacher must be behind all this work but it is well worth the effort. This scheme may be put into operation in any type of school.

QUESTION: How would you introduce for the first time, a large scale Activity to a class having no previous experience in this line of procedure?

ANSWER: As suggested by Hockett and Jacobsen (*Modern Practices in the*

Elementary School, Ginn, 1938), I would set the stage and make my own plans and outlines. By setting the stage I mean—putting up pictures, or making drawings on the blackboard, or showing a film, or having an excursion. But since the class has had no previous experience the teacher may have difficulty in getting the pupils to express an interest or a desire to organize an activity.

After a discussion, also teacher-aroused, aided and abetted, I think the teacher might do well to say something like this, "Let us study about so and so", or "Wouldn't you like to study about"? Once the pupils have acquiesced their enthusiasm will soon take class and teacher along at headlong speed.

QUESTION: How can a teacher in a one-room school carry out a system of murals?

ANSWER: In most schools a permanent mural is out of the question. At the same time many activities could be much better carried out if some large pictures or murals could be painted. To do this economically and quickly the following has been found to be very suitable. Requirements—a box of coloured chalk or small quantities of alabastine of different colours, one roll of 24-inch or 36-inch Kraft paper. The paper can be used in any length desired and fills the requirements very well.

GRADE V ENGLISH

VITALIZED English, Oral and Written Language for Grade V, by F. J. Gathercole, B.A., B.Ed.; School Aids Publishing Co. Ltd., Regina and Toronto; 1942; pp. 161; price, \$45.

This compact and well-arranged book of exercises, rules and hints is primarily for the use of pupils in Grade V. They will find it an inspiration to self-improvement. There is a personal appeal to the child in the material of each exercise. The suggestions for language activities are from one who must be on the most intimate terms with children. All rules are simply stated inside black boxings; four interesting games are included.

At intervals there are prints of famous pictures and modern photography accompanied by useful information or study suggestions.

From the teaching standpoint I think more cognizance has been taken of the errors usually made by the modern pupil than in any book I have previously read.
—Lucy A. Brock.

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

READING TESTS

THE *Nature and Use of Reading Tests*, by Arthur E. Traxler; Educational Records Bureau, 437 West 59th Street, New York City; October, 1941; pp. 64; price \$0.90.

In June, 1940, a Committee on Reading Tests set up by the Educational Records Bureau under the chairmanship of Dr. W. H. Dearborn of Harvard University made the following recommendation: "The Bureau should issue a bulletin that would describe and appraise the available reading tests with diagnostic features and make suggestions for the use of tests in the diagnosis and teaching of reading." As Traxler states in his foreword, this little book represents an attempt to carry out this recommendation.

The book is divided into six sections. Section 1 deals briefly with the nature and cause of reading disability. Section 2 gives a comprehensive description and analysis of current reading tests. This section is subdivided under the headings: Elementary School Reading Tests, Junior and Senior High School Reading Tests, Reading Tests for both Elementary Schools and High Schools, Reading Tests for Colleges, and an alphabetical list of twenty-four tests covering all levels of ability. A brief description of each test is given telling what reading skills are measured, how many forms are available, reliability coefficients, names of authors, date of first publication, name of publishing house, and price of test. Section 3 describes the use of reading tests in diagnosis and remedial instruction. Illustrative examples of testing programmes are given, reading achievement at various grade levels is discussed, criteria for the selection of pupils for special reading classes and corrective procedures are also suggested. Section 4 treats briefly of the relationship between reading test and intelligence test scores. Section 5 is a comprehensive bibliography of reading materials for all levels from the primary grades to the college level. Authors, publishers and prices are given. Section 6 is a bibliography of references dealing with reading tests. Twenty-six authors, specialists in the field of reading, are represented.

This is primarily a manual of reading tests, reading material for pupils, and

selected references for teachers. It should prove very useful and for all teachers and principals interested in reading tests and in the organization of special reading instruction.—J. A. C.

CO-OPERATION FOR SCHOOL LIBRARY SERVICE

I WISH that, before capitalism ultimately crashes, some philanthropist would endow a scheme providing gratuitous psychoanalysis, to remove such phobias as those with which school librarians and non-school librarians are wont to regard each other. In spite of still-surviving mutual fears and silly jealousies, however, schools and public libraries are already co-operating in British Columbia to great public advantage. That praiseworthy movement or tendency might be strengthened by widespread study of *Schools and Public Libraries* (National Education Association, Washington, D.C.; 1941; 64 pp.; 25c). This brochure embodies the report of a joint committee of the National Education Association and the American Library Association, appointed to study co-operative measures for increasing the efficiency of school libraries. The document is limited to the problem of library service to school pupils and the ways that public schools and public libraries can and do work together, in providing this particular form of service. A number of typical communities in which a notable degree of successful collaboration has been achieved are studied in some detail.—N. F. B.

BRITISH COLUMBIANS WILL LOVE IT.

KLEE *Wyck*, by Emily Carr; Oxford University Press; 1941; pp. 155; \$2.50.

The artist writer of this new Canadian book has managed to put the essential feeling of the British Columbia coast into her pages. The impenetrable forest right down to the water's edge, the incredibly lush green, the black swamp ooze, and the sickening loveliness of the skunk cabbage, surround the Totem poles the artist paints. These things we can see but few of us can ever know the Indians as Emily Carr does.

About sixty years ago, when the writer was still in her teens, these exploratory trips began. The lone woman with her dog and sketch pad was accepted, after due consideration, by the Indians. Sometimes little hints are given of the consternation with which other white people, missionaries, Indian agents, fishermen and the like received this venturesome traveller.

Emily Carr had no fear of the Indians, and no illusions about them. Sophie of North Vancouver and old Mrs. Douse of Kitwanooc are unforgettable.

In spite of the unaccommodating weather, and unaccommodating inhabitants, this artist went about her business of painting lonely places with queer names like Yan, Tanoo and Skedans.

There are several reasons why this is a significant contribution to Canadian literature. The writer has an artist's ability to select vivid sensory images of the color, feel, and smell of the wild woods and waters of British Columbia. Added to this are narratives of unusual material told with suspense and humour. We know it is the work of a mature mind, with keen perception and sympathetic understanding.—B. H.

SCIENCE FOR PRIMARY GRADES

PRIMARY Objects, by Edna M. Payne (Adventures in Science Series); publication of the School Aids Publishing Co., Regina and Toronto; 1941; pp. 184; price \$1.

This is a book containing concrete aid for fourteen units in Primary activity. The units included are: The Playhouse, The Farm, The Dutch, The Store, Milk, The Three Bears, The Library, A Health House, The Circus, The Post Office, Indian Life, Christmas, The Hospital, and The Eskimo.

The author, Miss Edna Payne, has been carrying on an activity programme herself for a number of years. The photographs of children in action and the pictures of projects illustrated in the text are of actual school scenes. Each unit is outlined, setting out its purpose, outcome, motivation and culmination.

Simple reading, language and number lessons, as well as phonic lists and seat work are included. Suggestions for all forms of handwork are given.

This book should prove of great value and a time-saver to teachers of Grades I and II. I am using it myself at present in teaching about the Eskimo.

FOODS

LET'S Study Foods is really a study of foods and not just another textbook on the preparation of foods that arrive from the grocery store. It is a comprehensive study of the historical and literary background of foods—a background which leads the student far afield to see the adventure that lies behind the production, manufacturing and marketing of even the simplest article of our diet, tracing it through farms and factories, across country by trains and trucks, through old-fashioned general stores and modern, streamlined supermarkets to the pantry shelf.

All the "regulars" are carefully considered—nutrition, management and manners, the preparation of everything from meat and vegetables to fancy gelatin desserts, and all the little tips that make a simple meal taste like a banquet. In addition there are "specials" for holiday parties, with novel ways of preparing foods and table decorations. Simple parties for boys and girls, prepared and served by the host or hostess, as the case might be, are discussed in a special chapter which should have a wide appeal for 'teen-agers.

Following this the pupil is conducted on a "Cook's Tour" through the kitchen, where she can view all the latest developments in utensils and labour-saving devices, and is instructed in methods of making the kitchen safe.

The photographs with which the book is so profusely illustrated do their work well, for the appetite is tempted and the imagination stirred to the point where one is ready to try every one of the delicious recipes with which the book concludes.

Let's Study Food, by Florence La Ganke Harris and Ruth Adele Henderson; Little, Brown and Company, Boston; 1941; pp. 360; price \$1.95.—N. W.

ANOTHER TIMELY BOOKLET FROM C. I. I. A.

POPULATION—Canada's Problem, by Steven Cartwright; published by the Ryerson Press, Toronto, under the auspices of the Canadian Institute of International Affairs; 1941; pp. 34; price \$30.

The author, in summarizing the growth of Canada's population, supplies adequate statistical data for a concise and clear picture. He reveals that the rate of natural increase fell from 17.8 per 1000

in 1921, to 2.6 in 1937; and that after 1930 immigration into Canada became a mere trickle. From a study of the past it would appear that there is little evidence to hope for any substantial increase in Canadian population.

What post-war reconstruction may offer in immigration, and what "great open spaces" Canada has for expansion in agriculture, mining, and industry are discussed.

"Is Canada's main problem one of holding on to her population?" "Will Canada maintain a large standing army, navy and air-force?" "Could refugee Europeans provide a cushion of purchasing power to ease a post-war slump?" These are the questions discussed.

By way of conclusion, Mr. Cartwright emphasizes the fact that if Canadians desire a larger population, they must be prepared to make Canada a better place in which to live.—S. H.

SOMETHING NEW IN ANTHOLOGIES

RECENT *Prose*, edited by C. L. Bennett of Dalhousie University; Oct., 1941; pp. 253; The Ryerson Press, Toronto; price \$60.

This is an interesting collection of prose selections taken from newspapers and magazines of the past twenty years, among them: *The Winnipeg Free Press*, *The Montreal Gazette*, *The London Times*, *The Christian Science Monitor*, *The New Yorker*, *The Atlantic Monthly*, *The New York Times*, *Popular Mechanics*, and *Collier's Weekly*.

"Whether teachers approve or not," says the editor in his introduction, "many of their pupils choose to read more from magazines and newspapers than from books; and their preference is likely to continue after they leave school. To sing into unwilling ears the praise of literature, and to complain about cheap periodicals, may bring lip service to Milton and Wordsworth, and a life-long devotion to 'cowboy comics'. The classics will always be our foundation and our standard, but in the periodical writings of today, along with too much that is vulgar or trivial, or definitely bad, there is much also that is good; and a knowledge of how to find and value it will help develop a genuine enthusiasm for better writing in both magazines and books."

The book is divided into six parts: "The Press," "Feature Stories and Articles," "Arts and Letters," "Essays,"

"Light Articles," and "The World We Live In."

Writers such as Arthur Brisbane, the Van Dorens, Richard Le Gallienne, Robert Lynd, Robert Benchley, and Dorothy Thompson are included.

Almost every selection is introduced by a paragraph of notes, comment or a thought-provoking question or two, for the guidance of the reader.

As most of the selections are taken from publications intended for adult reading, they are, generally speaking, more suitable for Grade XI and XII than for younger students. Many Grade X and some brighter Grade IX pupils would, however, enjoy them.

As much of the material is definitely newspaper writing, as three of the articles and several of the introductory paragraphs deal with newspaper work, and as brief biographies of Canadian newspaper men, such as G. V. Ferguson, D. B. MacRae, T. B. Robertson, and B. K. Sandwell are given, the book would be of considerable interest and value to students of Journalism I or II.—J. M. S.

ORCHESTRAL MUSIC

LISTENING to the *Orchestra*, by Kitty Barne. J. M. Dent & Sons, London; 1941; pp. 205; price \$2.50.

After a concert George Eliot's regretful comment was, "Music sweeps by me as a messenger carrying a message that is not for me." Kitty Barne has written *Listening to the Orchestra* for those people who have the same reaction to music that George Eliot had. Or to use her own words, "for the harmless and necessary listener, whether in concert hall or turning the knob hopefully at home, searching the stratosphere for a bit of the symphony he loves the best." It is for the humble music lover; the infrequent concert-goer; the one who seldom understands discussions on musical topics; but who, in spite of his lack of knowledge knows he is missing something that makes life fuller and more beautiful.

Kitty Barne feels that an amateur listener does not love symphony music until he understands it. Only when he knows it can he take part in it as he listens. Thus he must build up a precious collection, pursuing great music from the radio to the gramophone and from the gramophone to the concert hall, steadily adding to his store.

Listening to the Orchestra cannot fail to assist one in his pursuit of knowledge and in appreciation of good music in general and the symphony in particular. There is a chapter on the orchestra, that "super-excellent instrument of marvellous precision, beauty and variety of tone, capable of expressing the most passionate, the most subtle, or the most ethereal of emotions, or no emotion at all, at the will of the conductor, who plays it." Each instrument is not only explained in such a way that it almost lives, but is also pictured in the hands of an artist. There is a chapter on the history of music, explaining how music grew from the human voice—slowly, inevitably, unfolding its beauties until it found its highest expression in symphonic music. Finally there are illustrated chapters on "Early Composers," Bach, Handel, Haydn, Mozart, Beethoven, Schubert, Mendelssohn, Schumann, Berlioz, Wagner, Brahms, and "Some Later Composers."

Listening to the Orchestra is written in a light and amusing style and is suitable to the music lover of any age who would probably find a more technical book difficult. It is especially recommended for pupils of high school age. The illustrations are chosen either for their historical interest or for their value in demonstrating modern technique.

After reading this informative and extraordinarily delightful book one understands Beethoven when he said, "From the heart this music has sprung, and to the heart it shall penetrate."—L. C.

MUSICAL SPEECH

Notes on Choral Speaking, by James Lyon, Mus.D. (Oxon); Clarke, Irwin & Company Limited, Toronto; 1941; pp. 44; \$0.50.

Doctor James Lyon, author of the above book, is well-known in Vancouver as an adjudicator in both our Speech and Musical Festivals, and also as an Examiner for Trinity College of Music, London, in both Speech and Music. It is a matter of interest that in 1934 when the Musical Festival Committee introduced a class for Speaking Choirs, Dr. Lyon was the adjudicator. He is probably most widely known for his Choral Music compositions.

As an adjudicator and speech examiner, hearing many speaking choirs, Dr. Lyon will, undoubtedly, have realized the difficulties that beset the conductor, and I feel safe in saying that these difficulties have been his chief thought when he compiled this book. He gets immediately into

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WAR PLAYS

The Ravell'd Sleeve of Care

A phantasy in one act, with Prime Minister Churchill as the principal character. One of the best of the new one-act plays. Set: The Mermaid Tavern, London. 8m (extras) 1f. Books, 40c (Royalty, \$10.00).

Blackout

A mystery-comedy which involves two young Americans in England at the beginning of the War and their adventures with foreign agents, burglaries, and the British Constabulary during a war-time blackout. 8m, 5f. Books, 40c. (Royalty, \$5.00).

Eternal Life

A drama suitable for Lent. The reactions of six persons trapped in an air raid shelter and the manner in which one of their number prevents their giving way to fear and helps restore their spiritual dignity. 3m, 3f. Books, 40c. (Royalty, \$5.00).

The Man Who Ignored the War

A comedy by Harold Brighouse. 3m, 3f. Books, 40c. (Royalty, \$5.00).

The Keeper of the Keys

A drama which takes place at the Gate of Heaven when victims of the war begin to arrive. 5m, 4f. 40c (Royalty, \$5.00).

The Funk Hole

A farce depicting the troubles of an Englishman who preferred the dangers of bombed London to the invasion of his country home by slum urchins. Books, 30c. (Royalty, \$3.75).

(Send for 1942 Catalogue)

SAMUEL FRENCH

Play Publishers

480 University Avenue, Toronto

★★★★

the business of pitch, which is one of the chief elements in choir work, and which is the cause of so much discouragement to the conductor, demonstrating simple methods to ensure pitch changes. In the first part of the book sample lessons are given for children of various ages in which pitch, rhythm, tempo and word values are considered. Part II is devoted to the essentials of good speech, and in Part III some excellent "Do's and Don'ts" and general hints are listed.

Dr. Lyon puts the onus on the conductor and among other qualifications he states the possession of a sympathetic nature and a sense of humour as musts, which proves him an experienced teacher as well as critic.

The book is written in the simplest form to help teachers over the difficulties of starting a Speech Choir.

The book is small, forty-four pages, a dozen of which lists suitable selections. It should prove extremely helpful in its direct method of attack.—ANNE MOSSMAN, F.T.C.

Correspondence

GREETINGS FROM VANCOUVER
MEDICAL SERVICES
ASSOCIATION
February 27th. 1942.

Editor, *The B.C. Teacher*:

On behalf of the membership and executive of the Vancouver Teachers' Medical Services Association, I would like to express the best wishes for the success of the new Provincial organization. My hope is that the members of the B.C. Teachers' Federation really appreciate what is being offered them—and—by joining *now* give the Association the initial impetus to develop into the strongest of its type in B.C.

To Mr. Locke, with whom I worked on the committee, and to Mr. Whatmough, who is also Vice-President of the Vancouver group, much credit is due. They have accomplished a big job—they are doing and will do still more before they are finished. Again, to the B.C. Teachers' Federation in general, and to the new Association in particular, congratulations and best wishes.

Yours sincerely,

ARCHIE MCKIE,
President, V.S.T.M.S.A.

SUPPORTING MR. MURRAY'S
STRICTURES ON HIGH
SCHOOL ENGLISH

East York Collegiate Institute,
Toronto, Ontario,
February 23rd, 1942.

Editor, *The B.C. Teacher*:

I have before me the February issue of *The B.C. Teacher*. I have read W. C. Murray's letter carefully, and I would like to say that while I am not acquainted with the B.C. Course in English for grades below Grade IX, I know the rest well and I heartily concur with most that he has written. I am down in Ontario on exchange for a year and believe me, I am learning things about an English Course.

Why, indeed, is *not* the novel taught in Grades X, XI, and XII? What boys, or girls either, would not be keenly interested in Buchan's or Kipling's stories? Why can we not give our Grade XII students some English poetry that is at least remotely within their scope? Our last Grade XII poetry book is doubtless a beautiful library copy for poetry lovers, but for the average pupil who hasn't the faintest idea what Milton or Words-

worth is driving at in "L'Allegro" or "Influence of Natural Objects" respectively, the book presents in his vernacular "one big headache".

Then too, this book does not allow sufficient variety of subject matter to take care of the student who may fail and have to repeat his year. It is true there are two or three plays of Shakespeare which can be alternated—two or three, out of thirty-six or seven! Why cannot our Canadian poetry be taught in Grade XII? I recommend for the examination of any committee of teachers assigned to the task of revision, at any future date, of English VI, a book called "Shorter Poems", by Alexander. Besides being divided into four sections which could be used to cover four years, it is very reasonable in price—a fact which will appeal to the parents.

The annotations in this text are brief, but at least they are better than the "Glossary" which is included in our B.C. Text.

May I say, in conclusion, that I hope some one in authority will listen seriously to Mr. Murray's plaint about the Objective test in English.

ESTHER G. HARROP.

ASSOCIATE EXAMINERS
COMMENTS

1906 Sasamat Place,
Vancouver, B.C.,
March 1st, 1942.

Editor, *The B.C. Teacher*:

I appreciated your interesting article in the February *B.C. Teacher* dealing with Departmental examinations.

May I point out that frequently the Associate Examiners do make criticisms reflecting on the nature of the tests themselves but that these criticisms are eradicated in the final version of the report which, however, does not fail to retain criticism of the provincial teachings.

The report, for instance, made by the group of which I was a member in 1941 contained criticism of this sort which did not appear in the published report of the Examiners.

It is not so much that the teachers do not make these criticisms—it is simply that their criticisms, so far as I know, have never received publicity.

Yours sincerely,

MARJORIE LEEMING.

"AN OLIVE BRANCH"

Box 747, Chilliwack, B. C.,
March 9th, 1942.

Editor, *The B. C. Teacher*:

Enclosed is a copy of a talk which I gave over the Chilliwack radio station lately. It is an attempt to explain, in brief compass, just what R. M. Hutchins is getting at in his plans for a Liberal Education.

It is also by way of being an olive branch. My difference of opinion with you has not affected my regard for you, although I still think you were wrong. Nor has it altered my opinion that your editorship of *The B. C. Teacher* has been, our difference of opinion only excepted, enlightened and constructive to a high degree. . . .

Sincerely yours,

FRANK WILSON.

The Editor appreciates olives and Mr. Wilson's article appears elsewhere in this issue. Readers will recall Mr. Hardwick's paper of October last dealing with Dr. Hutchins' educational theories as worked out by him and others in St. John's College, Annapolis.—N. F. B.

IS HASTY CHANGE BEING
MISTAKEN FOR PROGRESS?

Falkland, B. C.,
February 28th, 1942.

Editor, *The B. C. Teacher*:

I wonder if these statements collected from four consecutive issues of *The B. C. Teacher* will bear repetition:

"My only thought is to try to spread the gospel of English grammar. . . . They now jump from the past to the present tenses in one sentence and the reader becomes mixed up".

"In the last analysis a very large part of American educational thought, inquiry, and experimentation is much ado about nothing. . . . 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".

"In the integrative curriculum it is simply a handy division of the work which the class proposes to do during the year".

"Every teacher knows that one telling is unlikely to be enough. . . . Freedom is conditioned by respect for law, written or unwritten. The freedom suitable for adults is not the freedom suitable

for children. . . . Are we allowing public policies to be shaped by dangerous demagogues"?

"Once upon a time I had a sort of idea I was a good teacher. It's funny. So did my inspectors apparently. Poor deluded creatures we were. How wrong we've all been"!

"Today the successful student is the one who can spit the right word into the right blank".

"He needs another degree (like the tomcat and its two tails)".

"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. English today . . . is merely the 'serf' subject. I have concluded that it is the result of the craze for speed and quantity".

"There are many situations in which it pays to be stupid. . . . Intelligence is admired more in the abstract than in its actual operation".

"Another factor which he has failed to consider is the immaturity of the children's minds. . . . The rather complicated guidance programme of the school attempts to direct the student in the making of choices. In the final analysis it is simply a question of which aspect of the school programme the student wishes to emphasize".

The majority of students derive as much pleasure from clausal analysis as from dishwashing. They secure even greater agony from symphony concerts than they do from mathematical studies. What virtue is to be gained by insisting upon spiritual and moral standards when evading of unpleasant responsibilities is more pleasing than acquisition of culture can ever be? In the final analysis we are told the student emphasizes those things which his immature mind prefers. We may make him anti-social if we interfere to make him know something of the precision and respect which accompany immutable laws! Despite educational theories in a changing world, our forefathers discovered some permanent value and truths—we, in a feverish desire for experimentation, fear conservatism so greatly that we are in serious danger of seizing shadows in preference to solid bones, not all of which bones

are dead ones. How soon do our children really need to learn about dinosaurs and other pre-historic monsters? Are we serving samples or solid diets nowadays? Why should we boast that we don't really know where we are going? We certainly have the world baffled because we are in a maze ourselves.

THOMAS C. MCKAY.

FILMS FOR SCHOOLS

National Association of Manufacturers
14 West 49th St., New York, N.Y.
February 21, 1942.

Editor, *The B.C. Teacher*:

We should like to bring to your notice the 16 mm. sound film "Defense for America," which is now available without charge from this Association for showing in junior and senior high schools.

Through the co-operation of United States military authorities and the National Association of Manufacturers, Graham McNamee and cameramen have been permitted to go behind the scenes in American factories where vital war equipment is being produced. The picture constitutes a timely visual report on what is actually being achieved, on the industrial front, in our drive for Victory. Further information about the film appears in the accompanying descriptive leaflet.

We hope you will inform the readers of your publication that "Defense for America" is now available to them. Educators may still obtain the other N.A.M. motion pictures, slide films and lantern slides which have attained an important place in school curricula throughout the country. With the thought that you may wish to bring them, as well, to the notice of your subscribers, we include a number of leaflets describing them.

Cordially yours,

HENRY E. ABT,

Director Group Co-operation Dept.

ENLISTMENT OF TEACHERS

(The Executive of the Canadian Teachers' Federation requests *The B.C. Teacher* to give publicity to the following correspondence):

(Copy)

Dear Sir: January 30, 1942.

So many men in the teaching profession across Canada have enlisted in the three services of National Defence that a critical situation has developed in the educational work of Canada, particularly in the high school grades. The ranks of the teachers have been so depleted that

it is impossible for School Boards to fill these vacancies with properly trained substitutes.

Practically all of the male teachers of military age at the present time are torn between the desire to join one of the three services, on the one hand, and a rather strong feeling to continue at their less heroic task in the already depleted teaching profession, and they would welcome a ruling, or an opinion, from you as to whether their services would be of greater value to the country in their present position or in military service.

I understand that in England the Government has made a definite ruling with regard to male teachers and those of a certain age are required to remain at their posts. If your Department would make some statement with regard to this matter for the guidance of teachers we will, through this office, endeavour to give this statement wide publicity.

Yours very truly,
CANADIAN TEACHERS' FEDERATION,
C. N. Crutchfield, Sec.-Treas.

Col. the Hon. J. L. Ralston,
Minister of National Defence,
Ottawa, Ont.

(Copy)

Department of National Defence
Office of the Minister
Ottawa, Feb. 3, 1942.

C. N. Crutchfield, Esq.,
Secretary-Treasurer,
Canadian Teachers' Federation,
109 Cascade Ave.,
Shawinigan Falls, P. Q.

Dear Mr. Crutchfield:

Mr. Ralston has asked me to acknowledge your letter of January 30th, on behalf of the Canadian Teachers' Federation, with reference to the recruiting of teachers holding important positions in schools.

Mr. Ralston wishes me to advise you that immediately on receipt of your letter the matter was taken up with the appropriate officers of the Department.

He would like the members of your Federation to know that, while their representations with regard to such recruiting have been carefully studied, it is felt that no obstacle should be placed in the way of High School Teachers or others who deem it their duty to serve their country by enlisting in the Armed Forces.

Yours very truly,
(Signed) J. WATERS,
Private Secretary to
Minister of National Defence.

News, Personal and Miscellaneous

PILOT OFFICER DOUGLAS FAIRBAIN

MEMBERS of the Comox District Teachers' Association were shocked to learn, through a telegram received by his parents, Mr. and Mrs. M. G. Fairbairn, Comox, on Friday, March 13th, of the death on active service of P. O. Douglas Fairbairn.

P. O. Fairbairn had been an outstanding athlete and graduate of the Comox High School, and later had taught at Comox and at Bevan Schools. He was chairman of the Junior High School Section of the Central and Northern Vancouver Island Teachers' Convention in 1940, and a member of the Comox District Teachers' Executive until leaving for service in the R.C.A.F. He had previously been reported missing but the brief communique, received from the International Red Cross, stated that German sources had reported the death of the former principal on the night of February 24-25. It is therefore presumed that his plane was shot down somewhere over Germany.

P. O. Fairbairn, who was 26 years old, enlisted in the Air Force in February, 1941, and won his wings in October. He was awarded a commission as Pilot Officer and before proceeding overseas late last year was married to Miss Margot Bate of Nanaimo.

To the widowed bride and bereaved parents *The B. C. Teacher* offers the profound sympathy of the teachers of this province.

MERCURY AND MINERAL OIL

MERCURY deposits discovered in 1937 in the Pinchi Lake area of northern British Columbia by a Dominion Government Geological Survey party have made Canada an important producer of this metal, reports the Department of Mines and Resources.

Prior to this discovery little mercury was produced in Canada, but now production from the Pinchi Lake deposits is considerably in excess of Canadian requirements and supplies the United Kingdom with a large share of its needs, which before the war were obtained mainly from Italy. Production was started in June, 1940, and, as the metal has important war uses, further geological work was carried out in the Pinchi Lake area during the summer of 1941.

Mercury is used for the most part in

electrical instruments and apparatus and in the manufacture of various drugs and chemicals. In the form of the oxide it is used in large quantities for anti-fouling paint for ship bottoms. Mercury is employed also in specially designed boilers to replace steam in the production of power.

Canada's production of crude petroleum and natural gasoline in the eleven months ended November, 1941, totalled 9,226,961 barrels compared with 7,979,599 barrels in the corresponding period of 1940.

CAN TEACHERS HELP FIGHT CANCER?

THE Canadian Society for the Control of Cancer declares in its January Bulletin that the paramount need relative to the control of the cancer problem is education and in this the schools must assist. The Committee on Publicity and Education, under the British Columbia Branch of the Canadian Society for the Control of Cancer, has been making promising use of educational films.

The January Bulletin offers the following comments under the heading "The A.B.C. of Cancer Knowledge":

"How many adults in Canada know the few simple recognizable signs that suggest the possibility of cancer? They are easily memorized:

- "(1) A lump anywhere in the body.
- "(2) A mole or wart which begins to increase in size.
- "(3) Unnatural bleeding from any part of the body.
- "(4) A sore in the mouth or on any part of the body which does not heal in three weeks.
- "(5) In middle or old age progressive loss of weight without obvious cause.
- "(6) Continued digestive trouble in a middle-aged individual who has never had any digestive disturbance before.

"Not one of these signs necessarily means cancer, but the existence of any one of these should call for immediate investigation. Remember that the first responsibility must rest with the individual. He or she must take the initiative in seeking medical advice. Once that is done the responsibility shifts to the doctor. If the mortality from cancer is to

be reduced—and it can be reduced by fifty per cent with early treatment—every man and woman in Canada must know *when* to seek advice”.

COLLEAGUES OVERSEAS

THE many friends of Mr. Morris Wilson of Mission, who is one of the Educational Officers of the Canadian Legion, at present in England, will be glad to hear of the fine work which he is accomplishing. Information recently received states that General MacNaughton, leader of the Canadian forces overseas, has expressed his satisfaction and approval in connection with examinations set and conducted by Mr. Wilson, and has complimented him and his associates in the smooth working and prompt marking of the Entrance Examinations. It is also interesting to record that one of Mr. Wilson's associates who shared in this commendation is Mr. J. H. Sturdy, General Secretary of the Saskatchewan Teachers' Association, who is also on leave of absence in the soldiers' overseas educational work of the Canadian Legion.

OFFICIAL NEWS OF CANADA

MANY school libraries are already taking advantage of the frequent bulletins issued by the Director of Public Information, Ottawa. These sources of authentic news regarding Canada are of special value to teachers of geography and social studies. Many valuable pamphlets and leaflets are constantly available to schools on request. All that is necessary is to ask for your school a place on the Director's mailing list.

FOR RENT

During Summer Session, 7-room furnished house near University bus; \$45.00 per month, or by arrangement. Phone: ALma 1456-Y; 4343 West 13th Avenue.

OUR REINDEER HERDS

TEACHERS familiar with the sociological and economic significance of the introduction of reindeer into Canada's North West Territories will be interested to know that the Department of Mines and Resources is reporting encouraging progress.

Reindeer in the Canadian Arctic now number approximately 8000 head, derived from the 2370 animals brought from Alaska and placed in the Mackenzie Delta area in 1935. The main herd contains around 5000 deer, and the remainder are in two herds under native management. One native herd established in the Anderson River area in December, 1938, contains 2000 animals, and the other, established in the Horton River area in December, 1940, numbers approximately 1000 head.

AN AID TO LIBRARY USE

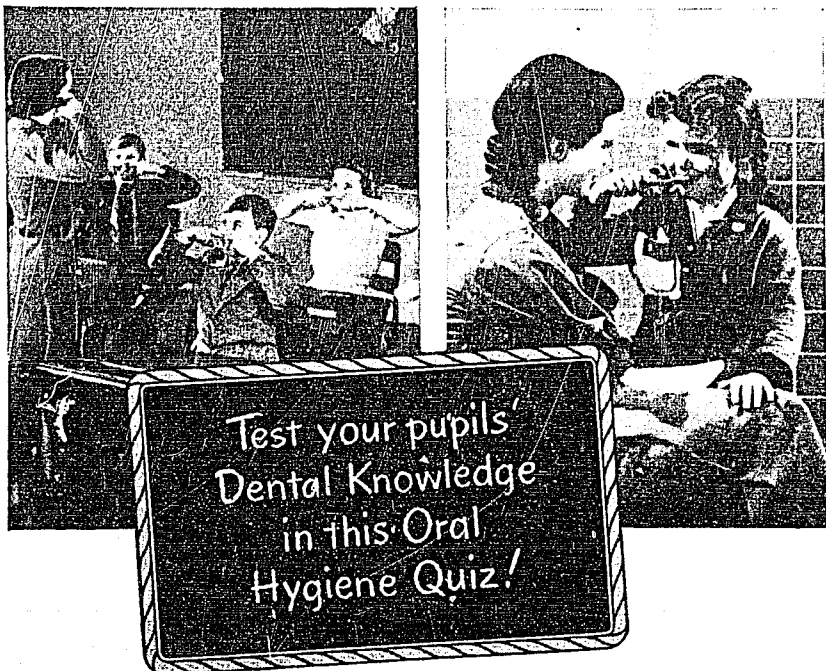
AN illustrated reprint entitled "How to Use the Library" is obtainable from the Quarrie Corporation (35 E. Wacker Drive, Chicago), publishers of *The World Book Encyclopedia*. Single copies are free; quantities at 2c.

The reprint is from the new library article in *The World Book* and shows how books are arranged on the shelves, how to use the catalogue (with samples of authors' title and subject cards), the use of the *Readers' Guide to Periodical Literature*, and the use of the vertical file. The text briefly describes the Dewey Decimal classification, the card catalogue and reference aids, such as dictionaries, atlases and yearbooks, which boys and girls should know.

UNIVERSITY OF BRITISH COLUMBIA SUMMER SESSION. Monarch Lodge—On the Campus; Board Residence; hot and cold water in rooms. Telephones: ALma 0726-M, ALma 2432. 6642 Dalhousie Road, University of B. C. Area, Vancouver, B. C.

HOUSES FOR RENT!

If you have a house to rent during the holiday you have the advantage of the low rate of One Dollar (\$1.00) for TWO insertions in *The B.C. Teacher*. Send particulars and your dollar to THE FEDERATION OFFICE on or before May 1st, and your advertisement will be inserted for May and June.



Today thousands of pupils can pass this dental quiz . . . they've learned in their classroom the correct answers in modern oral hygiene.

1. What is the best way to learn about dental hygiene?

Answer: Simple classroom demonstrations, in which the index finger is placed *outside* the jaw to represent the tooth brush, and rotated from the base of the gums toward the teeth—teach the children correct dental habits in a clear and interesting way.

2. Just how do soft foods affect the teeth and gums?

Answer: The soft foods in juvenile diets *taste* delicious and are nourishing, but they are often woefully lacking in the roughage needed to *exercise* the gums. Gums which lack exercise often grow

tender . . . “pink tooth brush” may appear. The Ipana technique of regular gum massage helps guard against this threat!

3. Can children help their parents towards a brighter, healthier smile?

Answer: They can—and thousands do . . . simply by demonstrating to their parents their homework in daily gum massage. Classroom drills, coupled with the advice of many modern dentists, are bringing to more and more homes the healthful dental routine of Ipana and massage.



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.

Published in the Interest of Better Health by Bristol-Myers Company of Canada, Ltd., Montreal, Que.

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