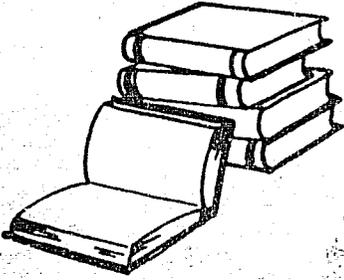


THE

B · C · TEACHER



OFFICIAL ORGAN OF THE B · C · TEACHERS' FEDERATION

VOL. XXI, No. 9.

MAY, 1942

VANCOUVER, B. C.

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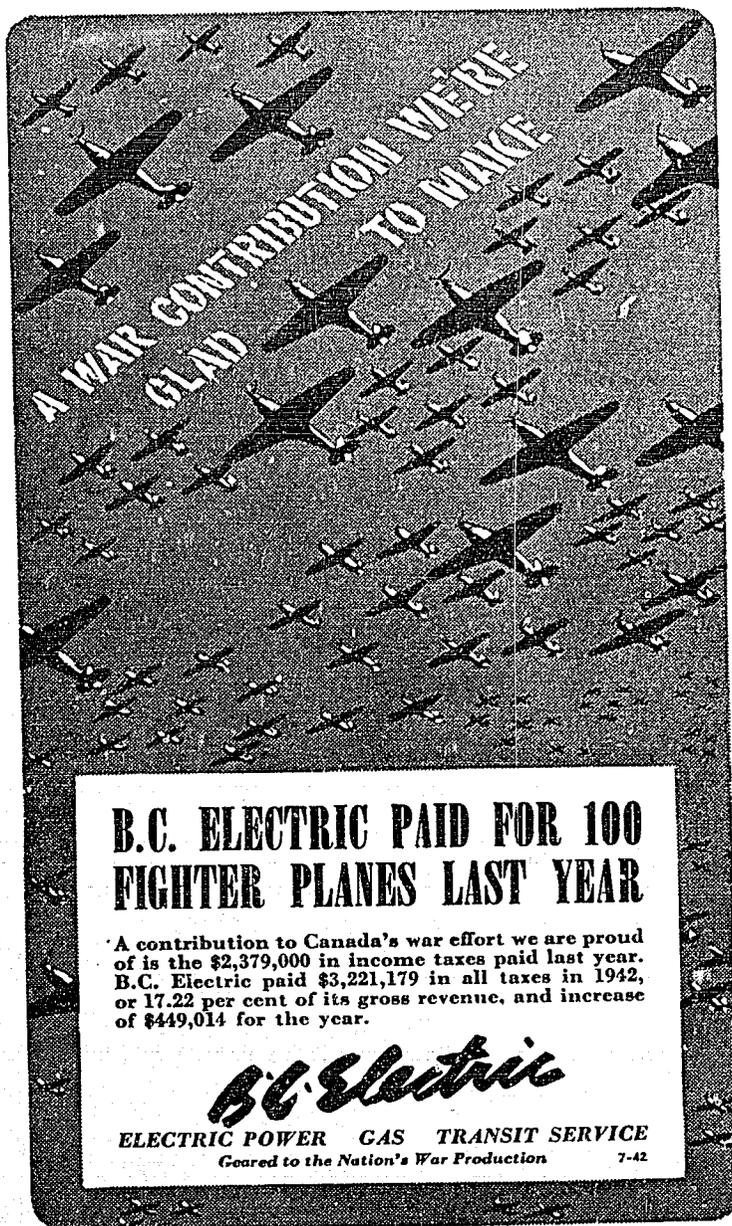
MAY, 1942

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THE NEW EDUCATION

PEOPLE have been getting educated now for quite a considerable time. Hammurabi must have had a good tutor. We are told that Moses was learned in all the wisdom of the Egyptians, and that is saying a good deal. Isaiah (however many there may have been of him) certainly was well educated. No doubt, Socrates himself was once a pupil in some school in which he was taught the three R's, including a bit of geometry. Athens was strong on modern frills, so young Socrates, like other Attic youths, was also doubtless taught to sing and to recite poetry and to play some simple stringed instrument and to dance and to do various athletic stunts. Of course, a general science test on the Grade X level would have floored him hopelessly but we are probably in agreement that he was a pretty well educated man. It seems evident that an education is not something dependent upon exposure to any particular curriculum or to any particular system of methodology.

All the same, we may safely surmise that the education of Hammurabi and Moses and Isaiah and Socrates and a numberless multitude of other educated people, of all times and races and lands, had very much in common. They all were grounded in the tool subjects of communal living and all were given access to as much as possible of the best thought of the past. They all were given such training as ensured a fair degree of physical health. All of them were taught to do their duty in the several states of life unto which it had pleased Providence to call them. All were so educated as to fit into the society of which they were a part. More than that, each of the men specifically named above—and countless others not there named—got such an education that he was able materially to transform that society, to make his world over, more after the pattern of his heart's desire. Each of them, if and because truly educated, was able to make the world a little safer and a little kinder and a little more rational.



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We may be sure that Hammurabi and Moses and Isaiah and Socrates each believed himself living in a very complicated society, in which the problems confronting the educated person were unprecedentedly difficult of solution. Nevertheless, from our point of view, their society was simple and its problems much less bewildering than our own. And generation after generation and millennium after millennium, as society has become more and more complex, it has inevitably happened that the educative process has mirrored that increasing complexity. An education suited to life in ancient Babylon or Egypt or Palestine or Hellas would not be an education suitable for or adequate to life here and in the twentieth century. That is one reason why the school curriculum of today is so much more complicated and varied than the curricula of less complex eras.

Another reason lies in the fact that it is so much easier to get an innovation into the schools than it is to get an anachronism out of the schools. Yea; verily; precisely so; and there is no denying that.

Education for an authoritarian society naturally was authoritarian and education for a democratic society must embody a deliberate training for freedom, and indeed an actual degree of freedom, undreamed of before men in numbers commenced to be free and to envisage a like freedom on the part of all their fellow citizens. Ours is a more difficult job than faced our professional forebears because democracy as a mode of life and of administering public and private affairs in great territorial states is a new thing, of which we know very little. It is so new that, as a matter of fact, the world is now in labour to bring it to a birth. We are educating for that unborn democracy to which, in an act of faith, we have pledged the allegiance of our souls.

Of course, we and others have long had much to say about democracy; but, in the main, the word has hitherto been used in a strictly Pickwickian sense. It is but very recently indeed that its tremendous implications have dawned upon many even of the most thoughtful of us. Consequently our schools still remain predominantly authoritarian in spirit and organization, and the studies of boys and girls still remain remote from the realities of childhood.

Consequently our troubled generation is confronted with the task of trying to make head and tail of the New Education of which so much was heard at the recent convention of British Columbia Teachers' Federation. And we had better know the answers. We have to do with a sphynx that will certainly devour those who cannot solve its riddles.

Let us not start by quarrelling about names. It is doubtful that the exponents of Progressive Education are themselves in love with their label. It is probably a gift of the enemy, like the nickname given to certain despised innovators at Antioch.

And let us remember that this New Education, this fearsome Progressivism, does and must carry forward as much as possible of what has been most precious and effective in the education of times past. But it is education for a world changing more rapidly than the world has ever changed hitherto and its means and methods must change with like rapidity in adaptation to new conditions and a changing problem; for yesterday's answers will not suffice for tomorrow's questions.

The chief obstacles to progress are our own and other people's preju-

dices. We must fight both varieties; particularly our own. Holding fast that which was good in the education of Hammurabi, and the rest of them, and which will be equally good for young Canadians of tomorrow's democracy, let us lighten the ship, if need be, of all the cargoes of pedagogical tradition that stand in the way of education for enlightened freedom and fraternal co-operation. Much must go by the board; but we still shall be teaching the tool subjects, still shall be familiarizing our pupils with the best thought of the past, still shall be educating for healthful living, still shall be helping youth to understand the world environing it, still shall be fitting boys and girls for their several niches in the social fabric, still shall be equipping them to co-operate in the making of a better world.

British Columbia is already committed to the principle that the course of studies and the organization and conduct of our schools are never to be looked upon as immutably settled but are subject to continual modification in the light of experience and of growing knowledge of educational processes. We are not alone in that regard. Alberta, like this province, revised its school programme but lately, and already the authorities in our sister province are inviting teachers, parents, inspectors and superintendents of schools, and all others interested in the problems of the school, to associate themselves with study groups devoted to mastery of the principles and techniques of the New Education and to consideration of further revision of the curriculum. We recommend to the attention of our own readers an official Bulletin recently emanating from Edmonton and outlining *A Project for Study Groups*.

The experience of Alberta and other provinces should be a guide to us, both as to what to do and what to avoid, just as our experience should be of service to them. This problem is not a provincial monopoly nor should we hesitate to seek all possible enlightenment from abroad.

The stakes are too big for us to be little.

IMPACT OF THE WAR UPON UNIVERSITIES

ONE does not need special gifts of prophesy to realize that the post-war college is likely to differ materially from the pre-war college. However, change and progress are not the same thing. If indeed we are concerned that the differences between the college of 1939 and the college of 1949 should be educationally and socially advantageous, it is highly important that the reader and writer of this editorial, and all other friends of education, should be devoting continuous and intelligent attention to university problems and to answers thereto.

France has shown us that defeat by the Axis powers would solve many of these problems, by the simple method of smothering higher education. Even the famous old University of Paris has been uprooted. Teacher-training schools have been closed. Free secondary education is a thing of the past in conquered France.

In the 36th Annual Report of the Carnegie Foundation for the Advancement of Teaching, just off the press, Walter A. Jessup, president of the trustees of the Foundation, has several things of importance to say upon the general problem of the effect of war upon colleges.

In Britain the educational structure has been maintained at what Dr.

Jessup considers an astoundingly high level. However, many adjustments have been introduced or accelerated in response to war-time conditions. For example, there are observable tendencies to reduce the age of university entrance, materially to develop university extension courses, to ignore traditional vacation periods, to accelerate certain types of professional students and to provide shorter and more intensive technical courses of various sorts. In certain instances Oxford is now prepared to grant a degree after two years' residence. Analogous changes in method and point of view are occurring in colleges of the United States and Canada. Some of these innovations will no doubt be merely ephemeral, and rightly so. Some are justifying themselves to a degree likely to be permanent in its influence.

Thus, for example, Dr. Jessup concludes that "outworn systems of units and credits" are due for a shake-up and that the American four-year college course may be telescoped into three years. The important question is likely to be not "How long have you studied?" but "How much do you know?"

Colleges are being expected to give and are willingly giving many new forms of national service and many of these, in one form or another, will probably affect college policies and activities after the last blackout siren has ceased its horrible music. These and other circumstances involve perplexing questions of finance.

For example, if colleges are to be dependent upon student fees to anything like the degree hitherto prevalent, new policies are called for. The most interesting of those mentioned by Dr. Jessup is that recently adopted by the Stevens Institute of Technology of Hoboken, New Jersey, where parents of prospective students may now pay their fees on what may be called a pre-installment basis. There is an idea here that is worth exploring.

Of course, war conditions are not the sole factors determining educational change.

A very interesting symposium on student appraisal is reported in the publication of which we have been speaking. It was opened by President William P. Tolley of Allegheny College. Consider the following quotations:

"Education is going to be made over in our generation. Nothing can stop it, because, for the first time, educators recognize the fact of individual differences and, assisted by standardized objective tests, are making intelligent exploration of those differences. . . . There is an enormous amount of waste in higher education, and a large part of it would be eliminated if we would make proper use of examinations in selecting students. . . . A failure may be the fault of the student as well as of the college, but every failure is a reflection upon our admissions policy or our personnel programme—or both. . . . I think that we should be very careful about admitting students but once we admit them, we should be very reluctant to drop them. . . . A doctor does not rejoice when his patient dies; and there is no reason for colleges to rejoice because they flunk out so many students. It isn't an index of the quality of a college that it decimates its student body every year."

Dr. Tolley believes that the "standard" required of a university graduate should vary with his capacities. He does not see "how the brilliant boy can be judged by a standard low enough for the average student to meet."

There is dynamite enough in these suggestions to blow a lot of respectable traditions sky high, should it ever really go off.

We will be told, no doubt, that "it cannot happen here"; but that is a judgment that no longer greatly impresses one.

In the introductory chapter of the Report Dr. Jessup refers to one danger incidental to the revolutionary changes in popular thinking and attitudes that are becoming increasingly manifest since the outbreak of the war. "It is noteworthy," says he, "that . . . the public has grown less tolerant toward professors whose utterances have been at variance with the prevailing mood of the nation." That is regrettable; but at worst it suggests a comforting change from the days when the masses ignored professorial opinion as irrelevant to life and when academic freedom was undisturbed so long as conscientiously devoted to demonstrating the beneficial inevitableness of an economic system based upon the pursuit of personal gain and to supporting the divine right of the lucky to ride comfortably upon the backs of the poor.

OBITER DICTA

WE regret that pressure on our very limited space has resulted in the omission of certain news items and letters intended for recent issues of *The B. C. Teacher* and now out-of-date. This would happen less frequently if our correspondents and reporters always remembered the necessity for condensation. However, we hope that our friends will not be discouraged; our news service and correspondence department are among the most important features of this magazine and cannot reach maximum interest and usefulness unless through co-operation involving all parts of British Columbia. Do not forget our deadline date. It is announced every month, and every month several contributors ignore it, to the subsequent disappointment of many.

* * *

NO visitor at the Easter convention was more welcome than the Hon. H. G. T. Perry, Minister of Education. His services as chairman of our public session were performed with easy grace, his speech at the Convention Luncheon was a model of courtesy and candour in the treatment of topics regarding which opinions were sure to differ, and the numerous personal and informal contacts which his visit made possible will be fruitful in goodwill and understanding.

* * *

FROM the standpoint of *The B. C. Teacher* one of the most important and interesting features of the convention is the Annual Business Meeting of the Magazine Committee, which includes the President, the Editorial Board and the elected representatives of all departments and sections of the Federation. All friends of the magazine are always invited to share in the discussion of our successes and failures and in suggestions and plans for the future. A resolution was passed requesting the Editor to convey the special thanks of his readers to Paidagogos and Uncle John as well as to members of the Editorial Board, particularly Mr. Roth Gordon, responsible for Our Magazine Table and the display of sample copies at conventions, and Mr. E. F. Miller, of the Question Box. To these thanks of their other readers the Editor gratefully adds his own.

Our Magazine Table

By ROTH G. GORDON

FROM a financial standpoint this year's Convention may not have broken any records but from the viewpoint of Our Magazine Table display it was a huge success. Publishers, as always, were more than generous in supplying us with samples, and teachers, for once, were somewhat considerate in leaving last copies until the final day. By the time the Convention was over practically all free periodicals had disappeared, leaving us very few to pack up—which is as it should be. Now only two things remain to be done: (1) Make every possible use of all those magazines you "borrowed" for closer inspection; (2) In all fairness, subscribe to the magazine or magazines you find the most useful. On behalf of the publishers and ourselves we thank you.

"BUILD it yourself" is the very practical theme song of *Popular Home Craft* (General Publishing Co. Inc., 919 North Michigan Avenue, Chicago, Ill.; \$2.25), an enterprising publication which in the past has appeared all too infrequently as a guest of this department. In this periodical the very first article is a most patriotic one entitled "Boxes for the Red Cross—a War Project for Craftsmen's Clubs". Two articles farther on in the magazine will be found of great interest to teachers concerned with school dramatics, or photography. One tells how to construct marionettes, the other shows how to build a professional spotlight. For lady teachers handy with tools there is the inspiring topic "Remodel Your Kitchen". Come again soon to visit us, *Popular Home Craft*.

THE only reason I still have a copy of *Child Life* (729 Boylston St., Boston, Mass.; \$2.75) for April is that I put one aside. At the Convention all other copies disappeared like hot-cross buns a few minutes after being placed on our free sample table. The easily understood cause of this popularity is that every number of *Child Life* is full of stories and poems, things to do, special features and "read aloud" pages. The great number of coloured illustrations, photographs and picture stories found in this periodical make it particularly appealing to children (and to adults too, for that matter). The May issue prom-

ises "more horses", also a yarn about a carrier pigeon, one about a gift for Mother, adventure and animal stories, and three serials. In *Child Life* the departments are especially good. One reviews books, another suggests party plans, another reviews new movies, one shows spring fashions, still another suggests defense activities. There are two pages of puzzles and a Quiz Kids Quiz. Good things to eat are on the pantry page. Sounds good, smells good, tastes good, looks good, feels good! Let's subscribe.

THE *Classical Journal* (George Banta Pub. Co., 450 Ahnaip St., Menasha, Wis.; \$2.25), *The Modern Language Journal* (450 Ahnaip St., Menasha, Wis.; \$2.50) and *The English Journal* (University of Chicago Press, 5750 Ellis Ave., Chicago, Ill.; \$3.35) are all alike in one respect, namely, that each deals with the subject of language. *The Classical Journal* is, however, particularly interested in seeing that Greek and Latin obtain a fair proportion of time on the modern curriculum, while *The Modern Language Journal* keeps the cultural and practical benefits of a knowledge of French, German, Italian, Spanish and even Hebrew, constantly before its readers. *The English Journal*, of course, is the leading professional magazine of the teaching of English in secondary schools. For teachers who like to keep up to the minute in the matter of reading, we quote from the April magazine, the latest list (in order of popularity) of national best sellers:

FICTION: (1) *Dragon Seed*, (2) *Frenchman's Creek*, (3) *Windswept*, (4) *Keys of the Kingdom*, (5) *The Sun is My Undoing*, (6) *Saratoga Trunk*, (7) *The Ivory Mischief*, (8) *Pied Piper*, (9) *Along These Streets*, (10) *Dragon's Teeth*. NON-FICTION: (1) *Mission to Moscow*, (2) *Inside Latin America*, (3) *Berlin Dairy*, (4) *Mr. Churchill*, (5) *Your Income Tax*, (6) *Reading I've Liked*, (7) *The Doctors Mayo*, (8) *From the Land of Silent People*, (9) *Flight to Arran*, (10) *That Day Alone*.

IN these days "Commandos" is a word with which to conjure. Remember the raid on Rommel when the African

general was almost captured? A picture story of this exploit is to be found in the March issue of *The Open Road for Boys* (729 Boylston St., Boston, Mass.; \$1.50), a brand new guest of ours. Another picture story illustrates "The Fighting Four Hundred at Wake". An original and amusing feature of our new friend is an amateur cartoon contest conducted in each issue. The competition for April concerned the final panel of Adolf and Benito quarrel scene. The winning cartoon showed Hitler and Mussolini at peace again, toasting their enemies, "who can't stop our armies from retreating in Africa and Russia".

THE *Pittsburgh Teachers' Bulletin* (1020 Bessemer Bldg., Pittsburgh, Pa.; \$1.00), referring to a certain food bank, states that three times as many women as men have donated blood. Another section records that the local credit union loaned 16 per cent less in 1941 than in 1940. One-fourth of all money was loaned out during the month of June. July was next in order. Poorest months were December, February and November. The size of the average loan was about \$210. Satisfactory service appeared to be of more importance to the many borrowers than the actual rate of interest.

MUSIC Teachers' Review (45 Astor Place, New York, N.Y.; \$1.25), has come out with a new supplement, *The Juvenile Musician*, which is an entirely new departure in children's musical magazines. While developing material from a child's point of view, a very successful attempt is made to correlate content with daily experiences and particularly with school work. The first number of this supplementary magazine is primarily the work of the editors, but future issues will be devoted mainly to contributions by children themselves. Music teachers are invited to have their pupils send in original musical compositions, stories, and poems. *The Juvenile Musician* will also be issued separately and may be purchased at 15c a copy or 10 copies for \$1.25 paid with order.

WE feel particularly grateful this month to the Dominion Bureau of Statistics, Ottawa, for sending us such a large shipment of their publication *A Fact a Day About Canada* (25 cents per

annum) for free distribution at the Convention. The article of most interest to me in the October issue was "Hollywood of Canada", the success story of Associated Screen News of Montreal, which started on a small scale a few years ago, and now processes more than 80 per cent of all films shown in the Dominion.

IN my hands is a copy of *The National Geographic Magazine* (National Geographic Society, Wash., D.C.; \$3.50). The obvious reason for your not seeing it on display at the Convention was because it would have been snatched up at once even if "Last copy, please leave" had been written in purple gore all over the front cover. In March the first fifty pages are entirely devoted to an article on "Revolution in Eating". Following this leading article the scene shifts to "Honduran Highlights" and from there to "French West Africa in War-time".

THE place of music in America's national effort is discussed at some length in the April issue of *Music Educator's Journal* (64 E. Jackson Blvd., Chicago, Ill.; \$1.50). Patriotic selections feature many of the advertisements of sheet music publishers. An article entitled "Do You Know the Words" offers two sentence completion tests on the correct wording of "The Star Spangled Banner" and "America".

IN the February issue of *The School* (371 Bloor St., Toronto; \$1.50), Dr. S. R. Laycock discussed the problem of the below-average child. In March he offers a complementary article on the treatment of above-average pupils. In it Dr. Laycock points out that a nation's greatest natural resource is "brains". In the April issue "Do We Really Teach Kindness to Animals" brings out some astonishing information concerning the unconscious sadism inherent in many of our best-loved nursery rhymes. For example, in one jingle, we cut off the tails of three blind mice, in another a blackbird snaps off the nose of a maid in the garden, even a baby rocking in his cradle is dashed to earth by the wind in the tree top. A wolf eats the poor old grandmother of Red Riding Hood, and, last but not least, Baby Bunting has long been sung to sleep with the promise of a little rabbit skin which is not exactly unbuttoned and handed over without protest by its present owner!

KILLER Whales Stranded Near Massett" is the illuminating title of an article by W. M. Cameron, Pacific Biological Station, Nanaimo, B.C. An account of the finding of eleven of these monsters within a distance of seventy-five yards is the substance of a well-illustrated essay in No. 49 of the *Progress Reports* (Fisheries Research Board of Canada, Pacific Fisheries Experimental Station, Prince Rupert, B.C.) Teachers interested in having their names placed on a mailing list for receiving these reports should write for information to the address given above in brackets.

WE have often mentioned that the most outstanding feature of *The Canadian Teacher* (Educational Publishing Co., 36 Shuter St., Toronto 2, Ont.; \$2.00) is the hectograph section. That statement still stands. Hitherto, however, we have not given very many details concerning the actual material on this "jello" programme. Well, for March, the primary grades are provided with plenty of large-type well-illustrated reading work. Higher classes study Brazil and South Africa, Captain Speke, Richard Burton, Sir Samuel Baker, Walter Raleigh, Francis Drake, Confederation, Modern Transportation. Regarding other departments in March the potent article was "The War and the Schools". Most interesting activity, "Making a Stencil". In April "Spotter Work" is discussed. Christopher Columbus is the subject of a lesson on Art Appreciation. Modern Transportation is continued in the hectograph department.

A VICTORY Garden" represents a fine summer project for almost any community, but here is a pertinent suggestion: Making the group, as a whole, responsible for the entire garden will not be so successful as making each individual member responsible for a particular section of it". We are quoting from an always interesting page in *School Activities* (1515 Lane St., Topeka, Kansas; \$2.00) called "As the Editor Sees It".

IT is not very often I come across three articles in a row all well worth reading intensively, but "Cosmic Rays", "War-time Gases" and "High Explosive Bombs" in the March *School Science and Mathematics* (450 Ahnaip St., Menasha,

Wis.; \$3.00) are three such contributions. For one thing I found out that the earth is being bombarded by high energy particles that measure up to twenty billion volts. This is a thousand times higher than any source that we have on earth. Hundreds of these particles go through our heads every minute. That explains a number of things.

(EDITORIAL NOTE: For the following two reviews we are indebted to Miss Leach, teacher of French at Templeton Junior High School).

L'ENSEIGNEMENT *Secondaire au Canada* (Université Laval, Quebec; P. Q.; \$2.00) deals chiefly with Catholic education in the province of Quebec. Published under the auspices of the Catholic church, it is the official review of secondary schools affiliated with the various French language universities of that province. A certain proportion of each number is devoted to religious education. There are, however, other articles of a more general character. In the February issue, for instance, is an article on the geography of Canada, physical and economic, under the title "Ce que nos élèves doivent savoir", and another on the griefs of the chemistry teacher. Literature has its share of attention in an article on "Romans d'Avarice", which discusses French, American, and French-Canadian novels; in an "explication de texte" of a chapter from a French-Canadian novel, *Les Anciens Canadiens*; and, finally, in a few reviews of "Littérature Canadienne".

CULTURE (33 rue de l'Alverne, Quebec, Que.; \$2.00) is a quarterly review published in Quebec, in French, for the most part, although there are a few articles in English. The editorial in the December issue takes as its subject a contemporary tendency to insist on the necessity of theory in the solution even of practical problems, and is followed by a series of short articles in French and English on philosophy in the universities and in present day life. A long article (in French) "Democracy, Liberty, and Culture", continues on this high theoretical plane. Like the magazine, *L'Enseignement Secondaire au Canada*, this quarterly is published by the Catholic church in Canada and is somewhat preoccupied with matters of a religious character.

B. C. T. F. and Kindred Associations

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

CONVENTION IN RETROSPECT

MR. Charlesworth's departure for northern centres on April 30 leaves the Editor without any report of Federation activities during a time when it has been very active indeed. Anything like a detailed report of the proceedings of the Annual Meeting alone would provide copy for an entire issue of *The B. C. Teacher*. For any adequate summary it will be necessary to await the return of the General Secretary. By that time the next meeting of the Executive Committee will have occurred and various matters of interest and importance traversed to the Executive by the Annual Meeting will have received official consideration. Those readers who were unable to attend the Annual Meeting personally and who desire more detail than the reports in the daily papers provided will have to possess their souls in patience. Meantime, the report of the Executive Committee to the Annual General Meeting regarding Federation activities in 1941-1942 will be found interesting, but, before passing on to that, the Editor undertakes to voice, to the Convention Committee and all others concerned in the success of the Easter gathering, the general appreciation of the success attending their labours. Of course, there were thin spots in the programme, where the committee responsible for some particular sectional meeting had fallen down on its job; but there will probably be no dispute that, as a whole, the 23rd Annual Convention and 26th Annual General Meeting were a memorable success.

SALARY MATTERS

After a brief review of the meetings held by the Executive and Consultative Committees from Easter, 1941, to Easter, 1942, the Report of the Executive deals with the year's major objective, defined in advance by resolution of the 1941 Annual General Meeting: "That the British Columbia Teachers' Federation make the establishment of a minimum province-wide Salary Schedule, with compulsory increments guaranteed by the Provincial Government, its major objective for this and succeeding years, until achieved". In this connection the Exec-

utive declared to this year's Annual Meeting that a study of the activities of the Federation during the year, including the minutes of the meetings of the Executive, Consultative and Salary Committees afford ample proof that the Federation has carried out, diligently and perseveringly and to the limit of its resources, the resolution adopted a year ago.

From time to time, by means of reports and magazine news, members and Associations have been informed of the detailed working out of a comprehensive practical plan for establishment of a Minimum Provincial Salary Schedule and of the progressive steps which were taken in our efforts to secure its acceptance and adoption by the Provincial Government. While we were not successful in obtaining Government action at this session to raise the minimum salary for elementary school teachers, and to institute a minimum provincial salary with guaranteed annual increments, our work has by no means been lost. We can only regard the Government decision as a postponement, and not a rejection, of our plans. It is certain that our request will be repeated and emphasized by every possible means, and on every possible occasion, until adequate action on this vital issue has been secured. In the meantime, there are many things that we as the teachers' professional organization can do ourselves, to improve the situation, and the Federation Executive recommend adoption of the following proposals in this connection:

First, that all Federation members and all prospective Federation members, including teachers in training, should as a matter of professional ethics require that they be paid a salary of not less than \$900 per annum before they accept service in any school in the province.

Secondly, that likewise every experienced teacher should before accepting any new position, require that he be paid an acceptable salary commensurate with his qualifications and experience and for the financial and economic conditions existing today.

Thirdly, that teachers in rural district be advised to use the provisions and machin-

ery of the School Law to bring about proper adjustments of their salaries for the coming school year commencing September, 1942, and that the Federation assist them in this procedure. Definite plans have already been made in this connection and were discussed at the 1942 Convention.

Fourthly, that teachers in cities and district municipalities whose salaries have not been satisfactorily adjusted should also be advised to use the provisions and machinery of the School Law in order to insure proper consideration of their cases and that this action be taken in ample time to provide that the rendering of decisions will become effective of the first legally prescribed date (*i.e.*, January 1, 1943); and that the Federation advise and assist any Association or group of members who desire to follow this procedure.

All of these steps are imperatively necessary if our schools are to secure and retain properly qualified teachers at a time when opportunities in other fields are so numerous. Moreover, all of these steps are easily possible in view of the present shortage of and demand for efficient and qualified teachers.

COST OF LIVING BONUS

This question has been constantly under consideration by the Federation and close study has been made of the special problems arising from the various orders and regulations, as they would affect teachers. This matter was fully discussed at the Convention and information concerning the various developments will be given.

SHORTAGE OF TEACHERS

The shortage of teachers at the present time and the probability of lack of sufficient suitable entrants to teacher training institutions in the Fall have been matters of concern to the Federation, and much consideration has been given to these problems. Certain recommendations were adopted and a special committee was formed to prepare a report for presentation to this year's Annual Meeting.

RESOLUTIONS OF THE CANADA-NEWFOUNDLAND EDUCATION ASSOCIATION ON SALARIES AND TEACHER TRAINING

In connection with salaries and teacher training a most important group discussion was held at Ottawa in August last by the Canada-Newfoundland Education Association. The special significance of this discussion lies in the fact that this

Association consists of representatives of:

- (a) Departments of Education;
- (b) Presidents of Universities;
- (c) Presidents and Secretaries of Provincial Teachers' Associations;
- (d) Each University Department of Education and each Provincial Normal School;
- (e) School Inspectors, Superintendents of Schools;
- (f) Heads of Agricultural Colleges;
- (g) Principals of Secondary Day Schools and Technical Colleges;
- (h) Provincial, Country and City Teachers' Associations;
- (i) Provincial Trustees' Association and Canadian Trustees' Association;
- (j) Auxiliary education activities organically connected with school systems.

The Ottawa meeting had a full representation of delegates—particularly from Departments of Education and Teacher Training Institutions. The chairman of the group discussion was Dr. S. J. Willis, Superintendent of Education for British Columbia, who was later named as President of the Canada and Newfoundland Education Association for this year, and British Columbia was named as the venue of this year's convention.

The decision group formulated and passed two resolutions which were later adopted by the full Association. These resolutions express in remarkably clear and concise terms the fundamental basis for concrete action on the respective problems of teacher training and teachers' salaries. The Executive Committee of the Federation is of the definite opinion that these resolutions reflect very accurately its own position in these matters, and feels that they might well be made the basis for Federation policy and publicity. It is gratifying to know that Department officials and representatives from all provinces were in agreement on these vital matters and the Executive Committee trusts that these same representatives will use every influence with their respective Departments of Education to translate the policy and resolutions into actual fact at an early date. Accordingly, these same resolutions were presented for adoption by this Annual General Meeting. The terms of the resolutions are as follows:

TEACHER TRAINING

1. As this group believes that the character and personality of the teacher play a most important part in the suc-

cessful training of pupils for citizenship in a democracy, it is recommended that all schools be invited to give careful attention to developing the personality of the students and that secondary schools be requested to encourage students of ability, who have the necessary personal qualities likely to ensure success in the school and the community, to enter our professional teacher-training institutions.

TEACHERS' SALARIES

2. This group, after studying with care the problems of education in our democracy, now wishes to state that in its considered opinion the provinces of Canada and Newfoundland cannot adequately staff the schools with teachers having the requisite ability, training, personality, character, and background of maturity and experience that will enable these countries to put a modern programme of education into practice, unless and until the people take steps to increase salaries of teachers so that the teaching profession may have an even chance with other professions and with industry of enlisting and retaining the service of suitable personnel, and that remuneration for service rendered may be made commensurate with the ever-increasing responsibilities being placed upon the teachers of our children.

EDUCATIONAL FINANCE AND TAXATION

As the redistribution of educational costs is still one of the most vital and important problems calling for immediate solution, the Executive recommended that the 1942 Annual Meeting restate its position by the endorsement once again of the following resolution adopted by the Federation at the Annual Meeting of April 21st, 1938:

Whereas Local Taxation for education purposes is confined almost entirely to taxes on land and property, and whereas property taxes alone are now recognized as being an obsolete, inequitable, and inadequate method of raising educational revenue; and

Whereas many official commissions have so reported, and whereas for this reason many districts are unable to provide necessary additions and improvements to their educational facilities and equipment; and whereas all progressive countries are adopting the method of providing a greater portion of educational costs from central or state funds; in the raising of which the Governments have much wider and diversified powers of taxation;

Therefore be it resolved that the British Columbia Teachers' Federation respectfully request the Department of Education to consider the early adoption of a redistribution of educational costs, whereby a progressively increasing proportion will be met from Provincial funds, and the present burden on land relieved.

The Department's reply (received June 29, 1938) stated: "This resolution which deals with a change in the incidence of school taxation will be forwarded to the Department of Finance for its consideration and will continue to receive the careful attention of the Department of Education".

The present Minister of Education has always taken a personal interest in this question, and he will no doubt make every effort to take some definite steps to bring about concrete changes. In such efforts he can be assured of the fullest co-operation and assistance of the Federation.

WAR-TIME PROBLEMS

War conditions have brought many special educational problems. The effect on pupils and teachers of evacuation of the Japanese population has been closely surveyed by the Federation, and suggestions have been made to the Security Commission and the Department of Education, and the Federation has volunteered its full co-operation in any plans which may be evolved to deal with this question. A special committee, consisting of teachers with experience in teaching Japanese pupils, has been set up. Steps have also been taken to safeguard the interests of teachers, whose classes may be closed on account of movement of pupils.

The Federation has also co-operated with authorities in necessary measures for the safety and protection of school children during these times.

The members of the Federation have also, both individually and collectively, given much valued assistance in the numerous activities allied with war effort, such as Red Cross, War Bonds and Savings Certificates, salvage of paper, etc., First Aid, and A.R.P. work.

The Executive recorded its appreciation of the fact that so many of our members have enlisted for active service in His Majesty's forces, or in the Auxiliary Services connected therewith. To all of them fraternal greetings were extended. A special committee is to be appointed to compile and keep up to date

an Honour Roll of such members, and the Federation would welcome accurate information from all schools from which members have enlisted.

The annual report concludes as follows:

"It will also be of interest to Federation members to know that Miss Margaret McGruer, who has been a valued member of the Office Staff for the past twelve years, has recently joined the Women's Division of the Royal Canadian Air Force, and is now at a training depot in Toronto. Her outstanding ability and efficient services will be greatly missed, and it will be difficult to fill her place, even temporarily. However, the Executive realizes fully the sense of satisfaction she feels in her new work, and in granting her leave of absence for the duration extends every good wish for the future, and for a speedy and safe return to our staff.

"It is fitting and proper that, in this critical and eventful year, this annual report should contain some reference to the serious condition with which we are confronted by reason of what is now truly a world conflagration. For years, education and the teaching profession in most countries have been endeavouring to promote international goodwill through the medium of the schools, and teaching has been focussed on world progress achieved by peaceful endeavours in the various parts of our world. In a few countries, however, education, by deliberate far-calculating design, was defiled and debased, and made to become the vehicle for the promulgation and glorification of war. Then came the defiant challenge from the war-loving leaders of those countries—a challenge which has continued to increase as the months and years have passed—until we, of the peaceful persuasion, now find ourselves in very truth fighting for the preservation of our existence. It is a matter of life or death. Our faith, our principles, our way of living can only be preserved through the ordeal of conflict. As teachers and educators of our children and youth, we very naturally hate war, and love peace and we have just reason for so doing. We see our finest students, keen vibrant young men and women, full of the joy of living, and with opportunities and training for brilliant futures, suddenly plunged into a mad world, which will demand of many of them great personal sacrifices, even perhaps the supreme sacrifice. We admire their loyalty and their courage, and we honour

their sacrifice, but we have keen pain and regret that the necessity for such things has been forced upon us.

"We have been, and still are, concerned with giving our pupils the finest possible education, and we still hope that in spite of our great difficulties, we shall be able to maintain adequate standards in all of our endeavors, but plain realism forces us to recognize the simple but awful fact that if we do not win the war we shall have nothing to say about the kind of education our pupils will have. In actuality, we, as a teachers' organization, will not have the opportunity of saying anything about anything, for our existence would be speedily terminated.

"We are again vitally interested—as teachers—with the kind of peace, and the kind of post-war world we shall have, but here again, unless we win the war, we shall have nothing to do in the peace or with post-war conditions. Hence it is perfectly obvious that the primary and essential objective of the Allied nations is, and must be, the winning of the war. All else is of secondary importance, and must be conditioned upon the prime requisite.

"As one of the Allied nations, Canada has played and will continue to play an ever-increasing role, and as loyal Canadians, and as teachers of Canada, entrusted with the care of Canada's future citizens, we have a very special contribution to make to Canada's war effort.

"Accordingly, it is recommended:

"That this Annual Meeting goes on record as favouring a total, all-out war effort by the Canadian Government, and pledges the full and complete support and co-operation of the Federation to such effort in any and every way in which we may be able to serve (either under Federation, Provincial, or Municipal jurisdiction) and especially in any particular fields for which our members' training, qualifications, and experience may specially fit them".

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Lesson-Aids Committee

All correspondence should be addressed to the Honorary Secretary-Treas.,
MR. HARRY G. BOLTWOOD, 3486 West Second Avenue, Vancouver, B. C.

THE CONVENTION

THIS is our first report after the recent Convention, and we are still endeavouring to recover from the amount of work entailed. In readiness for the convention we prepared 20 new units, made reprints of nearly half of our stock, and re-cut stencils for several units whose stencils were too worn for further use. The sales at the convention were so large that we had to reprint more units, this causing what delay there was in mailing some of the units. And it was not only the actual sales at the convention that kept us busy, for we have had a constant stream of orders since. We tender our apologies to those teachers who have had to wait a few days for their orders to be filled, and hope that they will understand the reason.

We issued this year a copy of the Annual Report as read at the convention. We shall be pleased to mail a copy to anyone asking for it.

We were very pleased to have the opportunity of answering several questions asked at the annual meeting regarding the work of the committee. We should like to repeat here for the benefit of any who were not present at the meeting and who may be interested that we will always arrange to send full inspection sets of the Lesson-Aids units to any body of teachers desiring to examine them, but we naturally have to make certain conditions. The return postage on a full set costs about 80c. We therefore ask teachers sending for inspection sets to mail us 40c for the outgoing postage, and to pay the return postage. Another necessary condition is that at least two weeks' notice should be given when a set is required to be sent in time for a meeting of teachers. The secretary is a working teacher, and is not free to send sets on short notice owing to pressure of other work. We also ask that teachers return the sets intact, as they are specially numbered and priced for inspection purposes, and other groups of teachers may be waiting for them. Orders sent on our regular Order Forms or on plain paper will be filled as soon as possible after receipt.

We should like to have the name and address of the Prince Rupert district teacher who, at the convention meeting questioned us on the above point, so that

we may send him a set when required.

New Price List—

Teachers who have not yet received one should send for a copy of our new BLUE Price List, issued April, 1942. It lists 128 units, and we remind you that many of the prices have been reduced.

Another New Unit

One of our most popular units is No. 44, South America, which is our longest unit, with diagrams specially made by the photographic stencil process. We have now been offered a specially good unit dealing with South America on the enterprise plan. This has been worked out in a Kimberley school, and forms an excellent supplement to our No. 44. This new unit will be ready about the end of May. Teachers of Grade 5 should certainly get it, so that they can use it when preparing their next year's plans. It will be No. 129, entitled *South America—Enterprise Unit*. The price is not yet fixed. Orders sent for this unit will be filled as soon as it is printed.

Ivanhoe—

We have received many requests for a unit on "Ivanhoe," but up to the present have not been able to find a teacher who has prepared one of which we can make use. If any teacher interested will see our "Treasure Island" unit (No. 68), and write a similar one on "Ivanhoe," we shall be grateful, and able to satisfy the many enquirers.

Scope of Our Work—

Some of our correspondents are under the mistaken impression that the Lesson-Aids Committee is a commercial concern, which carries an almost unlimited stock of lessons prepared on every unit in the whole Programme of Studies. We would inform such that we prepare units only when there is a good demand for them; and even so, our output is governed by our possession of money, time, and material needed to prepare the units. All Lesson-Aid units are prepared and arranged by working B. C. teachers, who voluntarily give much of their own time to this work. They act as a committee of the P.E.T.A., subject to its control. Many of our helpers are rural teachers who have met and overcome their special difficulties, and have decided to help others by sending in their notes, which in time ap-

pear as one of our units. We have available only those units which are listed in our current (blue) Price List. But, we are constantly planning new units, which we issue as funds allow. All expenses of issue are met by the prices charged for the units. We hope this note will save a certain amount of disappointment to those teachers who have been under a misapprehension regarding the scope of our work.

B. C. SHOP TEACHERS' ASSOCIATION

A GENERAL meeting of this association was held in March in the community room of the Vancouver School Board.

1. *Membership.*—The secretary reported 41 paid-up members. It is expected more of the out-of-town shopmen will pay their fees during the Easter convention.

2. *Industrial Arts Examination Committee.*—The chairman, Mr. B. Acteson, reported on the findings of his committee which closely studied the examination papers for woodwork, drawing, electricity, metalwork. Briefly, the committee reported satisfaction regarding the metalwork and electricity tests. Their criticisms and suggestions regarding the woodwork and drawing tests have been respectfully forwarded to the Department of Education. It is expected that the complete report will be published shortly.

3. *Shop Teachers' Load.*—It is a general feeling among shop teachers that a great deal of the benefits of the shop courses comes from individual instruction supplementing class instruction. When a shop teacher is loaded with up to thirty-five pupils—sometimes having equipment for thirty or less—this individual instruction simply must be curtailed. This association feels that a shop class should not consist of more than twenty-five pupils and not more than two grade levels should be present at any one session.

Congratulations were extended to Mr. G. H. Hind for his invention of the G. H. Auxiliary stretcher. This stretcher is particularly adapted for A.R.P. work, mines, and any tight corner where an ordinary First Aid stretcher is too large. Complete drawings and instructions for making are available in *The Practical Arts and Science Pool*. Address requests to Mr. H. Jones, Inspector of Technical

Education, 411 Dunsmuir Street, Vancouver, B. C.

Meetings of the B. C. Shop Teachers' Association were also held on April 7th and 8th. Among other important matters dealt with were suggestions regarding departmental examinations, the training and certification of shop teachers, questions relative to pensions, the possibility of priority ratings for school shop supplies and equipment, and the classifying and cataloging of pooled materials.

SOCIAL SCIENCE RESEARCH COUNCIL

Thanks to financial aid provided by the Carnegie Corporation, the Canadian Social Science Research Council has just issued its first annual report. Copies are obtainable from Dr. John E. Robbins, Secretary-Treasurer, 166 Marlborough Ave., Ottawa.

The Council came into being a year ago last autumn, through co-operation of several officers of the Canadian Political Science Association and the Canadian Historical Association, endorsed by the Canadian Agricultural Economics Society, the Canadian Committee of the International Geographical Union, the Canadian Institute of International Affairs, the Canadian Education Association, the Royal Society of Canada and the Canadian Psychological Association.

Among the various committees reporting is one on Post Graduate training. Quebec seems to be the only province in which the provincial government is providing funds for this particular field. A total of 22 Quebec scholarships in all fields of science, valued at \$21,600, were held by graduate students in 1940-41. Of these, four full scholarships and two half scholarships, totalling \$6000, were held by students specializing in the social sciences.

The Committee on Publications announces a grant of \$5,000 from Rockefeller Foundation for 1941-42. Authors wishing to publish manuscripts which, because of their specialized and technical nature, would be unlikely to have a circulation sufficient to make such publication on a commercial basis possible, will upon application be given such support as is practicable.

British Columbians included in the Council personnel are Messrs. H. F. Angus and W. N. Sage.

Ramblings of Paidagogos

SUCCESS?

IT was quite by chance I ran into Joe Biggar. In fact, if I had been left to myself, I should not even have recognized him. But I must have awakened a muted chord in his memory, for he hesitated in his walk and eyed me as if he were looking at some heraldic animal come suddenly to life. Then he reached out and took me by the arm.

Like every other teacher, I have had to develop a technique for dealing with situations of this kind. I smiled in a friendly way and pressed his hand while I waited for him to give me a cue to his identity.

"Paidagogos!" he stammered. "It is you, isn't it? My, my, my. I don't suppose you remember me. Joe Biggar. You put me through Entrance in 1915. You've hardly changed at all."

This notion of my hardly having changed at all never fails to intrigue me. I must have been a very old-looking young man twenty-seven years ago. Either that or my early pupils must expect me to be a chimney-corner antique by this time. Such is the significance of a ten-year interval when it comes between the teens and the twenties.

Little Joe Biggar began to come back to me—a very average, lively, good-humored lad—and my heart swiftly warmed to the man he had become. I asked him what he did for a livelihood, and whether life had dealt kindly with him. He couldn't but sense that my interest was sincere and immediate.

"Me?" he said, "Oh, I get by all right. Job in the Post Office. Evelyn and I have a little place out in South Vancouver. Guess you don't remember Evelyn, do you? She was in the same class—sat right in front of me."

Memory is an odd thing. Evelyn was suddenly right there in my mind's eye, a rather nondescript little girl in a faded dress.

"Why, yes," I replied with some jocosity, "I remember Evelyn very well. So you married her and lived happily ever after."

A sudden tenderness came into his face. "You're darn right! Marrying Evelyn was the best day's work I ever did. We've been happy straight along—happy and poor. But say," he changed the subject abruptly, "what do you know about Bill Carswell and Edgar Williams and Annabelle Bow. Evelyn and I often think it's kinda wonderful we were in the same class with them. They sure went places, didn't they?"

"Yes, Joe," I agreed, "they've made quite a noise in the world—a cabinet minister, a top-notch news commentator, and a Hollywood star. I suppose I should be quite proud of teaching people like that."

"I'll say you should," he broke in eagerly. "Those three have everything—big money, prestige, popularity. What more is there?"

I fell to wondering about that. I must have had a faraway look in my eyes for Joe stood there beside me without saying a word. I thought of Bill Carswell—thoroughly disillusioned, cynical, and hard as nails. By the last account he was getting through a bottle of whisky a day. He was a success of course, but there was something gnawing at his vitals—something he couldn't endure. I had never got far enough under that political crust of his to know what it was.

I was glad to bring my mind back to Joe Biggar. "By the way, Joe," I asked him, "have you and Evelyn any family? Queer I should have overlooked asking you that. It's a pretty important question!"

His eyes began to twinkle. "Yes sir, we have a family—a boy and a girl. Grand kids. The girl's married and the boy's in the army. But there's one thing about kids—they grow up but they don't grow away. We've always stuck together, if you know what I mean."

I knew exactly what he meant. Somehow it made me remember Edgar Williams and I spoke about him without thinking. "Edgar's family life hasn't been like that," I said. "I guess there isn't much of it left since his wife separated from him. He has two kids, too—the girl won't speak to him, and the boy is taking the shortest possible route to the devil."

Joe rallied immediately to his defence. "It hasn't all been Edgar's fault," he corrected me. "Evelyn and I have talked about it often and we think it's maybe a kind of penalty he had to pay for being a big man. Edgar was too important to be tied to a woman's apron-string, or to be held down to the job of raising kids. You see that, don't you? You can't judge Edgar by you and me. He's a success and that makes him different."

There was a real dignity about Joe as he supported his boyhood friend, and I hadn't the heart to argue with him. Instead, I asked him what he and his wife did by way of amusement.

"Oh," he told me, "nothing very exciting. We work a bit in the garden, and go to the odd show, and once in a long while we take in a dance. Then of course," he smiled pleasantly, "we visit quite a lot with our friends. We sure have some dandy friends."

His mention of shows reminded me of Annabelle and I inquired if he had seen her on the screen.

"Of course," he nodded eagerly, "that's our biggest thrill. Every time she stars in a new picture we go to see it. She's marvellous, isn't she? Evelyn and I think she's still the finest actress of the lot. We've even written telling her so—but naturally she has no time to write us a personal reply. That's what comes of being a brilliant success."

It was on the tip of my tongue to tell him about Annabelle, but I thought better of it. He probably wouldn't have believed me in any case—his loyalty would have blinded him. So I put Annabelle Bow firmly out of my mind, and inquired if I might come out to see Evelyn and himself some Sunday afternoon.

It was in the midst of his generous response to this suggestion that I had the foolish impulse to ask him what Evelyn looked like now. I know perfectly well a grown man—even though a teacher—should avoid such questions, but this one popped out before I could catch hold of it.

A light kindled in his eyes and his voice deepened as he answered me. "Evelyn? I can certainly tell you that. Evelyn looks great. Evelyn's the grandest-looking girl in Vancouver."

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The Facts About Canada's Japanese*

The Japanese Canadian community originated in immigration which began on a small scale before the turn of the century. About 1903 the influx suddenly increased in response to a demand for cheap labour, chiefly, for use in the expanding exploitation of the natural resources of British Columbia. The competition offered by this imported "contract labour" gave rise to protests similar to those against Chinese immigration some twenty years earlier. Restrictions were therefore imposed in 1908 and made more stringent by modifications effected in 1923 and 1928. The difficulty of dealing effectively with the problem was increased by the fact that outside of British Columbia it was little understood and it was further complicated by treaty relations, actually effective or under contemplation, between Great Britain and Japan. The so-called "Gentlemen's Agreement" of 1928 permitted an annual immigration of not more than 150 Japanese, of whatever class or sex, and this agreement remained in force until its abrogation was announced by the Canadian Prime Minister in February, 1942.

An important feature of the situation is that, from 1907 onward, female Japanese immigrants outnumbered the male immigrants. As pointed out by Young and Reid, Japanese immigration "instead of persisting as a seasonal migration of males, who came to Canada for a temporary residence, . . . became a bona fide movement of immigrants arriving here with the intention of remaining in the country." In important respects, therefore, the situation differed from that involved in the coming of Chinese immigrants, since the regulations relative to the admission of Chinese women were practically prohibitive.

From time to time, particularly after the outbreak of the Sino-Japanese War, charges were freely circulated that an indefinite number of Japanese immigrants had entered the country illegally; and in the fall of 1938 a committee headed by Dr. H. Keenleyside conducted, on behalf of the Canadian Government, a careful investigation of this question. In January, 1939, the Government tabled in the House of Commons the committee's report, which declared the charges of illegal entry, "false both in detail and substance." The committee estimated that, at the time of the enquiry, there were not more than one hundred persons of Japanese origin illegally resident in Canada, and reported that most of these had entered the country years earlier, when immigration regulations were not always rigidly enforced.

As is usual in the case of immigrant communities, the immigrants from Japan usually constituted an addition to the low income group, and various circumstances have tended to confine them to it by concentrating this Oriental element in very definite and limited occupational fields. These include the coastal fisheries, intensive agricultural operations for the production of small fruits and vegetables, unskilled and semi-skilled labour in logging camps and sawmills, personal services and the economically less desirable retail trades.

*Reproduced from a pamphlet issued by the Fellowship for a Christian Social Order. Copies of this pamphlet may be ordered from F. C. S. O., 677 Spadina Ave., Toronto, Ont., or the F. C. S. O., 6464 Chester St., Vancouver, B. C. Single copies, 5c; 20 copies or more, at 3c each.

Occupational and social discrimination based upon race, together with the play of economic forces, increased the tendency of Japanese residents to congregate in definitely Japanese communities. The largest of these is in Vancouver city, focussing in the Powell Street section. The second largest such community is at Steveston, a fishing village at the mouth of the Fraser River. Lumber centres on Vancouver Island, pulp and paper "company towns" on the coast, and northern coastal fishing districts include a substantial proportion of the remainder of the Japanese-Canadian population, but there are Japanese farmers scattered through the lower Fraser and Okanagan valleys.

In general, social and economic circumstances have almost precluded Japanese residents from professional and other "white collar" occupations, except in the largest communities, where a small number of physicians, dentists, editors, clergymen, and the like, serve chiefly the special needs of other residents of the same racial origin.

The almost total restriction of Japanese immigration to the Province of British Columbia, and, within it, to coastal localities, has resulted largely from the fact that in these parts the immigrants found, in the section of Canada nearest to the land of their origin, a climate substantially similar to that of Japan. Moreover, limited financial means, difficulties incidental to the new arrivals' ignorance of English, and the natural reaction of a sensitive people to a painful degree of social ostracism tended to make the newcomers stick together and to discourage penetration to parts of Canada where they could not find people of their own stock.

The concentration of the Japanese element in a few places naturally produces in these regions an erroneous impression of the extent of Japanese settlement in Canada. In 1941 the registration conducted by the Royal Canadian Mounted Police gave the total number of persons of Japanese origin resident in British Columbia as 23,428, 3 per cent of the total population of the province, and a fraction of 1 per cent of the population of the Dominion. Of these 8,076 were males over sixteen; 5,724 were females over sixteen; and the balance, 8,898 were children under sixteen years of age. The registration figures further showed that there were 7,126 Japanese born listed as Japanese aliens; 2,157 as naturalized British subjects, (196 gained full citizenship by serving with the Canadian forces in Europe in the First World War) and the balance, 12,714, were Canadian citizens by reason of birth in Canada. Even of the number listed as aliens, many had lived in Canada since infancy.

That the Japanese are conspicuously industrious and law-abiding, no one denies; and that they naturally desire to acquire Canadian standards of life is as little open to question. Their habits of personal cleanliness, which impress visitors to Japan, have naturally been retained in their Canadian surroundings. They have manifested a very keen interest in education. All the Canadian-born and many of the young people who by accident of birth are classed as aliens have been educated in Canadian schools, often at the cost of great self-sacrifice on the part of their parents. The number graduated by the University of British Columbia has been remarkable. During their school life these young people have experienced little racial discrimination, being freely accepted by their companions and teachers as Canadians, and certainly looking upon themselves as such. Their case is very different from that of young foreigners in lands where the foreign element is educated by foreigners, in foreign schools, with

minimum local contacts and with the hope and intention of ultimately making their home in the land of their ancestors. For these and other reasons, in the period from 1928 to 1937 a friendlier attitude toward the Japanese in British Columbia developed rather steadily. In 1936 the Japanese Canadian Citizens' League sent a delegation to Ottawa to ask for the Dominion franchise and this movement had the support of numerous Occidentals.

The feeling against the Japanese was due to several causes. Charges of "peaceful penetration" to the detriment of the majority race were not lacking. Concentrated in a strictly limited number of occupations, the Japanese offered serious competition to Whites working in the same fields and sometimes the latter were forced out of business. Such competition was particularly resented during the period of the depression, when there developed a tendency to make the Orientals the scapegoats upon whom was laid responsibility for many social ills. Moreover, coming to Canada originally as "cheap labour," the Japanese were always at a disadvantage, and laws allowing employers to pay a certain proportion of their employees at rates below the so-called minimum wage meant, in actual practice, that one scale of wages prevailed in the case of Occidentals and another in the case of Orientals. Forced by this to accept lower wages to secure a livelihood, they have been unpopular in labour circles; labor unions consequently charged Japanese workers with lowering Canadian standards. There was lack of co-operation in fishing circles. In small businesses—confectioneries, green-groceries, tailoring and dressmaking establishments, cleaning and pressing shops, barber shops—and on fruit farms, it was claimed, and often with justice, that by pressing practically the whole family into service and by working for unreasonably long hours, subsisting on a meagre rice-and-fish diet, and being apparently content with very poor living quarters, the Japanese were able to undercut Occidental competitors. An uncertain but decreasing proportion of Japanese were contributing to the support of relatives in Japan and this exportation of Canadian money was resented. Though the police never found one Japanese engaged in espionage, it was believed that the excellent knowledge the Japanese fishermen had of British Columbia coast was made available to the Japanese Navy.

The outbreak, however, of the Sino-Japanese War tended to stimulate popular disapproval of things Japanese and with the outbreak of the present World War in September, 1939, and particularly after the alignment of Japan with the Axis in September, 1940, smouldering hostility burst into flame. In response to agitation which as yet had little support in responsible quarters, the Dominion Government was again moved to institute an enquiry. In the fall of 1940 a special committee made investigations and in January, 1941, in a report submitted to the House of Commons, the Government re-affirmed its confidence in the loyalty of "the great majority" of the Japanese in Canada and of the Canadians of Japanese origin. It set up an advisory committee on "The Japanese Question," exempted Canadian born Japanese and Chinese from compulsory military training in British Columbia, and put forth a voluntary plan for all persons of Japanese origin to be specially registered by the Royal Canadian Mounted Police. This plan was carried out during 1941 with the voluntary co-operation of the Japanese communities in British Columbia. By the fall of last year every individual of Japanese origin in

Canada had been provided with a serially indexed identification card, complete with the photograph and fingerprints of the registrant. Duplicate cards were filed with the Japanese Registration Bureau at the headquarters of the Royal Canadian Mounted Police.

(To be continued in the June issue)

Commercial Subjects in the Rural High School

By D. J. S. SMITH, *Philip Sheffield High School, Abbotsford*

COMMERCIAL education in the high schools is a product of the demand of business and industry for young people trained in the skills it teaches. Traditionally, a choice between academic and commercial courses had to be made by the student at the Grade IX level. More recently a trend away from this sharp division has been brought about by the realization that there is more value in the commercial curriculum than merely that of vocational training.

As soon as this fact became apparent, the need of commercial subjects in the rural high schools was felt. In contrast to the self-contained commercial curriculum as found in the city, the start was on a small scale, usually a one-year course in typewriting injected into the regular programme. This was a good move. There may have been in the city an adequate reason for separating commercial and academic curricula, but certainly none exists in rural areas.

The problems which face the organizer of the time-table of a rural high school are how best to use the services of the one teacher on the staff capable of teaching commercial subjects and which subjects have a definite place in the educational needs of rural pupils.

Typewriting is always considered a "commercial" subject, and rightly so, when it is studied from a vocational viewpoint. Of late, however, it has taken on a new aspect as the modern equivalent of the second of the ancient R's; in other words, typewriting is a branch of English. As such it deserves a place in the front rank of subjects on the curriculum, and every student, whether his present environment happens to be rural or urban, should have an opportunity to learn to type. If this is the aspect of the subject which a pupil wants to emphasize, a one-year course will suit his needs, but a second year will do no harm if it can be obtained without sacrificing something more important.

If further practice in typewriting is considered as having a vocational objective, it would be well to see whether

there is any demand for typists in jobs which will be available to the students when they leave school.

The other subject in the commercial field which fits into a general curriculum is that the rather loosely named "Business". As the Programme of Studies is at present constituted, there are two courses in this field, and in both of these additional material of more or less technical nature is added. The course, Junior Business and Introductory Bookkeeping, was originally designed for Grade IX; and the latter part of the course was intended as a preparation for future bookkeeping courses. The more advanced course, General Business and Commercial Law, contains units on the latter topic which can hardly be considered suitable for the rural situation. What the rural school needs is a self-contained course which will give its students an idea of how the world of business operates. When this course is devised, it will probably be found that it will be suited to a grade considerably higher than the ninth.

The main question of the content of such a course is whether or not it should contain some bookkeeping. The measure of bookkeeping supplied in the Junior Business and Introductory Bookkeeping course is decidedly inadequate. It leaves the student making all his entries in the General Journal, which does not make sense unless the developments from it are introduced. Either bookkeeping must be eliminated from the course, which I feel would be a loss, or an adequate treatment must be provided. My personal conviction is that with Grade XI and XII students, such an objective can readily be achieved in four months, leaving six months for the Business side.

The subject of shorthand presents an interesting problem to rural schools. It is accepted that very few jobs which call for this skill exist outside the larger cities. But are we to say that just because it is not needed in the particular locality, it should not be taught? Surely we are training Canadians, and not in-

habitants of a prescribed section of the country. However, even if this argument is accepted, it does not necessarily give the "go ahead" signal to the teaching of shorthand. Far too many pupils start shorthand without any idea that they are tackling one of the most difficult courses on the curriculum. In my opinion, no pupil short of Grade X and very few short of Grade XI should touch the subject. Here is an opportunity for guid-

ance. In a fairly large school, shorthand should be made available (perhaps not every year), but the classes should be very limited.

The subjects loosely grouped as "commercial" have a definite place in the rural high school. Rumbblings of revision have been heard, and if they come to a head, it should be seen to that the rural voice is heard before a new Bulletin V is published.

Vote of Confidence

We attend a session of High School Parliament and see how it is given.

By MOLLIE E. COTTINGHAM, Nelson High School

HUSH-SH-SH—a wave of quiet ripples to the farthest corners of the "gallery". Feet are shuffled into comfortable position; heads are propped on arms, for intent listening and watching, that will last an hour or more. It is Friday afternoon—3:20—the time set aside each week for extra-curricular student activity. A hundred pupils pack the study room or "gallery", to watch this momentous session of parliament, which has now assembled in the adjoining library.

Thirty members,—twenty students and the ten members of the teaching staff—sit along the library tables, arranged like a U to face the speaker. Directly opposite him, the prime minister and her cabinet of five sit as a group, the better to receive and reply to the barrage of questions that will be fired from the rest of the parliament. Behind the librarian's desk sits the press gallery of two. Not even Stewie, the school paper's ace reporter, could be trusted to report this session entirely by himself. That's the editor-in-chief who sits beside him.

This scene was the culmination of such a week of excitement over student government, that even the shyest, most apathetic youths have found courage and interest to voice their sentiments. Many a retiring lad and lass forgot self long enough to make a maiden speech in Wednesday House meetings. For five days the halls have resounded with loud argument, resounding from little knots of vociferous government supporters, or opponents, who cannot tear themselves away, until the janitor chases them out of the school at 6 o'clock. Never have I spent a more exciting week in school!

Let's find out what this is about. Each year co-operation and school spirit seem to sink to a low ebb about February.

Each year some means must be devised to revitalize it. But Canadian youth, like Canadian adults, is apathetic without leadership, and hypercritical of a leadership whose devices are not ever new, ever varied. Here is a student leader with a new device. A week ago, in parliament session, the prime minister asked for a vote of confidence. After the motion was put, parliament was adjourned for a week of discussion before that vote should be taken. Was the government at fault? Or did the students who gave it office lack the interest to support it? Or did the democratic machinery in our constitution need repairing? Those were the problems, discussion of which was serving to make every student conscious of his parliament, his house system, and his part in making them function.

THE HOUSE SYSTEM

The student body at Nelson High School is divided into houses according to birthdays. Upon this foundation is based the whole parliamentary structure, which is modelled upon our Canadian democratic government, and which provides an excellent training for British Columbia boys and girls. They will, one day, all be voters, and many, no doubt, will take offices of responsibility in adult life. About 275 students are thus divided quite evenly into four houses—A, the Anarchists; B, the Buccaneers; C, the Cavaliers; and D, the Desperadoes. In May each house elects a chairman and a secretary, who arrange and take charge of house meetings, held about once a month. Each house has two teacher sponsors, whose advice and suggestions are sought and offered as two of the group, rather than as superior authorities. Each house has a boy and a girl representative to athletic, publications, and social committees. At house meetings

reports are heard from these and from parliament members, and lively discussion ensues.

INTER-HOUSE COMPETITION AND AWARDS

During the school year these houses compete in sport—track meet, basketball (boys and girls), curling, softball; in dramatics—in the fall, each house puts on a programme, planned, staged, directed entirely by house members, and using as much dramatic and musical talent as the house can muster; in music—an inter-house musical festival; in the literary field—inter-house debates or an oratorical contest. All are judged and complete records kept, for each house covets the honour of being first in all-round achievement for the year. Nor is this teamwork permitted to overshadow individual achievement. In June, an Awards Committee of students and teachers makes major and minor awards to top ranking students in athletic, social and academic fields. Names are submitted by athletic and social committees, and for academic awards, by the staff.

THE PARLIAMENT

In May each house elects four members to parliament. In September each house elects one more member from the incoming Grade X group. Thus total representation to parliament is twenty students and ten teachers. This arrangement has distinct advantages; differences of opinion between teachers and students are ironed out openly here in friendly discussion, and, while the teachers do not always agree among themselves on every issue, their vote is large enough to swing to defeat any motion so unwise that, if passed, it would have to be vetoed in any case later. In other words, that frequent gap between student government and teaching staff which has usually to be filled by one go-between teacher sponsor, does not exist here at all. While members in parliament are not obliged to act upon the dictates of their constituents they endeavour to please them, or resign when they can no longer do so, since the constitution does not provide power of recall.

THE PRIME MINISTER AND CABINET

When, in June, the sixteen newly elected parliament members meet, they elect one of their number to be prime minister. He chooses his cabinet ministers from among the parliament. There are five. The Minister of Finances has charge of all school funds. When the Junior Red Cross makes money at a tea, when the Social Committee takes money

at a dance—all must be turned over to the Minister of Finance. When the basketball team wants a grant to go to Rossland for an inter-school game, when the Junior Red Cross wants funds to send parcels to our boys in the forces—all must come from the same minister. Once a year his books are audited. The Minister of Records keeps an exact record of every parliament and cabinet meeting, and all clippings and pictures of school activities. He is recording the history of our school, and his books are kept in the safe. The Minister of Athletics promotes and coordinates all branches of sport. With his committee he arranges games and meets. His careful records of participation by every student are the basis upon which athletic awards are made. The Minister of Social Affairs, with her committee, arranges parties, dances, house programmes, debates. The Minister of Internal Affairs coordinates the activities of our various clubs, Junior Red Cross Cadets (every girl and boy must belong), Publications, Dramatics.

Cabinet meets once a week, on Tuesday afternoon, with the principal. It receives and ponders complaints or suggestions from individual students, from teachers, or from committees, and it discusses the events for the coming week. Notes of these deliberations are typed at once, and read the following morning by each teacher to his home room class. Then this bulletin is posted, and as the student body is kept directly in touch with cabinet activity.

After four such weekly cabinet sessions, parliament meets. The accumulated agenda is prepared from motions presented by cabinet and private members, and typed so that each member may have a copy. The proposal of motions, the speeches, the whole order of deliberation is strictly according to parliamentary procedure.

Such a well planned scheme has not, of course, been a mushroom growth. Under the guidance of our principal, Mr. Rogers, and many teachers and students over a period of several years, these details have been worked out and embodied in a written constitution. The real value of such a machinery is obvious. The 'teen age youth who can learn in such practical fashion to lead and to co-operate with his fellow students in making a parliamentary democracy work will surely have invaluable experience to give assurance to his activity as an adult Canadian citizen.

"We can't instruct our members how to vote, but I'm gonna tell you how I feel. I'm disgusted with this government; in fact, I'm disgusted with everything about this school, and I'm gonna go to that parliament meeting and if those members don't vote the way I think they oughta—well—"

"Sit down! who wants to listen to grade tens beefing about their rights!"

"Madam Chairman, am I entitled to a fair hearing or am I not?"

"Secret ballot—we want secret ballot, otherwise the kids just vote like sheep!"

"We want action, see—we aren't gonna wait any longer, see—we're gonna get what we want!" These and similar speeches poured forth in the house meetings, as the 4 o'clock bell rang unheeded.

That was Wednesday. Now we are in parliament assembled on Friday. In the temporary absence of the speaker, the principal has consented to preside on this important occasion. After listening to the debate on the motion for confidence, the members have cast their ballots. The scrutineers are now counting them aloud. "Yes"—"yes". The pall of silent anticipation is lifted by muffled remonstrances from the gallery. "Yes"—"No". A murmured "Hooray" is quickly checked by the speaker. "Yes"—"yes". Six

arch-radicals stalk out of the gallery. The final count stands 27-2 for confidence. Loud applause. The prime minister makes a speech of thanks. The speaker opens the way at once for debate upon the many suggestions for reform that have been born during the past week. There is a scheme for fairer representation, a plan whereby house meetings may discuss agenda before it goes to parliament, a suggestion for recall of parliament, a suggestion for recall of members. Which reforms are feasible? Which will promote wider student participation? Which will kill it? All must be debated with care. But it is now long past four. Parliament is adjourned. The next session will carry on two weeks hence.

A few days later, headlines in the student press shout "Confidence 27-2: Students Still Dissatisfied". And the sheets are splashed with fiery editorials and letters to the Editor. There will be no more apathy this year, and none of us will ever forget the springs of oratory and suggestion that gushed forth in that week to swell the stream of school progress.

Our motto is "*Palman qui meruit ferat*". Do you wonder that there is keen competition for the "palms"?

Letters To a Country Teacher

May, 1942.

My dear Niece:

I think May is the most dangerous month of the year for young teachers. Everything is bursting into life, and you want to burst, too. You are shut up in a dingy schoolroom to correct a lot of other people's mistakes, and you feel that you are not getting anything out of life, and you are only young once—you see, I've been there, too.

Yes, you are only young once, but that once can last fifty years, if you don't waste it. Nature is urging you to hurry, telling you that youth is the time for mating, and brightening that handsome young airman with colours borrowed from the rainbow and the spring flowers. She will promise anything you can think of, if you will only marry him at once, or as soon as school is out.

I hope you know enough biology to realize that Old Mother Nature is the world's most expert liar. You might have learned the same thing from the Bible,

in slightly different words: The human heart is deceitful above all things. Or you might have studied enough psychology to know that instinct is a tendency to conduct that was useful ages ago, but may or may not be useful now. (The Behaviorists disagree with me; all I say in favor of this theory is that it explains the facts).

Do you remember old Bill Smith? He's dead now, but in the old days he used to take a drink or two. I could always tell when he had had a few, because he walked so very straight and was so careful of his language. He knew that he wasn't quite sober, and so he didn't take any chances.

If you are any relation to me, you are not quite sober now. The smell of Spring is the world's most powerful intoxicant, so you had better emulate Bill Smith, and don't do anything you can't undo until you sober off—say about August.

Ever your loving
UNCLE JOHN.

Creating An International Mind

By L. H. GARSTIN, *North Thompson West School,
Black Pine P. O., B. C.*

DR. J. P. Leonard, Associate Professor of Education at Stanford University, speaking at the recent British Columbia Teachers' Convention at Vancouver, maintained that one of the tasks of the school is the creation of an international perspective in the hearts and minds of the young boys and girls who tomorrow will bear the torch of civilization in the place of their elders.

I have heard much individual criticism of Dr. Leonard's position, the gist of the dissent being almost identical in every case. Again and again people have asked, "What is the use of indoctrinating youth with an international, pacifist outlook when nations over the sea indoctrinate their youth with a fanatical belief in aggression?" Or they say, "Dr. Leonard's plan is commendable but too idealistic. Men are by nature aggressive and bellicose. We can never create an international mind". Pressed further, many of Dr. Leonard's critics admit that their solution to the problem is for the United Nations to police the world and keep the peace by the threat of overwhelmingly superior armed forces.

Let us admit that it has been and always will be the greatest folly to imbue a nation with the spirit of international pacifism when there is a threat of annihilation from external foes. But let us also insist that when we speak of creating an international mind, we have not in view the limitation of the international mind to the individuals within our own national boundaries but that we would extend it—nay, must extend it—to include the whole sum of mankind.

Can an international mind of such scope ever be realized in international society? Can we ever bridge the seemingly unbridgeable gulf of race, religion and culture that bars man from man and sets him in opposition to his fellows? It appears that we can if we are able to create a universal pattern of culture, thought and action to replace the existing antithetical and national culture patterns of our age.

We have an extremely favorable environment in the world today for the creation of an international culture pattern. Large portions of the globe use the same cultural tools and institutions. The economic sector reveals a common use of

such things as factories, large scale production and department and retail stores. The entertainment sector reveals a common use of such things as automobiles, movies and sports. The educational sector reveals a common use of such things as schools, newspapers and radios. And where the same cultural institutions are used by people, wise manipulation of these institutions can create a common mind, for there is a tendency for men to think of these institutions in similar terms and to react to them in similar ways.

It is true, psychological and sociological research and investigation of the last twenty years or so indicates formidable barriers to the creation of an international culture pattern but also indicates the only possible medium for change—education.

Social psychologists, investigating the cultures of primitive tribes, have shown quite plainly that actions and thought patterns in primitive society are a resultant of custom and taboo and the other agencies of tribal education. Professor J. A. Irving, head of the Department of Philosophy at the University of British Columbia, reports in a study of the Kwakiutl Indians on the British Columbia coast, that these Indians are aggressive and dominating and that they possess these characteristics because custom and taboo have forced them in that direction rather than in others and because social discrimination has placed a premium on aggressiveness and social ostracism on pacifism. In the United States, on the other hand, is a tribe of Indians, the Shastas, whose characteristics are exactly the opposite to those of the Kwakiutls. And again, evidence seems to indicate that the cause of the differences is the directional control of educational agencies.

The potency of education in the formation of culture patterns is even more forcibly realized if we transfer our observations to more civilized societies. Both in Germany and Russia the full significance of education in the direction of the thoughts and actions of the individual has been sensed. Almost from the cradle, boys and girls are drafted into educational organizations—the Hitler Youth and the Young Communist League—and are guided into patterns of national Fascism and fanatical Communism

respectively with a success that is astonishing.

If education can accomplish such results is it not possible that education can also create an international mind? And if education can create an international mind is it not necessary for education to play a major part at any future peace settlement and in any post-war plans?

It is indeed time that the teaching profession became much more vocal in its insistence on the importance of education in the post-war world. And it is time also that educators organized on an international scale, outlined an educational programme for international society and publicized its suggestions to gain the support of the public. Why, after all, should the reconstruction of the world be left to statesmen whose knowledge is limited to the thesis of power politics and who are so often ignorant of the powerful sociological and psychological forces that move mankind?

It is true that educators have organized on an international scale—witness the Progressive Education Association and the World Federation of Education Associations with members in some fifty countries and the education office of the League of Nations which attempted so valiantly to standardize history texts throughout the world. But such organizations are too many and too uncoordinated to present to the public a common front or a common programme. It is essential that educators begin now to formulate and publicize a programme of international educational reconstruction with the specific objective of the creation of an international mind. Such a programme should include a number of things:

(1) It should insist on international control of those aspects of education that effect the equilibrium of international society.

(2) It should support a curriculum content in the schools of the world which, while sufficiently elastic to provide for local differences, would provide, in place of the wholly inadequate prevailing national outlook, a common outlook in those sectors of social life where men are nationally and internationally interdependent.

(3) It should advocate the replacement of those methods and procedures of teaching that promote competition, antagonism and belligerency in the relations of men and nations, by such methods

and procedures as will create most satisfactorily a spirit of co-operation and a condition that will foster the harmonious sharing of the world's economic and cultural resources.

(4) Realizing that the family is a powerful educational agency, it should promote an international system of adult education with a content similar in outlook to that of the schools, in an attempt to re-orientate the minds of those who have been subjected to the dogmas of nationalism to the new view, so as to prevent the undoing of the work of the school by the misguided strength of parental influence.

(5) As to the jumping off point for the introduction of the new education into enemy countries and countries conquered by the enemy, it should encourage all refugee educators from these countries to support the programme and prepare for the day when they may take over the direction of the educational system of these countries and mould it to the new pattern.

(6) It should advocate the exchange of the cultural resources of all the nations and promote international travel on a large scale so that the varied cultures of different countries might blend into a harmonious synthesis. For example, Russia, with the great problem of many races, has tried, nevertheless, to create a unity by having Tartars, Mongolians and other races of Asiatic Russia send their artists, dancers, painters, and singers to European Russia to become acquainted with the latter and by sending the artists of the west to Asiatic Russia on the same mission. Similarly, Russia has encouraged a common culture by encouraging people in general to travel and live in different parts of the Union that they might become acquainted with their fellow races and appreciate their contribution to society. It is time to encourage this sort of thing on an international scale.

(7) It should attempt to popularize its endeavour, to gain the support of the man in the street and should demand that its proposals be given a prominent part in peace conferences and reconstruction.

Such a programme as I have here outlined may seem rather too idealistic to some. But surely it is worthwhile attempting when the present fragmentary system encourages the disintegration of society.

Remedial Reading

By J. A. COLBERT, *Kitsilano Junior High School, Vancouver, B. C.*

READING is receiving increased attention because of the programme of testing recently administered by the Department of Education to Grade VIII pupils throughout the province. This survey of reading attainment, with the provision for further diagnostic testing of pupils showing marked deficiency, is evidence of the Department's active awareness of the problem of reading retardation. It presents a problem both for the pupil who makes little progress in the content subjects, and whose adjustment to school life in general is difficult, and to the teacher faced with the task of adapting instruction to the needs of the boy or girl of poor reading ability. The true value of the survey can be measured solely in terms of the use which teachers make of its findings. If the test results are regarded as an end in themselves or as indicative of a condition which may be attended to sometime in the distant future, the purpose of the survey will be defeated. Testing programmes involve time and money, both of which are wasted unless steps are taken to bring about improvement where the need for it is found. For this reason, the following outline of what has been done in remedial reading at Kitsilano Junior High School during the past four years is submitted, as it may be of some value to those wishing to form classes for remedial instruction.

GRADES FROM WHICH PUPILS ARE DRAWN.—Special organized instruction has been limited to Grade VII pupils. This does not mean that the reading problems of other grades are disregarded. Pupils of all grades are referred to the remedial reading teacher by their subject or home-room teachers for testing and guidance in reading, and the Department of English is giving special attention to both oral and silent reading. It is not the purpose of this article to describe the excellent work being done in choral speaking, and allied activities of the English Department but the point must be made that emphasis is placed upon all aspects of reading. In view of the Grade VIII testing, pupils of this grade are being selected for remedial classes which will meet immediately following the Easter holidays.

BASIS OF SELECTION.—Grade VII pupils comprising the remedial classes are selected as follows: 1. From scores made

on standardized tests given by the Bureau of Measurements during the spring term of Grade VI. 2. From scores made on standardized tests given early in the fall term to those entering from centres outside Vancouver. 3. From the results of diagnostic tests given to pupils referred by Grade VII teachers.

In attempting to select those who will profit most from instruction, reading age is compared with mental age. Where a considerable disparity is found, a weakness in reading is indicated. Chronological age, too, enters into the picture. One would hesitate to suggest remedial reading for a bright boy with a C.A. of 12 and an M.A. of 15 even though his R.A. was only 14. A pupil with poor reading ability may be handicapped on some group intelligence tests. This should be borne in mind when comparing M.A.'s and R.A.'s. A study of marks made in content and non-content subjects is often quite useful. A personal interview to learn of a pupil's attitude toward reading, and of his reaction to joining a special class for the purpose of improving his reading, is well worth the time spent.

ORGANIZATION OF THE CLASS.—The class enrolment is limited to 15-20 pupils. Depending upon their time-tables, they meet two or three times a week and are withdrawn from regular study hall or English periods. In a few cases where the time-table necessitated it, they have been withdrawn for one period a week from social studies. This does not mean, of course, that pupils can best afford to lose time from the subjects mentioned, but that the usual instruction of these periods easily is adapted to remedial reading procedures. Also, it means that little progress, anyway, can be made in English, social studies, or in purposeful study by a pupil required to read above his level of reading development. (See Programme of Studies for five levels in the development of reading ability).

REMEDIAL INSTRUCTION.—From the findings of standardized and informal tests, the pupils are given instruction designed to improve specific reading skills in which they are found to be weak. This means that instruction must be adapted to the needs of each pupil, and this is the most difficult and most important part of the work in remedial reading. Within each class, a division is made for instructional purposes as

follows: 1. Vocabulary deficiency. 2. Deficiency in comprehension and interpretation. 3. Deficiency in fundamental habits of recognition. 4. Deficiency in rate of oral or silent reading. Though there is bound to be much grouping of deficiencies in the individual, and overlapping throughout the class, and need for individual instruction and guidance, some division like this suggested is essential. It cannot be over-emphasized that little will be gained by lumping retarded readers in one class and subjecting them to uniform group instruction.

READING AND VISUAL DEFECTS.—Pupils' vision is checked with the Betts' Ophthalmic Telebinocular supplied by the Bureau of Measurements. If visual disability is noted, the pupil is referred to the school Medical Department for further examination. Several such referrals have resulted in pupils obtaining needed correction. Little relationship has been found between reading deficiency and visual disability except in conditions of far-sightedness and defective fusion.

INTEREST.—To achieve any success we must take our cue from the primary teachers and attempt to make reading functional. With this idea in mind, pupils are encouraged to bring to the class books, magazines, articles, or news items for purposeful reading. Most children like to read when they find that reading may have a use beyond learning material for examinations, that it may be the means of achieving a goal, that it may lead to profit and enjoyment. Considerable time is given over to free reading and this affords an

opportunity for guidance in the selection of desirable types of reading such as the school librarian gives during the regular library periods. While it is very necessary to use reading exercises and material of the work-book type to improve various reading skills, one must never let his approach become so objective that he forgets the great motivating force of interest.

RE-TESTING.—At the end of three months, the pupils are again tested and those showing sufficient improvement are returned to their regular classes. Three remedial reading groups are formed each year. Follow-up tests given twelve months after the termination of remedial instruction show encouraging evidence of permanent gains.

IMPROVING SPECIFIC READING SKILLS.—Space is not afforded for a discussion of types of exercises designed to attack specific deficiencies like the four listed above. For material of this nature, the reader is referred to the works which follow:

1. *How to Increase Reading Ability*, Harris, A. J.; Longmans Green, Toronto; 1940.
2. *Remedial Reading*, Monroe and Backus, Houghton Mifflin (Elementary).
3. *Remedial and Corrective Instruction in Reading (Secondary)*, McCallister, J. M.; Appleton-Century, N. Y.
4. *The Improvement of Reading*, Cole, Luella, Farrar and Rhinehart. (Elementary).
5. *Reading Aids Through the Grades*, Russell, Karp, and Kelly; Bureau of Publications, Teachers' College, N. Y.

Science and History

By DONALD COCHRANE, *Ocean Falls*

PROFESSOR Dewey is an authority whom we quote with pride whenever he agrees with us; but when he disagrees he is less than the dust beneath our chariot wheels. His book (I once took a course in it) reminds me of the definition of educational research as "Finding out something that no one wants to know, writing it up in language that no one can understand, and publishing it in a magazine that no one reads". But I quote him with pride when he states that all historical events can be interpreted by science. His assertion may be a little too sweeping, but it is certainly worth more attention than most historians give it.

On the other side we have the Frenchman who said "L'histoire, c'est un faux

convenu"; the Englishman who said "The purpose of teaching history is not to convey information, but to inculcate patriotism", and the American who said "History is bunk".

The general idea of history, as taught at present, is a rather pink optimism based on a misunderstanding of Darwin's theories: that the world progresses naturally from tyranny to democracy, and will in due course become socialistic or communistic. It is a sort of combination of Tennyson's "Freedom slowly broadening down from precedent to precedent", with Marx's "dictatorship of the proletariat". Along with this goes some wishful thinking about the world being united under a single all-wise

benevolent government, with no more war, crime or sickness, and production for use instead of for profit.

A beautiful set of ideas, but with practically no foundation in historical fact. When we examine history from the viewpoint of cause and effect, we find that democracy is a phase which appears at a certain stage of civilization, runs its course and is followed by a military dictatorship. Socrates held that this was inevitable, and no one seems to think it worth while to dispute his proof. If our democracy survives, it will be because of some factor which was not operating in ancient Athens or Rome, mediaeval Venice or the Hanse towns, Cromwell's England, modern Germany, or France, now fallen for the third time since the Revolution under the heel of a tyrant.

In each case we find that liberty came as the result of a condition of wealth which made it possible for every man to have a weapon, and disappeared when the progress of military tactics enabled a small body of drilled troops to rout any mob, however well-armed.

William the Norman made himself supreme by his own force of character, but the position of the king was very precarious for centuries after his time. The barons, with castles that the king could not take and armor that the poor man could not pierce, were practically independent monarchs, until Henry VII came with his artillery, battered down the castles and brought back autocracy.

In the meantime the introduction of the Chinese invention of paper (via Samarkand, Alexandria and Seville) had made bookkeeping and correspondence practicable. These, with improvements in both navigation and seamanship, made commerce so profitable that the cities became much richer than the country gentry. So they could buy more muskets and gunpowder, and accordingly defeated Charles I and his cowboy cavalry.

There is in this no slow natural growth of self-government, but quick and inevitable sequence of cause and effect. The English republic did not last long—they army endured it for a time and then discarded it, as armies do, for a dictatorship.

From Charles II to George IV there was little change. Then machine-made paper was introduced, newspapers became cheap so that the lower middle class read

them and interested itself in politics. At the same time the Industrial Revolution brought muskets within the reach of the same class, with the result that the Great Reform Bill gave a vote to everybody who was rich enough to buy a musket. As guns became cheaper, so did votes, until now everybody has one. But now the individualistic rifle is being replaced by machine guns and tanks, with results as seen in Germany, Russia and Italy.

In promulgating ideas like this, I find a notable lack of enthusiasm among teachers. One well-paid instructor glanced at my presentation of the evidence and passed it back with the remark that "scientific method is a meaningless term if applied to development previous to the seventeenth century." The idea that scientific method can be applied to any collection of facts, such as history, never penetrated his head. You would be surprised if you knew where he teaches; he would be surprised if he knew what his former students think of him.

Science is not a collection of facts, but a state of mind. It is the effort to find what really happened, and why; with the hope of finding out what is going to happen, and how. Suppose we apply it to the question of the fate of empires.

The geological and other evidence collected by Ellsworth Huntington (*The Pulse of Asia, Climate and Civilization*, etc.) shows that if forms of government depend on weapons, the location depends on climate. Thus the fall of Rome was not due to the pernicious influence of Christianity, as Gibbon taught; nor to wine, women and song, as the 19th Century believed, nor to a mysterious cycle as the defeatist Spengler taught the Germans (*Untergang des Abendlandes*) but to a change of climate. With the passing of the last Ice Age the world got warmer and drier, and the belt of stormy climate which keeps men's bodies and minds at their best moved north from Egypt and Mesopotamia to Greece and Italy, then to France and Spain, until now it runs through Vancouver and New York, London, Berlin, Moscow and Tokio.

At present, it shows no sign of going further north—may in time swing south again. So if anyone says that the British Empire must fall as those others did, the answer is: Not until the climate changes again; not until the glaciers reappear on the Scotch mountains; not, in fact, until Hell freezes over.

The Science Period

By J. W. B. SHORE, *Woodland School, Vancouver*

WHEN the teacher approaches the science period in the elementary grades, he has often a sense of being overcome by the immensity of the field and a sense of the futility of ever introducing the young idea to modern science. He would have the same misgiving were he to approach the arithmetic period across the field of higher mathematics. The purpose of this article is to suggest an intimate approach in terms of daily contacts and at the same time to dispel the notion that costly apparatus is essential for the science lesson.

Quite often the laboratory experiment is a complete lesson whereas it should be, in all likelihood, the least important part of the lesson. Let us consider the principle of capillarity. The beginning and the end of this principle for the pupil may be but an interesting experiment with glass tubes of assorted bores. His total interest in the principle may be that it is an experiment peculiar to the science laboratory. He fails to be impressed with the paramount conclusion that this principle is as inescapably part of his daily life as is adding or subtracting. The blotting paper on his desk, his pen wiper, his pen nib, the absorption of perspiration by his clothing, the fish-worms under the board in the garden, the water in the soil, the extra growth of weeds along the edge of the paved road, the rime frost that pushes up the fence posts, the lamp wick at home, the absorption of water by cut flowers, the drying of the face and hands after washing, the paint brush, the wetting of clothes, the drying of wood, etc., all have to do with capillarity. As with other principles these daily contacts are fundamental. The child lives with them and by them.

Concerning apparatus: once upon a time the word "science" was spoken with bated breath. Apparatus was handled with reverence and returned with care. The infallible way to distinguish apparatus from ordinary material was to look for the embossed words "Made in Germany". The glass pump so embossed was of particular interest because it left the young mind impressed with the false doctrine that the principle of air pressure was invented by and belonged to the Germans along with most of the other science concepts. It is the contention of the author that the introduction of pumps

can best be done by having the pupils make a pump, such as the one illustrated, and thus establish that the intimacy of air pressure is the exclusive right of each individual. The mistaken idea that science knowledge can be acquired only with expensive equipment should be dispelled early in the child's experience. Expensive, exact and accurate apparatus comes later, when and if he specializes.

The making of equipment, however crude, develops the creative sense. It can be started early. Merely assembling material to be used for a particular purpose challenges the imagination and awakens ingenuity. The building of a science set as a home project and the doing of simple experiments establishes the science course better than any other approach.

With apparatus fashioned from the following list of materials nearly all the experiments suggested in the prescribed text for Grades VII and VIII have been done successfully: A discarded three-cornered file, for scratching glass and for punching holes; yarn soaked in coal oil for cutting tops off bottles, a tube of liquid solder (15c); Macaroni for delivery tubes; a discarded bath hose; a valve from a discarded bicycle tube; a package of sodium peroxide (25c); baking soda; a rubber ball; anti-freeze alcohol; the zinc casings from used flashlight batteries; chalk boxes; a tin funnel; red cabbage juice for litmus; hydrochloric acid (10c); steel wool; vinegar; blotting paper and an assortment of tins and bottles (total cost 50c). The pantry shelf can provide a large assortment of chemicals: sugar, salt, powdered sulphur, baking soda, oil, epsom salts, soap, steel wool, cream of tartar, vinegar, eggs, etc.

It is not suggested that better apparatus is to be scorned. The best available should be standard practice. It is suggested that the science period need not be neglected because of lack of equipment. Appended are line diagrams of improvised equipment. The author wishes to thank the mimeograph department of the Vancouver School Board for these and thank Mr. M. C. Morrison of the Woodland School for photographs.

N. B.: It is necessary to warn that broken glass has a razor-like edge. This should be rubbed down with a file when a bottle top is removed.

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The School and Youth

(Notes on an Address delivered by Dr. J. P. Leonard, Associate Professor of Education, Stanford University, Palo Alto, California, at the Easter Convention of the British Columbia Teachers' Federation.—F. A. A.)

YOUTH are our greatest natural resource, yet all around the world we have harnessed them to the sword. A few years back we harnessed them to idleness. Both of these spell farewell to youth. We have also failed to develop the capacities of our youth, and now we rail at them because they are not adults.

Youth will fight the war, and it will be the task of youth to reconstruct society following the havoc wrought by war. War brings scarcity. With voracious appetite it consumes both our material and human resources; it lowers morale and ideals; it brings to us poor health, wasteful disease, high infant mortality, poor sanitary conditions, high taxes, usurers, hatred, and suspicion. This crop of destruction must be weeded out. Are we teaching youth so that they will be able to cope with the task? Our secondary schools are steeped in classical lore. Too much the school tends to make of them little Romans and Greeks, little Britons and Americans of a century ago. They know that which no longer exists.

In America from 65 to 75 per cent of the time of high school youth is spent on traditional subjects which deal with events which happened before they were born. This is chiefly university entrance material, yet only 17 per cent of them enter university. In Canada your high schools are even more bound by tradition than ours, and a smaller proportion of your high school youth find their way into your universities. In both countries secondary education is unreal.

Literary academic training gives youth no knowledge of the technical forces which are shaping his civilization. Ordinary science and technical training develop only skills. We teach as if all of our youth were college-bound; were intellectually capable of dealing with abstractions; were able to see the same relationship between past and present which the scholar sees after careful research. We don't deal with the stuff by which men live. What course, then, should the schools follow?

1. We should analyze the things which men do, both in their local communities and in the nation:

- (a) Earn a living;
- (b) Produce and consume goods;
- (c) Engage in citizenship activities;
- (d) Maintain health facilities;
- (e) Build and maintain systems of communications, both to express their ideas and to transport goods and people;
- (f) Train the young;
- (g) Express their feelings for beauty and spiritual development;

These are the things men do and these are the things which should occupy the attention of the school.

2. We should analyze the problems which our youth have to face:

- (a) War and uncertainty;
- (b) Rebuilding a prostrate world;
- (c) Employment;
- (d) Building home and family;
- (e) Securing values and loyalties;
- (f) Carving out places for themselves in the business world;
- (g) To understand the world in which they live;
- (h) To get along with people, playing and living happily with them.

Others may add to the list.

3. We should make a clean break with tradition:

- (a) We do not owe allegiance to any body of subjects;
- (b) We do not need to bow the knee to college or university demands. We are chained because we are timid and because we are not creative;
- (c) The Eight-year Study of the Progressive Education Association, involving 30 Progressive schools and 300 colleges in the United States, is just being published. In this report three things stand out clearly:
 - (1) Students from experimental schools make slightly better grades in college than those from the conventional type.
 - (2) Students from experimental schools excel those from the conventional school in intellectual insight and in social competence.

and give evidence of having a more definite purpose in life.

(5) The greater the departure from tradition the better the student.

We cannot develop social competence in our high school youth today without breaking the academic mould.

4. We should study the problems which our civilization is facing today; study them as problems, making them the basis of our curriculum. Here are some of them:

- (a) How can we put all of our people to work?
- (b) How can we create healthful living conditions for all?
- (c) How can we improve our housing conditions?
- (d) What values are we to select as a guide to good living?
- (e) How can we distinguish truth from falsehood?
- (f) How can we eliminate crime, poverty, and racketeering?
- (g) How do political parties, pressure groups, and labour unions affect us?
- (h) How can we spend our leisure wisely?
- (i) How can we improve our system of distribution and supply the basic needs of all?
- (j) How can we utilize our resources more wisely?

5. We should turn our schools into real living democracies and our youth into the community. This involves pupil organizations of different kinds, each exercising rights within its own sphere. But it does not mean that modern education is careless or unplanned. Its programme must develop actively, and we should not be afraid to introduce topics which may be controversial. The problems of the community or of the nation should be subject to analysis in our classrooms. Only in this way may we expect to develop a consciousness of social problems and at the same time a technique for analyzing them.

6. We should co-ordinate all the agencies in the community which deal with youth: Health, Employment, Re-

creation, Juvenile Correction, Schooling, Community Planning.

By altering the set-up and spirit of our school system to meet the requirements set forth above our youth will acquire the personal and social characteristics necessary to both individual and social development,—a most urgent need when we consider the rapidly mounting number of maladjusted people and the prevailing state of society. They will learn to co-operate with others. They will learn to assume responsibility and to share it with others. Likewise they will learn to share their successes also. They will learn to be liberal, not conservative, as is the tendency in the traditional school. If we would meet the problems of today we must teach our pupils to be bold, creative. Education (which need not be confined to children and youth) is the only way out of the prevailing chaos.

If the torch of liberty is kept burning brightly enough on these shores so that the enslaved peoples of the world can see it, youth will tend the flame. We must use them constructively, not just to fight a war. We must educate them completely, not just in classical learning. We must keep them busy, not allowing them to go about unemployed. This is necessary for national survival. We cannot tolerate a social system which keeps knowledge of modern life inaccessible and men idle. The school must take the lead.

Radio "Script Writing"

The radio has become one of the most vital factors in the development of modern education, and its influence is growing rapidly. Many of our teachers have produced very fine work that has been put on the air; and many more could do so had they the technical knowledge required of the successful script writer.

Because of this felt and expressed need of further knowledge on this subject the Department of University Extension plan to put on a course in "Script Writing" this summer, which should prove interesting and very useful. Mr. Robert Emerson of the New York University Radio Workshop is being brought out for the course.

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Did You Attend the Easter Convention?

By ROTH GORDON

FLASH! It is now no longer a military or naval secret that the good ship Easter Convention has safely returned to port following a somewhat unusual four-day voyage (April 6-9, inclusive). It is also reported upon good authority that lessons in seamanship learned on this last trip are already being entered in her log book for reference next year upon the occasion of a future excursion.

In this connection it is interesting and refreshing to know that her passenger list contained the names of only some fourteen hundred representatives of the thousands of teachers employed in this province. To these fourteen hundred assuredly goes all credit for any success the Convention may have achieved. But some day we trust a yet higher percentage, if not all, of the members of our so-called "profession" will see occasion to contribute their fair proportion of the money and energy necessary for the success of this best advertised yearly undertaking of the teaching body as a whole.

To continue— following the voyage the ship's crew, better known to the initiated simply as the Convention Committee, recently held a talk-fest summarizing their reports on the affairs of the Convention in general and their own departments in particular. This post-mortem discussion brought out some rather interesting information.

First of all, the innovation this year of having all business completed by the end of the second day, thereby leaving the remaining convention days free for social and cultural matters, seemed to meet with almost universal approval, especially from members of the British Columbia Teachers' Federation executive.

Less unanimously favoured was the holding of the Convention at a local high school. No doubt when world affairs improve we shall return once more to the comfort and convenience of a downtown hotel. Meanwhile no one can gainsay our earnest desire to assist, in every possible way, with any war-time patterns of economy and efficiency. Incidentally, if it is necessary for us next year to go to a high school we should at least see to it that a member of the staff of the school in question is also selected as a representative on the Convention Committee. Also, if cafeteria service is ever again made available for the con-

venience of visiting teachers it should be made far better use of than it was this year. Well organized special assistance, such as finding nearby boarding accommodation for attending teachers should, moreover, be appreciated much better than was the case this Easter.

With regard to the cultural section of the programme, our three guest speakers from the Progressive Education Association left a very favourable impression upon their respective audiences. Especially was this true at the public meeting which drew a most excellent crowd, thanks to the active co-operation of the Parent-Teacher Association in cancelling their own meeting and transporting delegates to ours. At this point it is interesting to note that one of our speakers, Dr. J. P. Leonard, was so distinctly pleased with both our people and country that already he has made plans to spend in our midst the greater part of his summer vacation this year. It is hoped that he will arrive in Vancouver in time to give a late summer school course and also speak at one or more of our fall conventions.

Returning once more to a discussion of Convention affairs we must say that, in view of the importance of many of the speakers at Secondary sectional meetings, the attendance might have been somewhat better. On the credit side of the ledger we are told that the provincial elementary demonstration classes held at Lord Tennyson School were highly successful in every way.

Showings of educational pictures as organized at present will, in all probability, be entirely dispensed with at future conventions on account of the somewhat indifferent interest aroused by them this year. It is believed, however, an up-to-the-minute display and demonstration of the very latest and best in all manner of visual aid equipment will probably take their place in the future.

As well as being highly enjoyed by participants, the sports programme this year resulted in quite a substantial profit. The chairman of this committee, however, made it quite clear that one afternoon of organized sport is better than two days of "extra-curricular" activities, as was the case this year.

From a monetary outlook, the Convention luncheon and dance were both self-supporting. The dance in particular drew

(Concluded on page 440)

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POLAND'S INDESTRUCTIBLE PASSION FOR LEARNING

THE *B.C. Teacher* is indebted to the Polish Minister, Consulate General of the Republic of Poland, Ottawa, for a remarkable little book covering a field in relation to which most of us Canadians are ill informed. It is entitled *Five Centuries of Polish Learning* (Oxford; Basil Blackwell; 2 shillings; 53 pp.; paper). The foreword is by Professor Powickie of Oriel College, Oxford, where the three lectures constituting the body of the book were delivered last May by Dr. Stanislaw Kot, an eminent Polish scholar and publicist, who has been active in the field of international politics.

Largely as a result of its geographical conditions, Poland has had a very stormy history. However, before the time of William the Conqueror, a number of Polish regional groups had been fused into a single state and in the Middle Ages Poland established itself as a home of learning. After a period promising much greatness, it became evident in the middle of the seventeenth century that catastrophe was ahead. The country was invaded by many enemies—Cossacks, Swedes, Turks, Saxons; but a hundred years later Poland came within the orbit of the enlightenment movement centering in France, and many former losses to learning were made good. Then, however, came the First Partition (1772) but all the sad events which followed in its train could not destroy the passion for learning which characterized the Polish intelligentsia. Three great neighboring powers deliberately undertook the destruction of Poland's cultural life, literature and language, and multitudes of patriots were driven into exile,—a long line of Polish refugees maintaining in other lands the traditions of their scholarship and contributing their share to the unprecedented scientific progress of the nineteenth century.

It is not surprising that Russian Poland gave much support to the Revolution of 1905, and despite the suffering which Polish learning has endured at Russian hands, Dr. Kot is strong in his conviction that the future will and must be marked by friendly co-operation between the Poles and the Union of Soviet Socialist Republics.

In these brief comments it is impossible to deal in any detail with the tragic tale outlined by Dr. Kot. However, it strengthens one's faith in humanity to reflect upon the capacity of the Polish people and of Polish learning for survival. At the present time the immediate outlook is probably darker than ever before, but Dr. Kot and the Poland of which he is mouthpiece refuse to despair. To this reviewer the closing paragraph of Dr. Kot's message is very moving.

"More than once in its history, the Polish people has suffered a period of subjection, and survived it. None of us has any doubt that the present storm will pass; and that Poland will come out of its inferno purified and renewed in strength. When that happens, Polish learning will again take up its task, and go forward with the other peoples of the world to greater and better things."

—N. F. B.

"MAN MAKES HIMSELF"

MAN Makes Himself, by V. Gordon Childe (The Thinker's Library, No. 87); London: Watts & Co.; pp. 240; price, 2/6.

The Thinker's Library, which is of interest to teachers chiefly because it has given them in cheap and handy form those two excellent little books by A. E. Mander, *Psychology for Everyman (and Woman)* and *Clearer Thinking: Logic for Everyman*, now brings to teachers and students of history and science Prof. Gordon Childe's *Man Makes Himself*.

A glance at the author's preface and the table of contents will give an idea of the scope of the work. The first three chapters are general and deal with "Human and Natural History", "Organic Evolution and Cultural Progress", and "Time Scales". The next four chapters trace the early evolution of human society through the hunting, agricultural, and commercial stages, and are entitled "Food Gatherers," "The Neolithic Revolution", "Prelude to the Second Revolution", and "The Urban Revolution". The eighth chapter deals with the effects of urbanization in "The Revolution in Human Knowledge", while the final chapter draws certain conclusions from the past regarding "The Acceleration and Retardation of Progress".

The preface begins with the statement that the book "is not intended to be a manual of archaeology, still less of the history of science. It is meant to be readable to those who are not concerned with the detailed problems about which the specialists argue heatedly. It must therefore ignore such problems, and avoid moreover the technical terms and outlandish names that make textbooks on prehistory (including my own) scientific but hard to follow". In this the author has been eminently successful, but the result is not a naive story of early man. Rather, Prof. Childe derives from a life of experience and intensive study in his own field a broad and philosophical view of human society and human problems. Let us illustrate with three quotations from the concluding chapter:

"Now warfare has undoubtedly served as a potent incentive to new discoveries that could be applied to peaceful ends. . . . Admittedly, too, militarism was necessary both to protect the achievements of civilization against the envious attacks of slothful barbarians and to spread the blessings of civilization itself. But it did not even succeed in either direction".

Again: "The superstitions man devised and the fictitious entities he imagined were presumably necessary to make him feel at home in his environment and to make life bearable. Nevertheless, the pursuit of the vain hopes and illusory shortcuts suggested by magic and religion repeatedly deterred man from the hard road to control of Nature by understanding. Magic seemed easier than science, just as torture is less trouble than the collection of evidence".

And finally: "Behaviour is not innate. It is not even immutably fixed by the environment. It is conditioned by social tradition. But just because tradition is created by societies of men and transmitted in distinctively human and rational ways, it is not fixed and immutable: it is constantly changing as society deals with ever new circumstances. Tradition makes the man, by circumscribing his behaviour within certain bounds; but it is equally true that man makes the traditions. And so, we can repeat with deeper insight: *Man Makes Himself*".—J. E. G.

ADULT EDUCATION

THE *Future in Education*, by Sir Richard Livingstone; University Press, Cambridge; The Macmillan Co., Toronto; 1941; \$1.10.

"If only I could go back and have again the chances which I wasted, simply because I was not old enough to use them". Sir Richard Livingstone, President of Corpus Christi College, Oxford, expresses the thought for this entertaining little volume in the foregoing expression. He deprecates the idea that the English system of education has been satisfactory. Modern educational training is completed before the individual has had sufficient experience to assimilate the knowledge with which he is confronted.

In this book, which is one of a series of six edited by Ernest Barker on "Current Problems", the author finds it impossible to state the year by or at which any complete education is received. He insists therefore that available arrangements must be made sufficiently interesting to attract the adult population to return to carry on its education. Such a plan must present "human ideals and the achievement which we call literature, history, and politics, and that study of the material universe which we call science".

We are indebted to the author for his keen analysis of the Danish People's High Schools and the part they have played in the development of agriculture in that country. These schools are presented as examples of what might be done in England to assist not only the masses of people but also those who have always been considered "educated".

The principles to be followed in order to obtain better results are suggested by the author, but no attempt is made to deal with details of organization. Arguments and material are presented in a conclusive and scholarly manner. It is rather difficult, nevertheless, to commend enthusiastically the solutions offered.—E. J. I.

SPEAKING AND WRITING

SPEAKING and WRITING, edited by T. O. W. Fowler, B. Com., B. Paed., East York Collegiate Institute and Vocational School; The Ryerson Press, Toronto; pp. 393; cloth board; \$1.10.

Speaking and Writing is a Canadian revision of "Units in English", Books III and IV by H. G. Paul and Isabel Kinchloe, published by Lyons and Carnahan, Chicago. This book was written and edited with the needs of the students in a vocational or business school in mind. It is designed to meet the needs of the pupils in Grades XI and XII. The aim

has been to develop an ability first in oral work, then in written work. The emphasis is expressed in the preface as follows: "The ability to express one's ideas orally, in clear voice, using good diction—whether it be in selling goods, giving instructions, making explanations, taking part in executive or board meetings—is of increasing importance today in the business, professional and social world".

The authors have done a most excellent piece of workmanship in their construction of this book. They have taken materials that suffer from having been shop-worn by handling through all a student's school life, and treat the whole field as though it were entirely new and rather an exciting work. The treatment is planned for senior students and the exercises, of which there are many, are of a type that utilize the general experiences of those who will be using the book. Interest, however, is not gained at the expense of thoroughness. The book is one of the most complete as well as one of the most vivid that I have seen on the subject.

The topics covered include: Learning to talk well; Visiting by mail; Letters of friendship; Letters of inquiry, request and application; Words and their ways; Choosing effective words; Conducting business by mail; and Writing for print.

A teacher would not really know the book until he has used it.—J. A. WILSON.

MORE RATIONED THINKING

DEMOCRACY *Marches*, by Professor Julian Huxley; Chatto & Windus; 1941; pp. 130; price, 3/6.

This well written and well planned little book had its origin in a series of broadcast talks which the author gave to North America in 1941. Its theme is, in the words of Lord Horder, who writes the foreword, "that democracy is not static but dynamic".

In the early chapters Huxley explains the British system of government, as he understands it, touching upon its faults and its less obvious merits, keeping in mind that many of the latter may be unknown to his American listeners, and aware that, even when they are set out to advantage, they may not be regarded as merits by people whose conception of democracy is, in some vital respects, fundamentally different from our own. Thus among the various individual liberties of freedom of speech, freedom of religion, and such like, which he cites

as fundamental, he includes freedom of association, not whittling down the national human rights counted by that term to mere "collective bargaining", and not unaware that it includes the right of free secession as well. In the latter part of the book he remoulds the whole world—not only the British Empire and the United States—to his heart's desire, making more allowances for individual and national rights than the Federal Unionists do, but showing, in my opinion, little indication of an ability to tackle "the problem of post-war reconstruction" from the right end.

Before assenting to or dissenting from another man's opinions it is, I believe, a good idea to follow the plan of substituting other terms for his, changing time and place but paralleling or duplicating the circumstances, thus ventilating his idea in the mind before allowing oneself to be convinced either way. In this way, convictions may be formed. In the following quotation I have substituted "Persia" for "Germany", "the independent Greek states" for "Poland, Austria, etc.", have assumed that the Persians crushed the Greeks at Marathon and Salamis, and ask the reader to go back in imagination to the fourth century B.C. "Germany (Persia) is doing something of value. She is converting the world into a single economic and political unit, even if her method of doing so is an abominable one and cannot last. And by her series of aggressions on small nations—Austria, Czecho-Slovakia, etc. (the independent Greek states)—she has taught the world a bitter but necessary lesson—that the sovereign rights of small nations to neutrality can no longer be tolerated". Thus, according to Huxley, the citizens of small nations have no rights to have minds of their own in at least one respect; their thinking must in this regard be rationed by large international groups; their freedom of decision planned and approved by others; the freedom of intellect controlled by an absentee government. One can only surmise whether Huxley would have come to similar conclusions if Poland and Czecho-Slovakia had, unaided, performed the miracle of defeating Hitler as the Greeks defeated the Persians. But, of course, the Federal Reserve Board and the Federal Reserve banks took care years ago that that could not happen. (See in Congressional Record of Dec. 15, 1931, the speech of the chairman of the Congressional Finance Committee).

—ARTHUR V. McNEILL.

Correspondence

Open Letter to All Teachers

Comox, B. C., April 21, 1942.

Dear Fellow-Teachers:

For two years I have had the honour of guiding the destinies of the Rural Teachers' Association, and for many more than two years I have tried to point out the inequities and inequalities under which the rural teacher has been forced to work. I have noticed in this time that all teachers are beginning to realize that the status of the country teacher is of vital importance to the teaching profession as a whole, and to those who have assisted us during the past year, I take this opportunity to offer the very sincere thanks of all the rural teachers.

Those in the teaching profession who have opposed the work and organization of the rural teachers (and there have been many who have lost no opportunity to do so), I would ask to consider very carefully the following facts, policy and ideas on which the Rural Teachers' Association is based, and having done so, to ask themselves honestly whether they can any longer refuse to throw their whole weight behind the cause of betterment of conditions in the rural districts.

We believe and ask your support for the following:

- (1) That all teachers in the country should be paid at the same rate as those in the cities for the same efficiency, responsibility and experience.
- (2) That the cost of education should be financed from the Consolidated Revenue Fund of the Province and *not* by local specific taxation.
- (3) That the children of the smaller towns and country districts are entitled to the same educational opportunities as those in Vancouver or any other city.
- (4) That many of our best teachers prefer to teach in the country districts.
- (5) That the schools of British Columbia should all be equipped so that the Programme of Studies could be carried out as well in the one-room school as in a 50-room school.
- (6) That a minimum salary schedule with *Increments for Satisfactory Service* should be instituted at once throughout the Province, such a scale to be guaranteed by the Provincial Government.

(7) That in view of the recent announcement of the payment to British Columbia Civil Servants of a Cost-of-Living Bonus of \$10 per month, that the same bonus should be paid immediately to all teachers receiving less than \$2100 per annum.

(8) That the B. C. Teachers' Federation affiliate immediately with Labor, if for no other reason than that, *when our cause is just*, the voice of 50,000 people of many professions carries far more weight than that of 3000 of one profession.

(9) That the burden of School Taxation should be taken from the land.

(10) That all teachers should be members of their professional association.

We believe in these things, and we are sure that you do too. Can we not, 4000 strong, with the help of the people whose children we teach, demand that these long delayed reforms be immediately instituted?

Will not all you teachers, city or country, from large or small schools, high salaried or low salaried, forget all your petty differences, and personal differences, and help us to obtain these rights?

I believe you will, and I look forward to the not far distant future when, with your help, the teachers of B. C. will take their rightful place in the destiny of this country. This will never be possible until these reforms have taken place, and the teachers of this province have been placed on a basis of equality for services rendered.

To those of you who supported my candidature for Vice-President, I offer my very sincere thanks, for I think you knew that I considered that the holding of such an office might enable me to do a little more for the country teacher.

To my successor as President of the R.T.A. I ask only that you give the support that you have given me, and I promise you that my efforts in the future will not slacken to obtain those things that I believe are just and right.

May I remain,

Yours very sincerely,

E. R. G. RICHARDSON,
President, Rural Teachers' Ass'n.

THANK YOU, MANITOBA!

619 McIntyre Block,
Winnipeg, Canada,
April 19, 1942.

Editor, *The B. C. Teacher*:

Your letter dated the 30th March, 1942, and the appeal in the April issue of *The B. C. Teacher* respecting the necessary exodus of 13,000 Japanese-Canadians have been carefully considered and I assure you that I shall not hesitate to give my support in bringing to the attention of Manitoba teachers an unprejudiced opinion of the matter.

In the May-June issue of *The Manitoba Teacher* I am using a condensed statement of your editorial. Although I am using your own words for the most part I am not inserting the quotation marks; consequently the Manitoba Teachers' Federation becomes responsible for the pronouncement as far as this province is concerned. I trust that you will approve this.

At this point, I want to congratulate you on the excellent service you have rendered as an editorial writer. I have long regarded you as the dean of writers for teachers' organizations across Canada, and, at least on one occasion, communi-

cated that word to the executive of the British Columbia Teachers' Federation.

You will be interested to know that the May-June number of *The Manitoba Teacher* will contain the legislation enacted at the recent session of the Manitoba Legislature whereby automatic membership was approved. At present every teacher in Manitoba is a member of the Manitoba Teachers' Society. We are hopeful that this will mean the solution to at least some of our many local educational problems.

Yours fraternally,
GEO. M. NEWFIELD,
Editor, *The Manitoba Teacher*.

85 Park Circle,
Transcona, Man., Mar. 12, 1942.

Editor, *The B. C. Teacher*:

For some time past, as treasurer of our Manitoba Teachers' Federation, I have been receiving a free copy of *The B. C. Teacher*.

May I in the first instance, in general, thank you for this fine magazine, and in particular may I thank you on behalf of our Collegiate Reading Club for the very interesting articles under the caption, "Ramblings of Paidagogos".

Our club is comprised of the six male

AN ANNOUNCEMENT

ANNUAL CONVENTION EXTENDS

SALARY INDEMNITY BENEFITS

(COVERING SICKNESS AND ACCIDENTS)

to

ALL B. C. T. F. MEMBERS

THIS protection will now be enjoyed by all members as one more service derived from the payment of their Federation Fee. No extra contributions will be required for the benefits of \$3.00 per school day, although fees have been slightly increased to assist in carrying this added risk.

AN OPTIONAL PROTECTION SERVICE

is also available to members who wish to have larger benefits than \$3.00 a day for sickness and accidents.

These members may secure additional daily benefits amounting to 1/400th of salary by paying an annual contribution of 1/400th of salary. The maximum combined benefits allowed are \$10 per school day.

The Salary Indemnity Committee plans to furnish complete details of the plan through "The B. C. Teacher" during the next few months. Members will also be given an opportunity to enroll before the end of June so as to be protected from September 1st.

teachers of our staff. We have met once a week for the past five years. Our members look forward to the reading of these articles, and at our last meeting, recently, it was felt that we should express to you our appreciation for the enjoyment we have all received in the reading of these monthly articles.

Yours fraternally,
L. E. GENDRON,
Transcona Collegiate.

HOLIDAY SERVICES

Editor, *The B. C. Teacher*:

In view of the fact that there has been discussion of the possibility of schools closing earlier and reopening later than usual in order to allow pupils to relieve the expected labor shortage on farms, fruit ranches, etc., it would seem advisable to investigate the possibility of teachers helping in the same work.

It is obvious that, conditions differing widely the various districts of the province, there will be much greater need of workers in some parts than in others. If it were known in advance in which areas there is likely to be a labor shortage and of what type of labor were required, it would be possible for a greater number of teachers to render service in this way. If the matter is left to the individual, there is little chance that it will be solved at all satisfactorily for either employer or would-be employee. In most cases the latter is vague as to what is required and where and when his services could be used.

The writer feels that in this situation the teachers might well render a worthwhile service to the province but, as an individual teacher, does not know how best to go about the business of investigating the possibilities of the proposed plan. I feel that you are in a position to know whether the idea is sound or not, and, if you feel that it is, you will know who to contact in order that the necessary steps may be taken to ensure that all interested may know in time to plan accordingly.

M. B. B.

AFFILIATION WITH LABOUR

Editor, *The B. C. Teacher*:

May I be permitted to make a comment on the recent debate at the Convention on the question of affiliation with the Trades and Labour Congress of Canada? This is a hardy evergreen, and those of us who have long advocated the affirmative position believe that it will

finally gain the requisite majority. Personally, I was delighted that so many members contributed to the debate, for and against; and I think everyone will agree that our new president, Mr. A. T. Alsbury, made one of the most telling speeches for the affirmative.

There is one aspect of the question, however, which no one of the speakers brought out. All, whether pro or con, spoke, as it were, in static terms. That is, they failed to emphasize the dynamic character of any such relationship entered into by two societies. It is not so much what we are now; it is what we may become under the untried influence of affiliation with a body of workers whose aims, *pace* Mr. Lidster, have fundamentally so much in common with our own.

Moreover, it cannot be too strongly emphasized that such a step is not irrevocable. No one is asking the Federation to burn its boats. It is just as easy to disaffiliate, if we wish, as to affiliate. (In fact, judging by the years this question has been hanging fire, I should imagine disaffiliation could not be more difficult, to say the least.)

As you know, Sir, I am a frank partisan in this matter and I do not pretend to "see both sides", as the popular phrase is. I believe firmly in the reality of what may seem to some people vague generalities. I believe we should gain from this affiliation more than we now have any idea of. As Ophelia says:

"We know what we are; we know not what we may be."

K. M. PORTSMOUTH.

April 22, 1942.

P. S.: Yes, I am aware that this occurs in the mad scene; but Shakespeare's madmen often are inspired.—K. M. P.

INTER-SCHOOL VISITS

Perry Siding, March 19, 1942.

Editor, *The B. C. Teacher*:

Here is the instance of an official trustee who is interested in schools as a whole and not just his own.

The other afternoon he brought his teacher to my school to spend the afternoon, from 1 to 3, to give her the opportunity of seeing how another teacher works, to gain new ideas, and to compare our work to see whether each of our grades are as far ahead as the other. (Grade VIII was the chief interest in this case). She has had the opportunity of spending an afternoon before at a school in the valley, and I trust she will have further opportunities. The trustee.

himself, seemed intensely interested in the school, which is a very attractive one, new and nicely finished inside and out.

Don't you think this is an excellent idea? It should be possible for teachers to spend an afternoon now and then in various neighbouring schools to see how others are progressing, to acquire new learning devices and to see the work other children do. I know from last year's experience of teaching in a 3-room school that I picked up several ideas from the other two rooms that I have put to use this year when I have all grades again.

M. OLSTAD.

"WHAT WE ARE READING"

1646 Charles Street.

Vancouver, April 23, 1942.

Editor, *The B. C. Teacher*:

Thank you for your strong recommendation to your readers of that unique treasure, *Storm*; the book is a classic! I certainly enjoyed it.

Miss Coates of Kitsilano High School kindly loaned me a simple story by Cecily Mackworth of her reactions to experiences around the days of Dunkerque, (no stage effects). The story, "I Came Out of France" is illuminating and kindles sympathy with bewildered Europeans and helps one to appreciate current happenings in France. Miss Coates feels that this authentic story might be listed among books worth reading today.

Yours truly,

RUTH O. STEWART.

APPRECIATION RECIPROCATED, TORONTO!

Toronto, April 21st, 1942.

Editor, *The B. C. Teacher*:

Thank you for the April *B. C. Teacher* with its so much needed editorial entitled "A National Problem" and discussing the question of our Japanese Canadians. We are ashamed to confess that we haven't made this matter a subject of editorial comment.

We are quoting your editorial in full in "*Canadian Teacher*" for May with due credits, that is: By line—"By Norman F. Black, Editor of *The B. C. Teacher*." Credit at close—"From *B. C. Teacher*, April, 1942—by permission."

I am also using it as an article in "*Canadian Friend*," which I also edit—with "by line" as above. Very many thanks!

Apart from this important Japanese problem I liked your first two sentences.

There are so few Canadians in Canada. Just Ontarians and Maritimers and Westerners, and, perhaps "British Columbians"—I'm not so sure about these latter. I don't know them so well—and they don't seem to stick out like a sore thumb the way the others do—and one doesn't even dare to mention Quebec—though it houses the first Canadians and perhaps, if we'd let 'em alone, the most loyal of all to Canada.

Again thanking you for stirring us up re the Japanese problem—which, because we are so insular, doesn't seem so big to us in Toronto as it ought.

In conclusion may I say that I enjoy the "*British Columbia Teacher*" and would like to extend congratulations and best wishes to its editor.

Most sincerely yours,

LOUISE R. RORKE,

(Editor of *Canadian Teacher*.)

CULTURE AND WAR

Ocean Falls, April 25, 1942.

Editor, *The B. C. Teacher*:

Culture, they say, is what you have left when you have forgotten all that you learned in school. So we quite logically teach the children material that they can forget without losing anything of value, and teach it in such a way that they forget it instantly on leaving school. This is culture on a mass-production basis. This is liberal education—preparation for a life of elegant leisure, such as democracy provides, especially for those on relief.

But in this war we find ourselves in competition with people who were educated for work and war, not for peace and pleasure, and we don't show up so well. Those people went to school to learn something definite. They learned according to their ability—Heil Hitler for the morons, chemistry or aerodynamics for the clever. And when they had learned up to their capacity, they left school and went to work.

We can't do that. It would not be Democratic, or Progressive, or what have you at the moment. But it might be possible—just for the duration—to persuade the parents that any boy or girl over fifteen who is not really interested in school should be serving his country by doing work that would release a man for the Army. If we could do that, we would at least get some small good from this very bad war.

DONALD COCHRANE.

THE CANADIAN RED CROSS
SOCIETY

April 25th, 1942.

Editor, *The B. C. Teacher*:

You have no doubt noted that a great National Appeal is being made on behalf of the Canadian Red Cross, beginning on May 11th. The amount to be raised in Canada is \$9,000,000., British Columbia having been asked to raise 10% of the amount—\$900,000.

In response to this appeal may we ask that members of your organization offer every possible assistance to their local Red Cross Branches. If the members of British Columbia Teachers' Federation do everything possible to make the campaign a success, the gesture will be not only appreciated by the Provincial Campaign Committee, but will doubtless prove to be of great value. We feel that all members of your organization will wish to identify themselves with this appeal and become active Red Cross crusaders. We ask teachers not only to assist as usual by such contributions as they can afford but to carry out some plan of Red Cross education among the school children.

This is the only voluntary national appeal to be made this year, the Government having taken over the Canadian War Services.

The work of the Red Cross needs no elaboration. Thousands of women are giving every available hour in voluntary service for the Red Cross. Garments of all types are provided for hospitals, evacuee children, and those who have lost everything through enemy bombing. 40,000 parcels are shipped weekly to prisoners of war. The Red Cross co-operate with the A.R.P. in supplying medical and surgical equipment, blankets, etc., for emergency hospitals and distributing centres. In countless other ways the Red Cross is giving all it has to offer comfort and help to the wounded, the dying and the homeless and to prepare for any emergency that may arise. The ever increasing call for help is taxing the Red Cross resources to the full.

Never was there a more humane appeal and never was there a greater need.

Thanking you for any co-operation you can give.

Yours sincerely,

J. B. LEYLAND,
Provincial Campaign Secretary.

PENSIONERS WITH TEACHING
POSTS3366 Glasgow Avenue,
Victoria, B. C., April 29, 1942.Editor, *The B. C. Teacher*:

Among the many resolutions which never reached the floor of the recent British Columbia Teachers' Federation Annual Meeting were those relating to the pension scheme.

By a recent amendment to the Act retirants who accept a temporary position teaching lose their service pension during the period of such employment. Had there been opportunity I would have protested this provision for the confiscation of a retirant's personal property.

If the present scheme is actuarially sound then adequate funds are on hand to provide the promised pension for a member who retires. Furthermore, the retirant has earned his pension allowance and the pension is his personal property—a sum of money representing goods and services to the retirant.

If it be argued that the confiscation is to prevent retirants taking positions at lower salaries my answer is that the method is no preventative whatever so long as the salary offered is greater than the pension lost. The method adopted to solve the problem is futile and unjust. The problem really has nothing to do with pension financing and should not be confused with pensions in any way. The solution to the problem of retirants re-entering the profession is not in confiscation of a retirant's personal property as something in the nature of a penalty fine.

I submit that security is the essence of a good pension scheme and that our British Columbia scheme is lacking in this respect.

There are other questions in connection with the pension scheme that need public discussion but space in this letter will not permit it.

Surely the experience of the past year shows to teachers the need for publication of amendments prior to their submission to the Government. The scheme is supposed to be the Teachers' Pension Scheme.

J. M. THOMAS.

ALL concerned are reminded that the Executive Committee meet on Saturday, May 16th.

News, Personal and Miscellaneous

HELEN J. FREEMAN

AFTER an illness which kept her from her schoolroom duties for only ten days, Miss Helen J. Freeman suffered a stroke on Monday, April 23rd, and next day died in Penticton Hospital.

Entering the teaching profession in 1915, Miss Freeman taught at Gwinnih on the Nass River, at Fern Ridge in Langley District, at Revelstoke, Fort Langley, and Cranbrook, and for the past fourteen years she had been primary specialist at Penticton. There, as elsewhere, her self-forgetting loyalty to colleagues and pupils won for her an affection which outlasts her life.

Miss Freeman was the eldest daughter of the Rev. B. C. Freeman, a pioneer missionary, and was born at Skidegate, Queen Charlotte Islands. Being the first white child born there, she was honoured by a special tribal ceremony of the Haidas and named by them Judgoosandanz, Lady of the Dawn.

Surviving her are her mother, two sisters—Miss I. Doreen Freeman of Chilliwack Junior High School, and Mrs. J. E. Gibbard of Vancouver, and two brothers—F. C. Freeman, Vancouver, and G. E. Freeman, Fruitvale School. To them all *The B. C. Teacher* tenders the condolences of the teachers of the Province of British Columbia.

BROADCASTS TO HIGH SCHOOLS

DURING the winter season 1942-43 there will be a weekly series of broadcasts for the Secondary Schools. Recently a questionnaire was sent to all high schools in the province asking for an expression of opinion on the desirability of special broadcasts for the boys and girls in the high schools. As a result of an almost unanimous affirmative vote, the Committee for Radio in Schools decided at a recent meeting to plan such a series.

Full details of these broadcasts will be available in the near future. The programme will be heard over the C.B.C. Pacific network, and also from Prince Rupert and from Grande Prairie, Alberta.

SCHOOL BROADCASTS FOR THE CARIBOO

By the early summer the Cariboo country will have four C.B.C. radio transmitters! This is good news for the schools in the Cariboo, since it means that School Radio Broadcasts will be heard with ease through that great central region of the province. The four transmitters are to be situated at Prince

George (frequency—30 kilocycles), Quesnel (800 k.c.), Wells (940 k.c.), Williams Lake (900 k.c.)

This new type of transmitter has been developed by the engineers of the Canadian Broadcasting Corporation. Each transmitter works automatically and will carry the programmes on the C.B.C. Pacific network. This means that the broadcasts to the British Columbia schools will be heard each school day at 2:00-2:30 p.m. from the first Monday in October until the first of May.

Teachers in the Cariboo will need to get busy and make arrangements to have a radio in the classroom ready for the first broadcast of the 1942-43 series on October 5th, so that their classes may listen in along with more than 550 other schools in British Columbia.

New transmitters will also be installed at Revelstoke (560 k.c.) and at North Bend (800 k.c.). These transmitters will give good coverage to the country around Revelstoke and in the Fraser Canyon from Lytton to Hope.

NEW CURRICULUM MATERIALS AVAILABLE

THE University of Oregon Curriculum Laboratory has just announced its spring series of the *Curriculum Bulletin*. The first six bulletins comprise a core programme for the second grade. Each pamphlet is a unit-plan and includes suggested aims, activities, and materials for a Social Living programme. The titles are "The Policeman" (No. 45, 15c), "The Postman" (No. 46, 15c), "The Dairyman" (No. 47, 15c), "The Fireman" (No. 48, 15c), "Squirrels" (No. 49, 15c), and "Birds" (No. 50, 25c).

Elementary principals, particularly, will be interested in Bulletin No. 52, "An Evaluation of the Curriculum and Instruction in the Elementary School", (50c). This is a report of a co-operative survey carried on by teachers and selected consultants, and includes suggestions for teacher-self-appraisal of the curriculum and pupil growth. Several new measuring devices are used very effectively.

High school teachers will be interested in the other three bulletins in this series. Bulletin No. 53, "Romano-Italian Culture and Civilization" (50c), is a unit plan for the study of world cultures in a tenth grade Social Living class. Bulletin No. 54, "A Test of Creative Writing Ability" (20c), and No. 55, "Evaluating the Effectiveness of Oral English" (35c), are experimental forms of two new

measuring devices for high school students. Both of these tests make unique approaches in self-evaluation.

Other *Bulletins* of equal interest issued during the winter include two bibliographies and five units, as follows:

"Bibliography for Units on Mexico" (No. 30, 25c), is an annotated bibliography of books, magazine articles, pamphlets, music, records, films, etc., about Mexico. "Bibliography for Units on Communication" (No. 31, 25c) is an annotated bibliography similar to No. 30, above.

"Hawaii, Our Beautiful Possession" (No. 32, 30c), a unit-plan and description for intermediate grades, includes outlines, activities, references, etc. "Insurance: A Unit for Social Mathematics" (No. 33, 20c) dealing with social and economic aspects on the high school level, includes suggested activities, references, etc. "The Culture and Civilization of the Northern Countries" (No. 35, 35c), Denmark, Finland, Norway, Sweden—combines social studies and language arts in a "social living" unit at the secondary level. "Marco Polo: A Study of Ancient Cultures" (No. 44, 50c) is an integrated source unit for all grade levels, with suggestions for correlations in various subjects. "Installment Buying" (No. A, 40c), a secondary school social studies unit, includes an over-view, suggested activities, references, etc.

These pamphlets may be obtained through the University Co-operation Store, Eugene, Oregon. A complete annotated list of bulletins now available may be secured from the same source. The subscription price to the *Curriculum Bulletin* is \$5 per year.

INTER-AMERICAN UNIVERSITY OF THE AIR

Thirty leading figures in the fields of education, religion, government and the arts and sciences convened at the Pan-American Union in Washington, Saturday, March 28, to create a permanent administrative structure for the new N.B.C. Inter-American University of the Air.

The delegates were chosen jointly by Dr. James Rowland Angell, Public Service counsellor of the National Broadcasting Company and president emeritus of Yale University, and Sterling Fisher, noted educator and assistant public service counsellor for N.B.C.

"One of the main objectives of this meeting," said Dr. Angell, "is the establishment of a permanent Inter-American board to supervise the future operations

of the N.B.C. University of the Air. It is anticipated that the board will be composed of representatives of the Latin American embassies and legations in Washington, the Pan-American Union, the Office of the Co-ordinator of Inter-American Affairs, and representatives of the various agencies engaged primarily in the promotion of the social and cultural relations between all of the Americas in the western hemisphere."

Fisher, a pioneer in the field of Inter-American education through radio, said that the task of formulating a definite programme policy for the new institution also will be undertaken at the conference. "In this respect," he said, "it is anticipated that the educational services of this 'University of the Air' will be designed to bring together the backgrounds of all the American nations, their colorful histories, their rich traditions and cultural ideals, their geographies and the dramatic records of the lives and deeds of the great men who fought and died in the building and carrying forward of democratic government."

Honour Roll Health Pledge

I will do my best to keep our class free from colds by following these simple health rules:

1. **Keep Feet Dry.**
Remember to wear rubber shoes or put on your rubber put for the best of protection.
2. **Dress For Warmth.**
It may seem "cool" to wear heavy wet and heavy hair and gloves over them rather than get a cold.
3. **Stay Out of Drafts.**
Get plenty of fresh air, but do not sit in a draft and catch a cold. It's easy to move, and movement helps blood getting to hot spots.
4. **Eat Proper Food.**
Fruit juice, hot cereal breakfast, eggs, vegetables, milk, etc. are good for you. They give strength and energy—build up resistance to colds.
5. **Drink Plenty of Water.**
Drink at least six glasses of water every day, especially if there are any signs of a cold.
6. **At the First Sign of a Cold.**
Instead of using drops, rough handkerchiefs, etc., blow your nose with gentle Kleenex tissues. Remember you can reach Kleenex tissues only when they become so green and all there is the danger of spreading your cold to others... and you may catch a sore, too.
7. **If Your Cold Gets Worse, See Your Doctor.**
Cure and comfort come only if you see your doctor... but if you catch a cold and it gets worse... especially if there is the least sign of fever... get to your doctor and do what he tells you to do.

INTERESTING OFFER—TEACHERS CAN GET THIS "HONOUR ROLL HEALTH PLEDGE" FOR STUDENTS FREE! The makers of Kleenex know that teachers want to help check spread of colds in their classrooms. On request they will be pleased to send you an "Honour Roll Health Pledge" for each member of your class. These "Health Pledges" have been specially prepared to encourage children to practise daily health habits to decrease the spread of colds and improve attendance records. Fully approved by medical and educational authorities. Please state number desired. Address your request to "Kleenex Health Pledge", Dept. X-100, 330 University Avenue, Toronto, Ont.

VANCOUVER AND DISTRICT
CO-OPERATIVE COUNCIL—
WHAT IS IT?

AN organization of individuals and representatives of co-operative groups who desire to spread knowledge of co-operation, themselves being convinced that its application in our economic and business world would improve each to the benefit of all. The objects of the council are:

(a) To promote, promulgate and disseminate the philosophy and principles of the co-operative movement and encourage, and to assist in, their practical application to all phases of our social and economic life;

(b) To form, or to assist in the formation of groups of people for the purpose of carrying out the objects named in clause (a) through a co-operative education of such people that will lead to co-operative action;

(c) To give guidance to all individuals who, and co-operation groups which, are interested in advancing the co-operative movement, and are located within its jurisdiction;

(d) To co-ordinate all forms of co-operative endeavour in Vancouver and District with a view to encouraging co-operative action.

Membership? Who may join? Any person interested in co-operative movement and whose application has been approved by the council.

What is the cost? The membership is \$2 per year, part of which goes as subscription to *The Canadian Co-operator*, publication of the Co-operative Union of Canada, the balance being used for the general funds of the council. In addition to membership fees the council raises funds in various activities and from donations to finance its Adult Educational Programme.

Where can I learn more details of the council and its work? At the Council Headquarters, Room 17, Davis Chambers, 615 West Hastings St., Vancouver; telephone MArine 6651.

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BRITISH COLUMBIA LIBRARY
ASSOCIATION

British Columbia Library Association will hold its 31st annual conference in the Hotel Russell, New Westminster, on May 18th. Numerous important committees will present reports copies of which have already been distributed to the members of the Association.

Mr. G. J. Spencer of the department of zoology, University of British Columbia, will be the guest speaker at the 12:30 luncheon.

By legislation enacted at the last sessions of the Legislature, the Public Libraries Act was so amended as to transfer its administration from the Provincial Secretary to the Minister of Education.

REQUEST FROM WAR-TIME
PRICES BOARD

TEACHERS who can give some of their time voluntarily to the study of price control and its application to the consumer, can make a very real contribution to the war programme.

In Canada, the women have been made the guardians of price control while carrying on their regular shopping tasks. They have been asked to co-operate fully and to report unjustifiable price increases. This is a task of the utmost importance in maintaining Canada's price ceiling, and fighting inflation.

The Consumer Branch, the War-time Prices and Trade Board is anxious to enlist the help of teachers who can make time in the holiday period to help in this work.

There is work to be done in stirring up interest in smaller communities, in helping to organize them, and in distributing the famous "blue books", which give so much information and in which women can note and compare prices. Perhaps those who are interested in writing would help by studying the problems, and then preparing little "stunts" or playlets to interpret the idea across Canada.

"No one knows better than I do how hard teachers work, how much is demanded of them, and how necessary their holidays are", Byrne Sanders, Director of the Consumer Branch, says: "but the demands of the times are so urgent—the work so great—that we are making these suggestions just in case there are some teachers who would like to help us".

For information write to Miss Byrne Sanders, Director of Consumer Branch, the War-time Prices and Trade Board, Ottawa, Ontario.

DID YOU ATTEND CONVENTION? (Continued from page 427)

many favourable comments of attending teachers. People in charge of arrangements let it be known, however, that being responsible for the catering necessary at both these functions is a nerve-racking job, especially when teachers in general always put off buying tickets until the very last minute in spite of the fact that an estimate must be made of the number attending in order to provide required refreshments. It is possible that a Convention dance (and luncheon also, for that matter) may not form integral parts of future programmes.

Perhaps the most perennially successful features of Easter assemblies are the various displays of lesson-aids, books and magazines. In this connection only one very small criticism was noted this year and that was to the effect that evening

lighting of certain exhibits was not all it could have been on account of lack of electrical connection facilities for spot-lights.

Finally, with regard to newspaper publicity, all three local papers were most generous in the matter of giving us plenty of space and pictures. For the most part, reporters were always in evidence whenever and wherever they were required. It is well for us to remember that teachers of British Columbia are probably brought to the attention of the general public more often at Convention time than at any other period during the year. For that reason alone it behooves us to turn out in ever-increasing numbers for annual meetings. By this means as well as by others less obvious we can demonstrate in no uncertain terms that we are professionally interested in improving our teaching standards.

Did you attend the Easter Convention?

CONTRIBUTORS and correspondents are earnestly requested to note our deadline date and the address of the Editor.

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.

SUITE TO RENT—Two rooms, kitchenette and bath; excellent street car service, University and all parts of city. Box X, "B. C. Teacher", 1300 Robson St., Vancouver.

FOR RENT—July and August, fully furnished 6-room house, 4 blocks from University bus. Accommodation suitable for 4 adults. 4197 West 13th Avenue; ALma 1549-B.

FOR RENT—During Summer Session, 7-room furnished house near University bus; \$45 per month, or by arrangement. Phone: ALma 1456-Y; 4343 West 13th Avenue.

FOR RENT—Available June 20th; fully furnished modern 6-room house, in Dunbar district; \$45 per month, or by arrangement. Phone: BAyview 7611-Y; 3592 Quesselle Drive.

FOR RENT—July and August; 5-room bungalow; complete furnishings; gas range, refrigerator; garage; 2 bedrooms; convenient to MacDonald bus or No. 7 street car; \$45 month; adults only. Apply Mrs. S. Seward, 2964 W. 39th Avenue; Phone KErr. 2745-Y.

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SUMMER SESSION

MONARCH LODGE

On the Campus; Board Residence; hot and cold water in rooms. Telephones ALma 0726-M, ALma 2432. 5642 Dalhousie Road, University of B. C. Area, Vancouver.

How do your Pupils rate in this Dental "Question Bee"?

Ask your pupils to answer "True" or "False" to the statement with each picture. See what marks they get. It's an interesting way to help teach them important facts about modern dental hygiene.



↑ These children are learning how to keep their smiles bright. True or False?

TRUE. The teacher is showing them the way to massage their gums. The index finger is placed outside the jaw to represent the tooth brush and rotated from the base of the gums toward the teeth. Every time the teeth are cleaned, gums should be massaged, for sound teeth depend upon healthy gums and a bright, sparkling smile upon both.



← Soft foods are better for teeth and gums than hard foods. True or False?

FALSE. Hard foods are better because they require lots of chewing, give gums the exercise they need. Because we eat soft foods so often, we should provide our gums with extra stimulation by massaging them with Ipana.



← Parents as well as children should massage their gums regularly. True or False?

TRUE. In fact, many parents have learned about gum massage and its value from their children. Thus, in thousands of schools, the classroom drill in gum massage is often a direct benefit to the dental health of the whole family.



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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