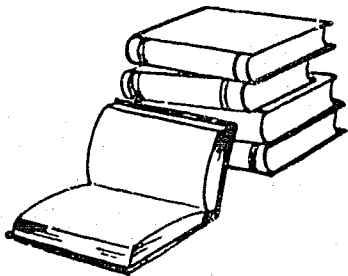


THE

# B · C · TEACHER



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

VOL. XX, No. 4

DECEMBER, 1940

VANCOUVER, B. C.

	Page
EDITORIALS: "I Believe!".....	155
Teachers' Pensions .....	157
Obiter Dicta .....	160
OUR MAGAZINE TABLE.....	161
BRITISH COLUMBIA TEACHERS' FEDERATION AND KINDRED ASSO- CIATIONS .....	165
Message from Membership Committee—Consultative Committee Meets— Financial Statement and Auditor's Report—Art Teachers' Association— Lesson Aids Committee—South Cowichan—N.O.T.A.—Physical Education Association—Central Mainland—Prince George—Kelowna—Principals' Association.	
ON BEING A BORE.....	Paidagogos 171
SPANISH LANDSCAPE .....	Ronald Hilton 173
TYPING TESTS .....	A. T. Alsbury 176
EDUCATION FOR CIVILIZATION.....	Frank Wilson 177
THE HARD-OF-HEARING CHILD.....	L. Creelman 179
HOME ECONOMISTS AS WAR WORKERS.....	Norah DeB. Vicars 181
POEM: CHRISTMAS IN WARTIME.....	M. E. Coleman 181
READING READINESS.....	Evelyn Dickinson 183
THE QUESTION BOX.....	186
WHAT WE ARE READING.....	189
Canadian School Atlas, rev. by H. Northrop—Memory, Hold the Door, rev. B. Hankinson—Latin Reader for High Schools, rev. E. H. S. T.—English Architecture, rev. E. E. T.—Elk Island National Park—Vocational Guid- ance, rev. F. Mulloy—Book Suggestions for Christmas Gifts, by E. E. T.	
CORRESPONDENCE .....	193
B. C. T. F. Scholarship—Larger Administration Units in Ontario—Geogra- phers Asked to Co-operate—Health League Recommends a Magazine—Tests in French—Oldest School in the West—Appreciation from Pennsylvania, British Columbia, Washington and Alberta.	
NEWS, PERSONAL AND MISCELLANEOUS.....	196
Obituary: Howard McPhee—A Demonstration Library—Langley Teacher Makes Two Important Moves—Successful Adventure in Dramatics—Cadet Instructors—New Director of School Broadcasts—Overseas Children—For Professional Reading—Trail-Tadanac Tidings—University Announcements —Senate Elections.	

VANCOUVER, B. C.

## VALUABLE BOOKS IN HANDWORK AND THE PRACTICAL ARTS...

### HANDWORK FOR INFANTS AND JUNIORS—

Volume 1—Full instructions for a wide variety of activities in paperwork, modelling and weaving, based on the child's natural interests. Price, 85 cents.

Volume 2—The same, slightly more advanced. Price, 85 cents.

**HANDWORK FOR THE CLASSES.** This book contains over 250 exercises, both practical and interesting, linking handwork with Geography, History, Nature Study and other subjects. Full schemes in modelling, paper and cardboard work. Price, \$1.25.

**RAFFIA CANE AND POKER WORK.** Price, 20 cents.

**TEACHING BOOKBINDING CRAFT IN SCHOOLS.** By F. Goodyear. Price, \$1.25.

**THE BOOK OF SCHOOL WEAVING.** By N. A. Reed. Price, \$1.25.

**TEACHING FABRIC PRINTING IN SCHOOLS.** By H. Wooller. Price, \$1.50.

**PATTERN WEAVING.** By N. A. Reed. Price, \$1.25.

**MODERN SOFT TOYS AND HOW TO MAKE THEM.** By Hilda Hincks. Price, \$1.10.

---

**J. M. DENT & SONS (Canada) LTD.**

224 Bloor St., W.,  
Toronto, Ontario

**PUBLISHERS**

1300 Robson St.,  
Vancouver, B. C.

# THE B. C. TEACHER

*Official Organ of the British Columbia Teachers' Federation*

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

EDITORIAL OFFICE: 2565 WEST SEVENTH AVENUE, VANCOUVER, B. C.

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

Annual Subscription: \$1.50; Federation Members, \$1.00.

Printed by Wrigley Printing Company Ltd.

## EDITORIAL BOARD:

NORMAN F. BLACK, Editor, 2565 West Seventh Avenue, Vancouver.  
W. F. HOUSTON, Advertising Manager, 1300 Robson Street, Vancouver.  
FRANCIS C. HARDWICK, Secondary Schools, 1208 59th Avenue West, Vancouver. ROTH G. GORDON, Magazine Table, 2274 Adanac Street, Vancouver.  
D. G. MORRISON, Rural and Village Schools, Port Coquitlam, B. C. MISS EVELYN E. TUFTS, 1379 West Fifteenth Avenue, Vancouver.  
F. A. ARMSTRONG, Elementary Schools, 2044 Quilchena Place, Vancouver. E. F. MILLER, Art Section and Federation News, Lynn Creek, North Vancouver.  
WILLIAM SKINNER, 3165 West Eleventh Avenue, Vancouver.  
F. A. POOLE, 3141 West 34th Avenue, Vancouver.  
J. R. POLLOCK, 4444 West Fifth Avenue, Vancouver.

## BRITISH COLUMBIA TEACHERS' FEDERATION MAGAZINE COMMITTEE:

CHAIRMAN: PAUL N. WHITLEY, President of British Columbia Teachers' Federation (*ex-officio*)  
The Members of the Editorial Board and the following Representatives of the various Departments and Sections of the Federation:

MR. L. B. BOGGS, Penticton, B. C., Provincial Principals' Association.  
MR. H. NORTHROP, 3408 West 37th Avenue, Vancouver, Geography Section.  
MR. J. E. A. PARNALL, 1023 Esquimalt Road, Esquimalt, Mathematics Section.  
MISS A. HELEN GILLEY, 317 Third Avenue, New Westminster, Moderns Section.  
MR. J. A. COLBERT, 3505 West 39th Avenue, Vancouver, English Section.  
MISS EVELYN CRUISE, 4411 West 11th Avenue, Vancouver, Library Section.  
MISS MARION E. LAWRENCE, 3804 West 23rd Avenue, Vancouver, Guidance Section.  
MR. O. McLEAN SANFORD, 3837 W. 16th Avenue, Vancouver, Social Studies Section.  
MR. J. A. MUNDIE, 2070 Grant Street, Vancouver, Science Section.  
MISS MARY E. BARDSLEY, 1596 West 14th Avenue, Vancouver, Health and Physical Education Section.

## STUDEBAKER CHAMPION . . . Scores Again!

*Now Called "The Holiday Champion"*

LAST SUMMER A WELL-KNOWN  
TEACHER SPENT THE HOLIDAYS  
IN A "CHAMPION" AND A  
TRAILER. THESE ARE HIS CON-  
CLUSIONS:

1. EASY TO DRIVE.
2. ALWAYS DEPENDABLE.
3. PLENTY OF POWER.
4. LOW UPKEEP (28 to 30 miles per gallon).
5. EASY TO PAY FOR.

*Spend Your Holiday in a Champion Next Summer*

**J. M. BROWN MOTOR CO. LTD.**

*Studebaker Distributors for British Columbia*

1128 Georgia St. W., Vancouver

Marine 3341

## IMPORTANT

### ELECTION OF THE BRITISH COLUMBIA TEACHERS' FEDERATION REPRESENTATIVE ON THE SENATE OF THE UNIVERSITY OF BRITISH COLUMBIA

Vancouver, B. C., December 3rd, 1940.

Dear Sir (or Madam):

I beg to notify you that the teachers whose names appear on the ballot below were duly nominated as candidates for election to the Senate of the University of British Columbia to represent the British Columbia Teachers' Federation.

Would you, therefore, mark and return the attached ballot paper, observing the following regulations:

1. Vote for one candidate only by marking with X opposite the name.
2. Sign your name on ballot paper.
3. All ballots must be in my hands on or before Saturday, December 21st, 1940.
4. Ballots should be forwarded in envelope marked "Ballot" to Harry Charlesworth, General Secretary, British Columbia Teachers' Federation, Aldine House, 1300 Robson Street, Vancouver, B. C.

Yours very truly,

HARRY CHARLESWORTH,  
General Secretary.

British Columbia Teachers' Federation,  
Aldine House, 1300 Robson Street,  
Vancouver, B. C.

### BALLOT

**ALSBURY, A. THOMAS, B.A.,**

Magee High School, Vancouver - - - - -

☐

**BOGGS, LEWIS BAIN, B.A.,**

Penticton High School, Penticton - - - - -

☐

**PATTERSON, HAROLD ERVINE, M.A.,**

Strathcona School, Vancouver - - - - -

☐

**MULLOY, FLORENCE STUART, B.A.,**

Point Grey Junior High, Vancouver - - - - -

☒

**WEBSTER, ARNOLD ALEXANDER, M.A., B.Paed.,**

Fairview High School of Commerce, Vancouver - - - - -

☐

# THE B. C. TEACHER

*Official Organ of the British Columbia Teachers' Federation*

VOL. XX, No. 4

DECEMBER, 1940

VANCOUVER, B. C.

## "I BELIEVE!"

THESE are days that try a man's faith.

We are about to celebrate the birth of Him whose teaching was to have brought "Peace on Earth" and, alas, this is the closing month of 1940 disillusioning years. Nevertheless, we cannot get along without faith and are aware in our heart of hearts that the man of little faith is a little man and pitiable. A man's inner credo is what it is because of himself and, in turn, the man is what he is because of his creed. Not his announced or conscious creed perhaps, but the philosophy of life to which his soul gives allegiance.

Every act and aspect of life presupposes faith. At the corner hangs a sign "Cars Stop Here" and we govern ourselves accordingly, despite the fact that our faith that a car will come and, coming, will halt for us is something outside the world of demonstrable things. We believe in atoms though no one has ever seen any. Indeed you are probably willing to affirm either the limitability or the illimitability (take your choice!) of the starry abyss, though reason boggles at either hypothesis! We have to have faith in the butcher and the baker and to assume that the candystick-maker is not a poisoner on the side. We know that the world abounds in treachery, but we have faith in those linked to us by ties of blood and affection. We trust the fireman, and the policeman, and the lighthouse keeper. We have faith in Churchill and the people of London. We believe that the bank bills in our purse are negotiable, howsoever many there may be of forgers and utterers of forged money. We stubbornly cling to the basic rationality of a world that patently has gone mad.

Long ago a prophet describing the ideal metropolis of the future dared to say "the city will have no walls"; though all his contemporaries very well knew that it was its walls that made a city possible. In an age of chronic violence somebody had faith that the time would come when men would beat their swords into ploughshares and their spears into pruning hooks. One man, at least, actually had faith that the meek will inherit the earth! Think of that, and gasp. And an exiled martyr, facing impending execution, "heard as it were the voice of a great multitude, and as the voice of many waters, and as the voice of mighty thunderings, saying, 'Alleluia! for the Lord God Omnipotent reigneth!'"

Can we say as much?

Perhaps we, too, have heard and triumphantly acquiesced in that victorious affirmation. Perhaps its echoes are but a nostalgic memory of happier days. Perhaps, while unable to use the magnificent language of our forefathers, we can translate its basic meaning into the dialect of our own times and can add the Twentieth Century equivalent of "Amen and Amen!" We have desperate reason to know that credulity and too facile an optimism are precursors of disaster but we also know that denial and defeatism are not breeders of victory. Immortal garlands are not for him who fears to bet his soul.

If ever we cease to believe that we can win the war, the event may well justify our counsels of despair because these themselves will have contributed to our overthrow; therefore let us stir up our capacity for



faith, such faith as ten thousand times has moved mountains as if but an invitation and a challenge. If we do not believe that, victorious, we can turn enemies into friends, the issue will justify those prophets of evil who in every peace see but an armistice. If we do not believe that democracy can be made to work and that peace and plenty, goodwill and generosity, may become the normal attributes of society and that selfish nationalism can be swallowed up of something nobler, we shall leave our children a sorry, sorry world.

Heavy tomes of dangerous nonsense have been written about the will to believe; but there is a saving something in it, despite our well justified distrust of mere emotion and dogmatic assertion. Let us marshal forth an army of noble beliefs, convictions admittedly indemonstrable but worth dying for, faiths indeed that will fight mysteriously at our side.

As we rally our thoughts at this sad Christmastide, let us think deeply upon those convictions upon which rest whatever there be of intelligibility in an all but unintelligible world and whatever there be of that hope which alone makes life worth living.

### TEACHERS' PENSIONS

THE Premier of British Columbia and his associates in the Government of this province have earned the gratitude of the teaching body by the stand taken relative to the vexed problem of teachers' pensions. To such extent as this journal can speak for the members of the teaching profession here in British Columbia, *The B. C. Teacher* offers its assurance of appreciation.

Of course we have many other faithful friends in the Legislature and they are not confined to any one political group; but without courageous official leadership these others could have done little to meet the grave emergency that has been facing teachers as their pension scheme became ever more manifestly unsound and threatened to collapse into bankruptcy.

It would be futile at this date to discuss with whom lay the responsibility for the deplorable situation from which Mr. Patullo has undertaken to rescue us. Many teachers realized from the first that our Teachers' Pensions Act of 1929 was actuarially unsound and have certainly made no secret of that realization. However, it was the best bill that could at that time secure the approval of the House and it seemed wise to accept it, in the hope of securing such subsequent amendment as experience would indubitably prove necessary. The alternative was to get no general pension system whatever and, in the interests of the schools as well as their teachers, the provision of retirement allowances was obviously and imperatively necessary.

It is true that, prior to the passage of the Teachers' Pensions Act in question eleven years ago, the Legislative Assembly had already committed itself to the policy of providing retiring allowances for aged teachers. The pensions granted were, however, of the nature of personal grants payable as compassionate allowances to needy individual teachers of advanced years, whose plight was known to the Legislature. As such, the grants were not consonant with the dignity of a great profession and gave teachers in general no adequate guarantee for the years subsequent to retirement.

To secure some such legislation as the circumstances call for, we offered a gesture that proved effective; this was our out-and-out gift of 4 per cent. of five months salary in the case of teachers in active service and of 4 per cent. of their first year's salary in the case of all teachers who later joined our ranks. The purpose of this gift was to aid in the creation and maintenance of a fund that would help meet the case of retired teachers already receiving pensions and of prospective pensioners who would have contributed little or nothing before reaching retiring age. The Government of the day responded by promise of \$25,000 annually for a ten year period and by guarantee of a good rate of interest on all subsequent payments made by each individual teacher to his own personal credit; and the bill provided that double the sum thus accumulated to the individual credit of every teacher should be available, at retirement, for the purchase of an annuity at current rates and that such annuity would be supplemented by an allowance dependent upon the number of years of service as a teacher in British Columbia.

Under this Act payment totalling some \$800,000.00 has been made to 331 superannuated or incapacitated teachers or to teachers' widows and the named dependents of deceased women teachers. Every legal claim under the existing Teachers' Pension Act has been met in full and the compulsory savings of every teacher—unless withdrawn upon abandonment of the teaching profession—are to his credit on the books and records of the Government's Pension Commissioners.

The Act of 1929 had an obvious and serious defect. It failed to provide for such contribution by the Government, municipalities or school-boards, as employers, as would make practicable and secure the payment of the pensions authorized under the Act. Other factors contributed to the financial difficulties encountered, but this was the real rock upon which our boat was in danger of splitting. The net result is a deficit that by March 31, 1941, is expected to amount to \$325,000.

In accordance with urgent representation made by the Pensions Commissioner and the Teachers' Pensions Board, the Act was amended in 1932 by the insertion of a clause providing for quinquennial review of the pensions scheme by a professional actuary and for proposals aiming at the rectification of its deficiencies.

It is not generally known that, several years ago, under these provisions, an actuary employed by the Government reviewed the situation and offered suggestions that would have adjusted receipts to disbursements.

Nor is it generally known why these suggested remedies were rejected.

The actual facts are very much to the credit of the Teachers' Pensions Board, British Columbia Teachers' Federation Pensions Committee and the responsible Minister of the Crown.

The actuary's proposals were found unacceptable because they would have militated against the interests of teachers on small salaries, by ruinously reducing payments dependent upon length of service.

British Columbia declined to disgrace itself by solving its difficulties at the expense of those most in need of the highest pensions obtainable. This is something for the ill-paid rank and file of the teaching body to remember and appreciate.

The Government then agreed to engage Messrs. D. H. Pipe & Co. of Toronto to review the whole situation and to suggest means whereby the Act could be placed on an actuarially sound basis. The solution, now

announced by the Government as a result of many conferences and negotiations, safeguards the rights of all teachers and is most favorable to those whose contributions for the purchase of their annuity are necessarily small because their salaries are small.

The difficulties encountered in negotiations for a new Act were enormous, proportionate to the enormous financial commitments that somebody would have to make to re-establish the scheme on a permanently sound footing. It is an open secret that the teachers' willingness to share the burden of rehabilitation by contributing a portion of their salaries to the general Fund for a limited period was of great value in bridging over a difficult period of the negotiations. This offer was authorized at the Convention of the Federation last Easter. The present plans state that a sum equivalent to 7 per cent. of teachers' salaries will be paid into the fund by school boards and, to recompense the municipal authorities, greatly increased government grants are promised from which this 7 per cent. can be paid. Thus indirectly the Government will meet the liability. From the first announcement of the impending legislation the government assumed full responsibility for all pensions already being paid, though certain adjustments in these are declared unavoidable. Since the publication of the circular written by Mr. Charlesworth that was mailed with your November *B.C. Teacher*, further intimation has been given by Government spokesmen that the new financial burden on Municipalities is to be treated as a provincial rather than as a local responsibility and that, to this end, there will be such readjustment of the financial burdens incidental to school finance as will more than cover the employees' contribution under the revised pension scheme.

When this editorial is being written the House is still awaiting the formal introduction of the new Bill, and, although its general tenor has been indicated by the Minister of Finance, it is impossible here to discuss its provisions in detail. If the Bill is made public before this issue of *The B.C. Teacher* goes to press it will be included as an Appendix.

However, your pension system is saved. Incomes from this source will not be as large, in the case of many present teachers, as they would have been under the old Act. You will pay, in addition to the 1 per cent. named above, 4 per cent. (or, optionally, as much more as you choose) and these compulsory savings will provide an annuity when you reach the authorized retiring age. The income that you may expect from this source may be illustrated by reference to the tables relative to Dominion Government Annuities. For example a man paying \$41.78 annually for 40 years, commencing when 25 years of age, would at 65 be entitled to a single-life Canadian Government Annuity of \$400.00.

In addition to the Annuity purchased with your own money you will receive a service pension of \$360 a year if you have taught only 20 years and \$12 for each additional year of your active service. If you teach 40 years, therefore, your service pension will be \$600, irrespective of how large or small your salary (and the payments you have made from it) may have been.

In this connection it is worth noting that to purchase a life annuity of \$600 from the Dominion Government at the age of 65 would cost a man \$6,726 in cash and a woman \$7,410. The benefits which teachers will derive from the new Act are therefore very considerable. We are

not getting all that we would like to have secured, but we are getting what is probably more than some of us have dared to hope. We are getting material advantages that are very real and we are getting them on the basis of a scheme that is actuarially sound.

*The B. C. Teacher* has already voiced thanks to the Cabinet and to co-operating members of the Legislature. There are others to whom thanks are due. These include the Teachers' Pensions Board and also the members of the Federation committee whose work has been crowned with so large a measure of success.

These representatives have had a task which no sensible man would envy. They have been in very confidential relations with members and officials of the Government and have had to respect the confidences entrusted to them by these dignitaries and this continually has meant an obligation to refuse to give out information for which members of the Federation were eager; naturally eager; sometimes unreasonably eager. Their negotiations proceeded at a pace not determined by themselves. Often these negotiations came to an apparent standstill and throughout the heartbreaking delays they had to keep their temper and hold their tongues. The service they have rendered to the Federation should never be forgotten.

#### OBITER DICTA

**I**N recent years the services rendered by British Columbia Teachers' Federation to the several thousand teachers of the province have been rapidly expanding and Federation income has not expanded proportionately. Either the activities of the Federation must be curtailed or the financial support supplied by its members must be increased. The proposals regarding fees, submitted by the special joint committee (Membership and Finance), acting under instructions from the Executive Committee, are of vital importance to the future of this Federation and call for mature reflection on the part of every member, for every member will be affected. The report—published in our November number—was drafted for discussion at the Fall conventions. Final action will be taken at the Annual General Meeting of 1941. Meanwhile, if by any chance the reader of this paragraph has not yet studied the suggestions of our financial advisors, he is urged to turn again to pages 122 and 123 in the last issue of *The B. C. Teacher*.

\* \* \*

**L**AST month we temerarily ventured to suggest that nobody except the commissioners and the printers had as yet read in its entirety the Report of the Royal Commission on Dominion-Provincial Relations. Examination of newspaper reports of numerous public discussions of alleged proposals of the commissioners makes us feel that our bet still has heavy odds in its favor. Professor Angus and his colleagues must be startled at some of the suggestions gratuitously put into their mouths. Before debating the findings of the Commission it really would be well for everybody undertaking that duty at least to read the commissioners' own brief summary of their own counsels!

\* \* \*

**A** THOUGHTFUL teacher recently remarked to the Editor of *The B. C. Teacher* that "the associations and activities of Christmas this year seem out of place." Yes. Like exquisite music in a boiler factory!

## Our Magazine Table

*Much inconvenience will be avoided if all magazines sent in exchange for "The B. C. Teacher" are mailed direct to MR. ROTH G. GORDON, 2274 Adanac Street, Vancouver, B. C.*

LAST month this department was privileged to send boxes containing sample copies of magazines to teachers' conventions at Burns Lake and Nanaimo. Although we no longer are operating a gratuitous subscription agency, if at any time we can be of service to an organized group of teachers by providing sample copies from Our Magazine Table, we have only to be informed in plenty of time.

"THE teacher of today must be a contortionist. He must keep his feet on the ground, his head above water, his shoulder to the wheel, his eye to the future, his chin up and his nose to the grindstone." From this remark it is a far cry to the mocking cynicism of the following words: "Education is the inculcation of the incomprehensible into the ignorant by the incompetent." Yet both statements find place in the September number of *The Transvaal Educational News* (30-32 Stemens Bldg., Box 1763, Johannesburg) and an indication of the wide range of opinion permitted expression in our brother periodical. Quite in keeping with this broad-minded outlook on educational affairs we find our conferees sponsoring a movement for the better treatment of South African natives, a proposal as dangerous for them as recommending votes for Orientals would be for us. It is with much pride then, but with little surprise, that we find a reproduction of Dr. Black's much-discussed editorial, "Armageddon and the Teacher." Thank you for the implied compliment, *Transvaal News*. Let us be grateful that there still exists such a thing as what we choose to call "academic freedom."

FURTHER tribute to the fairmindedness of the editor of our own journal is contained in the November 15th issue of *The New Canadian* (396 Powell St., Vancouver, B.C., \$2.50), a weekly paper published by and for second generation Japanese in Canada. A picture of Dr. Black appears on the front page in appreciation of his untiring efforts for fair

play with regard to "the Nisei." It would be well if more Canadian teachers examined various copies of *The New Canadian* and decided for themselves just what to think with regard to the sincerity of second generation Japanese in their desire to be considered worthy citizens of their adopted land.

"DEVELOPING Human Resources" is an article by Dr. H. B. King, Chief Inspector of Schools, Province of British Columbia. It is found in *The Bulletin* published by the Saskatchewan Teachers' Federation. Dr. King highly recommends *Home Room Guidance* by McKown (McGraw-Hill Book Company). He concludes his contribution in these words: "Let the teacher then keep at all times before his mind these few words which will help him to better practice in his daily tasks—Purposeful Activity, Growth, Adjustment and Mental Health. For light upon the last named, let me bring to his attention an excellent book on Mental Hygiene, just off the press, by three Canadians, Doctors Griffin, Laycock and Line, distributed in Canada by W. G. Gage and Company of Toronto."

ILLUSTRATED somewhat in the now well-known style of *Life* yet possessing distinction in its own right, "Pop. 8,527," is an article in the October *Canadian Business* (F. A. Dunlop, 110 Shelly Bldg., 119 Pender W., Vancouver, B.C. \$3.00) "Pop. 8,527" tells the interesting story of Barrie, soldier town, farming centre, tourist junction, resort hub and small but lively Canadian community. Of special interest to me was "The U.S. and US—Part II" by Leslie Roberts. This inspired essay first of all praises England for lifting herself by the bootstraps into what is probably the highest condition of democracy she has known. Then the article passes on to suggest that the new accord between the U.S. and US in the matter of joint defence should not stop there but that both nations should begin to plan now for our mutual future after the war.

# School Teachers and Students

REDUCED FARES FOR CHRISTMAS AND NEW  
YEAR'S BETWEEN ALL STATIONS IN CANADA



Fare and one-quarter for Round Trip. Tickets  
on sale up to and including Wednesday,  
January 1, 1941. Return to be made not  
later than opening day of school or college,  
as shown on the certificate presented, but in  
no case later than midnight, January 31, 1941.

*Ask the Ticket Agent for further particulars  
or write:*

G. BRUCE BURPEE  
GENERAL PASSENGER AGENT  
VANCOUVER, B. C.



## Canadian Pacific

*Telegraph your relatives and friends you are coming!*

*Carry Canadian Pacific Express Travellers' Cheques*

**T**HAT the future progress of education in British Columbia has a very real threat in the implications of the Rowell-Sirois report should be clearly understood by all of us. Fortunately our cause has a strategically located champion of no mean fighting ability in the person of the Hon. G. M. Weir. A discussion of some aspects of "The Sirois Report" occupies considerable space in *The Canadian Forum* (28 Wellington St. W., Toronto, Ont.; \$2.00) for November. Needless to say it behooves us as teachers, if merely for the purpose of self-defense, to read analytically everything we can get our hands on concerning this report, before it is too late to do something about our jeopardized interests. If, as the report suggests, we are to be left to fight for our very lives anyway, surely there can be nothing unethical about firing the first gun ourselves—by way of a change!

**T**EACHERS of geography who are in search of something new for auditorium periods could do worse than capitalize on "Conservation of Our Fuel Resources" in *The Journal of Geography* (A. J. Nystrom and Co., 3333 Elston Ave., Chicago; \$2.50) for October. This article is in the form of a radio script (or panel discussion) for three speakers. In it we learn that the United States has known supplies of oil for only 13 years, gas for 30 years and coal for about 4000 years. Another article, "Relief Modeling in Elementary Geography," also can be put to very practical uses. The November issue contains essays on "The Struggle for Land Resources as a Cause of the European War," "Forests, Land and Sea in Rainmaking," and "The Use of Current Events in Geography Teaching."

**T**HE mention of current events brings to mind that we have recently received the November *World Affairs* (224 Bloor St. W., Toronto; \$1.00), a truly Canadian publication. We do not hesitate to recommend it highly to all teachers who do not find it convenient to read and summarize dispassionately for their pupils the mountains of daily news with which we are overwhelmed. Why not this Christmas treat yourself to a present of a year's subscription and thereby save the person you love most a great deal of work and worry?

**L**ATELY we have very much missed receiving our usual copy of *School Arts* (The Davis Press Inc., Worcester, Mass., or 70 King St. E., Toronto 2; \$4.00). The December number duly arrived, however, in time to make us "glad all over" to tell you about this remarkable publication which always manages to squeeze so much information and so many valuable ideas about art into very small compass. The December edition is devoted to "The Art Ages." I was particularly impressed with a cellophane map illustrating the wanderings of Aeneas. Would it had been at my elbow when first I heard Virgil sing "of arms and the man who first from the shores of Troy—." See you again next month, *School Arts*, and the month after that, and the month after that—don't forget!

**I**F YOU want to make a sure-fire hit with any teacher of the elementary grades, the easiest way we can think of is to make him or her a present of a subscription either to *The Instructor* (F. A. Owen Publishing Co., Dansville, N.Y.; \$2.50) or to *The Grade Teacher* (The Educational Publishing Corp., Leroy Ave., Darien, Conn.; \$3.25) or, if possible, to both publications. An examination of any copy of these two magazines will convince you that no teacher of primary or intermediate grades should be without what these journals have to offer in the way of seatwork, lesson aids, or illustrative material.

**T**EACHERS of English may be interested to know that *The Bulletin* (17 Parker St., Halifax, N.S.) for October contains an excellent article on *Macbeth* and promises a subsequent one on *Julius Caesar*.

**D**ON'T forget to do your bit to aid the sale of Christmas seals to stamp out tuberculosis. The good work done by the funds so raised is outlined in detail in the latest issue of *Your Health* (555 Howe St., Vancouver, B.C.; \$2.00)—official organ of the B. C. Tuberculosis Society.

**B**ELIEVE it or not, the reading of cartoon stories is an important leisure-time activity of many children. Learn what George Hill has to say about the practice in "Children's Interest in Comic Strips." You are probably aware, of

course, that when pupils check their own papers the results are usually far from reliable. Pupil checking of other pupils' objective type examination papers, however, can be done as accurately as or even more accurately than teacher checking if the work is controlled. So reasons "A Study of the Honesty and Accuracy Found in Pupil Checking of Examination Papers." And finally would you like to

know just what are the "Characteristic Errors of Good and Bad Spellers"? Well, then, read the last three numbers of the *Journal of Educational Research* (A. S. Barr, Department of Education, University of Washington, Madison, Wis.; \$3.70).

\* \* \*

THE arrival of No. 1, Vol. 4, of *British Columbia Library Association Bulletin* comes as a reminder that—although most teachers and most librarians still seem unaware of the fact and of its implications—a very important department of public education is not included within the field of Minister of Education. For these many years the Library Association has been asking for certain reforms that are very obviously necessary and that might well have been attained long ago, to everybody's advantage, if understood and supported by B.C.T.F. Perhaps some day the Library Association and the Teachers' Federation will recognize that they are simply two battalions in the same regiment.

The current issue of *British Columbia Library Association Bulletin* is devoted largely to War Service Libraries in this province and to measures taken with a view to the repeal of the war tax on books. Our readers will remember that this matter was dealt with by the Executive Committee of British Columbia Teachers' Federation, which has directed to the proper authorities a vigorous resolution, published in *The B. C. Teacher* last month.

\* \* \*

AND now may we wish you one and all the happiest Christmas possible and a very prosperous New Year!

**Supplement Your Pension  
BY PURCHASING A  
Deferred Canadian  
Government  
Annuity**

you can provide a fixed income—  
absolutely safe, and payable  
monthly for life.

**4 per cent compound interest  
on deposits**

All purchase money, plus interest  
returned to heirs, if death occurs  
before income begins.

You can purchase on convenient  
monthly, quarterly or yearly payments  
at no added cost.

You can receive full information  
without obligation, from

**A. M. Sinclair**

SPECIAL REPRESENTATIVE

315 Federal Building, Vancouver, B.C.  
Telephone: SEymour 4551

**BROADWAY RECREATIONS LTD.**

1312 WEST BROADWAY; TELEPHONE BAyview 2823

*The Home of the Largest Bowling League in Vancouver*

(TEACHERS' FIVE-PIN LEAGUE—SIXTY TEAMS)

**HOLIDAY SPECIAL—Win-a-Turkey Tournament**

Third Annual Singles Tournament (handicap)

MEN'S "A" DIVISION, 180-220; MEN'S "B" DIVISION, UNDER 180;

LADIES' DIVISION. PRIZES FOR EACH DIVISION.

**THE DATES: Mon. Dec. 16, Wed., Dec. 18, 4.00 p.m.**

## B. C. T. F. and Kindred Associations

*Federation News for this department of "The B. C. Teacher" should be sent to MR. E. F. MILLER, Lynn Creek, and items relating to Kindred Associations should be sent to MR. FRANCIS C. HARDWICK, 1208 West Fifty-ninth Avenue, Vancouver, B. C.*

### MESSAGE FROM THE MEMBERSHIP COMMITTEE

WITH the introduction of the new forms for continuing membership comes the problem of what to do about interim receipts from staff representatives to members and from treasurers of local associations to staff representatives. Some associations are using receipt books "A" and "C", while others are using the old enrollment forms that were left from last year. To put procedure on a uniform basis a new form of receipt book is being issued which is to be used by both staff representatives and treasurers of local associations. The receipts are so made that when being used by staff representatives, one part is used and one part left blank, and when being used by the treasurer the procedure is reversed. There will be a saving in the cost of printing since only one form need be set up, and there will be no difficulty in making clear which form is needed when ordering receipt books.

Will local treasurers please order enough receipt books for themselves and staff representatives in their associations?

District councils, the time has come to check up on membership. Look over the list of teachers in your district who have not signed up as continuing members of the B.C.T.F. If there are none, please drop a line to the membership committee. We are planning to make a list of 100% Associations and Districts. If you find teachers who have not signed up, select from the members a committee of two or three whose opinions are generally respected by the teaching body as a whole and send them out visiting the non-members, not to argue but to talk over and explain the necessity of B.C.T.F. membership. If anyone feels the need for more information before undertaking this job, write to the membership committee and all information regarding B.C.T.F. activities will be forwarded.

Don't forget to use the B.C.T.F. membership card as a ticket to attend local association meetings.

### CONSULTATIVE COMMITTEE MEETING

THE Consultative Committee of the B.C.T.F. met on Saturday, November 30, at 9 a.m. and by 2 p.m., when the meeting adjourned, had covered an extensive agenda.

Reporting on the Fall Conventions visited by members of the B.C.T.F. Executive, Mr. P. N. Whitley, president, stated that five such conventions had had representatives attending. At the Prince George District Convention, held at Prince George, October 24-25, Miss Miriam Peck, Vancouver, had represented the B.C.T.F., and had also been a speaker on Art. The Central Mainland District Convention, October 25-26, was addressed by Mr. R. P. Steeves. On November 8, Mr. P. N. Whitley, Mr. W. R. McDougall and Mr. E. F. Miller attended the Fraser Valley District Convention at Chilliwack and spoke on various phases of B.C.T.F. activities. Mr. Dennis C. Smith, former Executive member, attended the Burns Lake and District Convention on November 7-8. At the Central and Northern Vancouver Island Convention, held at Nanaimo on November 14-15, Mr. P. N. Whitley, Mr. J. R. Atkinson and Mr. G. H. E. Green were Executive representatives.

Besides visits to conventions, Executive members had made the following visits: the President had been to Victoria twice on matters concerning the Pensions Act and on the same account Mr. Steeves addressed a meeting of the West Vancouver Teachers' Association; Mr. Whitley, the North Vancouver Teachers' Association; Mr. Whitley and Mr. McDougall, the Surrey Teachers' Association; Mr. Morgan, the Victoria and District Teachers' Association; Mr. Morgan, Mr. Green and Mr. Charlesworth, meetings of teachers at Nanaimo and at Duncan, and Mr. Whitley, a meeting of the Principals of the Lower Mainland at New Westminster.

As a gesture of goodwill, Surrey Board of School Trustees had invited a

(Continued on Page 168)

## B. C. T. F. Statements of Account, June 30, 1940

Vancouver, B. C., September 25th, 1940.

British Columbia Teachers' Federation, Vancouver, B. C.

Gentlemen,—We present herewith your audited Statements of Account for the year ended June 30, 1940.

The annexed Balance Sheet is, in our opinion, a full and fair Balance Sheet, and is properly drawn up to exhibit a true and correct view of the affairs of the Federation as shown by the Books.

We have received all the information and explanations we have required.

SEEDS, MARTIN & Co., Chartered Accountants.

### BALANCE SHEET AS AT JUNE 30, 1940

ASSETS	
CASH ON HAND AND IN BANK.....	\$ 4,795.60
ACCOUNTS RECEIVABLE:	
Magazine .....	\$206.14
Insurance .....	36.00
C. T. F. ....	718.70
Benevolent Fund Advance .....	50.00
	1,010.84
P. O. DEPOSIT .....	20.00
INVESTMENTS AT COST:	
\$2000.00 P. G. E. Bonds .....	\$ 1,892.18
\$1000.00 B. C. Bonds .....	965.00
\$1000.00 Winnipeg Water District Bond.....	1,010.00
	3,867.18
PREPAYMENT:	
Travelling Trust Account, General Secretary.....	100.00
DEFERRED CHARGES—Stationery .....	200.00
OFFICE FURNITURE—(Additions \$213.30).....	\$3,214.79
Less—Depreciation .....	1,789.15
	1,425.64
	\$11,419.26
LIABILITIES	
RESERVE FUNDS:	
Sick Benefit Fund .....	\$ 1,442.44
Benevolent Fund .....	236.00
Emergency Fund .....	15.77
Office Pension Fund .....	300.00
	\$ 1,994.21
SURPLUS:	
Balance Forward .....	\$10,181.11
Deficit for Year .....	756.06
	9,425.05
	\$11,419.26

### REVENUE ACCOUNT — YEAR JUNE 30, 1940

RECEIPTS:	
Fees .....	\$16,138.26
Magazine Subscriptions .....	\$ 3,173.15
Magazine Advertising .....	\$1,367.42
Less—Commission .....	331.95
	1,035.47
	4,208.62

Bank Interest .....	\$ 164.54
Miscellaneous .....	13.67
Group Insurance .....	32.32

## EXPENDITURES:

Office Salaries ..... \$ 7,707.16

## Travelling—

General Secretary .....	\$ 207.88
President .....	196.30
Executive .....	1,692.47
Consultative Committee .....	289.90
District Councils .....	685.44
Fall Convention .....	326.00
Sundry .....	607.75
	<u>4,005.74</u>

## Departments and Committees—

Elementary .....	\$ 250.00
Secondary .....	150.00
Principals .....	25.00
Membership .....	76.23
Sundry .....	34.12
	<u>535.35</u>

## Annual Convention—

Expenses .....	\$ 2,834.06
Revenue .....	2,757.13
	<u>76.93</u>

## Magazine—

Salaries and Extra Help .....	\$ 200.00
Honorarium .....	250.00
Assistance for Editor .....	50.00
Rent .....	120.00
Printing .....	3,787.51
Mailing .....	250.49
Sundry .....	76.63
	<u>4,734.63</u>

## General Overhead—

Honoria .....	\$ 34.25
Depreciation .....	165.00
Rent .....	420.00
Bond Premiums .....	9.45
Audit .....	100.00
Telephone and Telegraph .....	446.42
Postage and Excise .....	170.88
Printing .....	345.60
Stationery and Supplies .....	435.75
Subscriptions and Advertising .....	66.75
Legal .....	402.00
Summer Session Scholarship .....	50.00
C. T. F. Fees .....	1,000.00
Miscellaneous .....	254.90
War Effort .....	14.00
Insurance .....	12.50
Exchange .....	26.16
Office Pensions Fund .....	300.00
	<u>4,253.66</u>

21,313.47

DEFICIT ..... \$756.06

(Continued from Page 165)

representative of the B.C.T.F. to be present at the opening of the new Queen Elizabeth and Semiahmoo Bay schools. The President was present at both these functions.

Arising from the discussion of Fall Conventions came the suggestion that the business meeting should be the most vital part of these gatherings. It should supplement the Easter Convention in that reports of action taken on resolutions sent in by an Association should always be a part of such a meeting.

A letter requesting information regarding teacher exchange outside of the Province led to a resolution that the whole matter of teacher exchange be put on the agenda for the Christmas meeting of the Executive.

A series of letters from the Canadian Teachers' Federation regarding national service led to a discussion of the necessity for co-ordination of such activities. A committee consisting of Mr. P. N. Whitley, Mr. W. Alsbury and Mr. J. Sutherland was appointed to bring suggestions to the next Executive meeting.

The remainder of the meeting time was taken up with a report on Pensions by Mr. Charlesworth and discussion with members of the Pensions Committee of whom Mr. Morgan and Mr. Steeves were present.

#### ART TEACHERS' ASSOCIATION

The first meeting of the Greater Vancouver Art Teachers' Association for this year was held in the cafeteria of the Vancouver School of Art on Monday, November 25. In the absence of Mr. K. S. Logan, president, the chair was taken by Mr. R. Brooks. The subject for discussion, "Christmas Ideas for the Art Teacher," led by Mr. Brooks, brought out many valuable suggestions ranging from imitation stained glass windows to stage settings and novelties for Christmas bazaars. A report of the committee in charge of the Travelling Art Display showed that the collection of folders had been used in 88 classes and had been displayed to 2685 pupils. The display is at present travelling eastward toward Kimberley from school to school.

#### LESSON AIDS COMMITTEE

**WE** ARE full of apologies this month. Our new units are not ready as promised last month, and we must blame it all, or nearly all, on the new upper grade

report cards. We were in the midst of editing and assembling the new units, which are a particularly good set, when along came this report card with its endless hours of work for upper grade teachers.

In his admirable article last month Mr. Hardwicks ended with the words *anger* and *despair*, and we can certainly find nothing more apt to describe the feeling of all teachers in our circle of acquaintance. As far as it has affected us, we have found it impossible to do an honest day's work, followed by several hours each evening with the report cards, and also to find the time to give to the careful work needed in preparing our units for publication. Sickness amongst our contributors has also contributed to our default.

However, we shall have most of the new units ready by the time this article is read, and we hope teachers who have already ordered them will understand the delay in despatching packages.

At this moment of going to press we are still unable to give definite prices of some of the new units, as we are not sure how many sheets they will occupy; but if teachers wishing to order them will enclose 10c for each unit not priced, we will refund any excess.

In case any teacher missed it, we repeat that the list of new units appeared in the November issue, and will appear again as soon as completed.

In closing our notes this month, we should like to draw particular attention to the new Art units. These three, together with our present Poster Making unit, form a complete set of outstanding merit, written and illustrated by two teachers of acknowledged art-teaching ability, and are written specially to help those teachers with meagre art training.

#### SOUTH COWICHAN

**T**HE Annual Meeting of the South Cowichan Teachers' Association was held September 18, at the home of Mr. and Mrs. J. R. Bowett, Shawnigan Lake. The election of officers for 1940-41, made Mr. R. R. Brunt, Principal of the Cobble Hill Schools, President for a second term; Mr. E. Sones, Vice-President; and Mr. J. R. Bowett, Principal of the Shawnigan Lake Elementary School, Secretary-Treasurer.

Three new teachers in the group were welcomed: Mrs. A. Christian, of the Mill Bay School; Miss H. Becker of the Shaw-

nigan Lake School; and Mr. W. E. Sones of Cobble Hill High School.

The problem of major interest discussed was that of sponsoring or undertaking some activity to further the war effort. It was decided to have findings as to the attitude of the local school boards towards the institution of a charge for public admission to the Annual Christmas entertainments, the fund thereby accruing to be donated towards the purchase of an ambulance for British Overseas use. The topic was left for further discussion at the next meeting.

#### N. O. T. A.

The North Okanagan Teachers' Association held a dinner meeting at Vernon on November 1st.

Reports were made by the retiring President, Mr. Falconer, and the retiring Secretary-Treasurer, Miss Asher, and these were followed by the main business of the meeting, the election of the following officers:

Miss Ethel Asher, President; Mr. M. Clay, Vice-President; Mr. Bob Price, Secretary-Treasurer; Mr. E. Pugh and Mr. F. Snowshell, additional Executive members. Mr. Falconer, Miss Asher and Mr. Price were appointed as representatives to the executive of the O.V.T.A.

Mr. Clay gave a report of the Oct. 23rd B.C.T.F. executive meeting and this report was followed by another by Mr. Pepper, Chairman of the O.V.T.A. Convention Committee, who explained the difficulties which had led to the postponement of the usual October convention. The meeting ended with a very interesting demonstration on Visual Aids given by Mr. Linfield of Armstrong.

#### PHYSICAL EDUCATION ASSOCIATION

THE B. C. branch of the Canadian Physical Education Association is planning a one-day convention to be held Monday, December 23rd, at the Y.W.C.A., 997 Dunsmuir Street, Vancouver. The registration fee is one dollar, which will cover tea, dinner and printed material. The programme is as follows:

- 2:00-2:15—Registration.
- 2:30-3:10—Discussion: Track and Field.
- 3:10-3:55—Women's Demonstration: Modern Dancing.
- Men's Discussion group.
- 4:00-4:15—Tea.
- 4:15-4:55—Men's Demonstration Group.
- Women's Discussion Group.
- 5:00-5:40—Discussion on Method of teaching Sex Education.

- 6:30 —Dinner and Annual Meeting. Speaker: Dr. Allardyce.
- 8:15 —Social gathering, dancing.

All Physical Education and Health teachers are invited to attend, whether members of the Association or not.

#### CENTRAL MAINLAND

A MEETING of the Central Mainland District Council was held in Kamloops on October 26th, 1940. The new executive consists of the following members:

J. Alan Smith, Birch Island, B. C., Upper North Thompson Association; C. C. Wright, Chase, B. C., Chase Association; Miss B. B. Boyd, Louis Creek, B. C., Lower North Thompson Association; J. Phillipson, Lytton, B. C., Lytton-Lillooett Association; J. Dilworth, 430 St. Paul Street, Kamloops, B. C., Kamloops City Association; Jack Wilson, Tappen, B. C., Shuswap Association; Miss Ella Brett, Kamloops, B. C. Kamloops District Association; A. T. Hardwick, Blue River, B. C., Unattached Members.

Miss E. A. Bristow of Merritt was elected Chairman of the C.M.D.C. for the ensuing year, and Mr. Robert Taylor of Merritt, the Secretary-Treasurer.

The annual convention of the Central Mainland District was held in Kamloops on October 25th and 26th. The number of teachers attending was one of the largest on record, 101 registering.

Mr. R. P. Steeves, representing the Federation, spoke on Federation activities. John Gough, of the Victoria Normal School, gave an address on "Some Art Activities for Social Studies in Grades 5-8". There was a discussion, "Science, Grades 1-6", led by M. J. Binkley of Chase and R. K. Bell of Kamloops, A. Sullivan, Inspector of High Schools, addressed a public meeting on a trip to Australia. Miss Effie Johnston, Model School, Vancouver, spoke on "Modern Trends in Primary Teaching". Dr. D. H. Russell, of the University of British Columbia, gave an address on "Remedial Reading".



#### Christmas Greetings from Commodore Recreations

840 GRANVILLE STREET

Spend part of your holidays pleasantly  
with us.

BOWL FOR HEALTH

## PRINCE GEORGE T. A.

A DINNER meeting was held in the dining room of the Shasta Cafe on Saturday, November 16th, with twenty-one teachers present.

Much business new and old was discussed. Owing to the fact that the present slate of officers did not wish to resume office for another year, a new election of officers took place, with the results as follows:

President, Mr. W. D. Black, Giscome; Vice-President, Mr. J. Currie, Prince George; Secretary-Treasurer, Miss G. Churchman, Giscome; Executive, Mr. F. W. Flick, Tabor Creek; Miss E. Bain, Prince George; Mr. G. A. Leversage, Prince George; Miss L. E. Williams, Prince George; Auditors, Mr. H. Pennington, Prince George; Mr. T. S. Carmichael, Prince George.

A vote of thanks was extended to the retiring officers who were as follows:

President, Mr. T. S. Carmichael; Vice-President, Mr. W. D. Black; Secretary-Treasurer, Miss E. Bain; Executive, Mr. Flick, Mr. J. Sanders, Miss M. Reid, Miss R. Aronson, Mr. L. Mathews.

## KELOWNA LOCAL

AS is customary once a year, the teachers of the district journeyed to Rutland for their monthly dinner meeting. The local Women's Institute maintained their reputation for serving a most delicious supper; for which they were duly thanked by the President, Miss M. Cunliffe.

Following a short business meeting, the meeting was turned over to the teachers of the Rutland staff. Their program consisted of an old-fashioned spelling bee and a quizz, together with a delightful reading by Mrs. D. McDougall.

## PRINCIPALS' ASSOCIATION

THE Fall Convention of The Lower Mainland Section of The B. C. Principals' Association was held in New Westminster on Friday, November 22.

In the morning principals visited schools in New Westminster and Burnaby, and at noon all assembled at the community room of the T. J. Trapp Technical High School for dinner. The chairman, J. Chell, called on Mayor Hume of the City of New Westminster for a few words of welcome. Municipal Inspectors R. S. Shields of New Westminster and C. G. Brown of Burnaby also extended a welcome to the group.

The guest speaker, Dr. F. W. Norwood, gave an address on "Education and Religion." This undoubtedly was the highlight of the convention. R. W. Ashworth expressed the appreciation of the group in the vote of thanks to the speaker.

During the dinner entertainment was provided by Mr. S. Shaw, accompanied by Mrs. Shaw.

The afternoon session was under the chairmanship of N. McDonald. The principal business was a report on the Teachers' Pension Bill by Mr. Whitley. The session adjourned at 3:15.

Seventy-five principals were present at the convention. All agreed that such gatherings serve a very useful purpose, should be continued and increased in scope.

"A GENEROUS prayer is never presented in vain; the petition may be refused, but the petitioner is always, I believe, rewarded by some gracious visitation."—R. L. S.

*For Beauty and Duty, Choose a*

## CHALLENGER WATCH

Smartly styled models for men and women priced from \$25.00. Challenger Watches can be obtained in British Columbia only at Birks, Vancouver.

*Jewellers  
Silversmiths*

**BIRKS**

*Diamond  
Merchants*

VANCOUVER, B. C.

## Ramblings of Paidagogos

### ON BEING A BORE

STRANGE how sudden doubts assail the mind—but last week I unexpectedly asked myself the question: "Are you—forgive me, my dear sir, my heart bleeds for you—but are you by any chance a bore?" To my astonishment I had no ready answer. This very uncertainty brings me to suspect the worst.

How little we know about ourselves! For lo these many years I have taken pride in understanding other people and indeed on chosen occasions have not hesitated to lay the finger of judgment upon them. Blank, for instance, I have long ago set down as a dreadful fellow. Dash I can only tolerate when I am in the best of health and spirits. Hyphen must at all costs be kept away from the subject of religion. I conduct myself toward these gentlemen carefully and circumspectly. As who would not?

But it is a different matter altogether when I turn the inquiry upon myself. Here is a man not only with whom but in whom I have lived all the days of my life. I am acquainted with him very intimately from the inside, but from the outside hardly at all. His bearing, his gait, his play of facial expression, his quality of attention, his accent and tone of voice—of these things I am curiously ignorant. What manner of companion does he make? Is he—I should like to believe it—lively, provocative and entertaining; or is he stodgy, tedious and boring? He looks well enough in the mirror, but I cannot help feeling that he is a bit self-conscious when I see him there. And in that situation, of course, he never converses.

Very few men admit that they bore themselves—though at the same time they tire quite quickly of their own company. This, however, is beside the point. The business of being a bore has exclusively to do with our effect upon other people. The man I really am—fine fellow though he be—cannot hold a candle in social importance to the man other people decide I am. And the whole crux of the matter is that this decision is based upon aspects of my personality that are beyond the orbit of my ordinary observation.

How then am I to judge myself? Best of all, perhaps, by noting other people's behavior toward me. If their eyes light up at my approach and their voices deepen in welcome, I have my answer. Not, of course, that I should expect this reception from everybody. Heaven forbid! But it would be reassuring to get it from the men and women I hold in affection and respect. There are other possibilities, however. People may hail me with a gay wave of the hand and—quicken their pace. They may wince a little as they usher me into their homes, and glance sideways at the clock as the hours of hospitality linger. Within the varying degrees of politeness they may do many things to indicate the ebbing interest with which they regard me. Yawns are not excluded, and elderly folk have been known to drop off into a gentle sleep.

Here is a touchstone indeed—if only I did not have to apply it as touching myself. In the role of observant third party I might do very well; but where the tender ego is concerned, I should probably fail to look below the surface of courtesy. What man is not a chronic subjectivist where his own interest is in question?

In this dilemma, I might, of course, try the psychological procedure of making a scale to measure social attractiveness—the which would be submitted to my friends for an honest (and certainly anonymous) rating. For example:

0	x	2	4	6	8	10
DEADLY   TEDIOUS   TOLERABLE   INTERESTING   DELIGHTFUL						

Each acquaintance would rate me by placing a cross on the line at what he considered to be the most descriptive point; and I should find out about myself by the simple process of averaging the ratings. The cross shown above is merely there to illustrate the method.

But alas, I have a feeling that little is to be made of this procedure, neat and statistically valid though I acknowledge it to be. The people I know are altogether too kindly to be scientific. At the very worst they would rate me as tolerable; because they would generously argue that even the deadliest bore must be tolerable to somebody, if only to a drowning man.

There is, however, one more angle from which the problem can be attacked. I refer to analysis; and in this I must needs put my trust, old-fashioned though it may be to do so.

What, I now ask, are the characteristics of a bore? Once these are set down in black and white I can surely struggle to avoid them. They can be listed without much difficulty. All I have to do is meditate upon the bores I know, and find a common denominator.

Here then are the more obvious characteristics:

1. Superiority in manner and tone, solemnity, pomposity.
2. Verbalism; technical terms used to hide lack of insight.
3. Limitation of interest; concentration upon one topic, however broad.
4. Wordiness; laboring of the obvious.
5. Monologue; raising the voice in order to continue speaking.
6. Uninflected tone, especially when this is rasping and penetrating.
7. Absence of real interest in anyone else's ideas.
8. Show of warmth, aroused only by the prospect of having a listener.
9. A burning desire to edify.
10. A cast-iron self-complacency.

Perhaps these will be enough to be going along with—for me at least. As I look over that list my heart sinks into my boots. But since there is no merit in groaning over actual or possible shortcomings, I must in common sense proceed to lay out a plan of action. Whether I am a bore or whether I am not, the following four-point programme will not come amiss.

I therefore resolve:

1. To bear my own very ordinary talents and ideas in mind.
2. To converse simply and to the point on whatever topic may arise.
3. To listen with eagerness and attention to other people.
4. To cultivate genuine warmth and a pleasant voice.

If I can contrive to put these resolutions into practice for a twelve-month, I shall know in very truth that I am not a bore. But not till then.

**H**E that freely magnifies what hath been nobly done, and fears not to declare as freely what might have been done better, gives the best covenant of his fidelity.—From Milton's *Areopagitica*.

**R**ARA temporum felicitate, ubi sentire quae velis, et quae sentis dicere licet.  
(By the rare good fortune of the times, it is permitted you to think as you will and to speak as you think.)—TACITUS.

## Spanish Landscape

By RONALD HILTON, *University of British Columbia*

ADMITTEDLY, geography is a dangerous subject. The Germans mastered it better and were more expert in map-making than any foreign people I know, and look what temptations were thus placed in their way. The French define themselves as a people who asked for more bread at meals and did not know their geography. Spaniards are usually cavalier in their attitude toward maps; and since some forty per cent of the population cannot read ordinary print, I suppose an even larger proportion is unable to interpret a map. I recall how I once stopped for lunch in the Galician village of Betanzos. While the old hostess cooked me some fish over the open fire, we chatted pleasantly. "Where are you from?" she asked. "England," I replied. She reflected for a few minutes, thinking, as I realized later, of all the Galician men who emigrate to America. "Ah, you are from the United States." At my protest, she said, "But England and the United States are the same thing." The old lady had unwittingly accomplished Union now in her own mind, and it took her several minutes to grasp the fact that "United States" and "England" are not synonyms. Finally the light of understanding spread over her face. "Ah, I see! It is like Betanzos and La Coruna." (La Coruna is a town about twenty miles from Betanzos.) This story may make us smugly self-satisfied about our knowledge of the world. But are we above reproach? The old Spanish lady was rather misinformed about the Anglo-Saxon world, but do we know as much about Spain as we should? Experience has led me to think that we do not, for I have met many educated people who have a totally false idea of the westernmost peninsula of Europe. The only excuse is that there has been an element of misrepresentation. I would blame the spirit which animates most modern tourist travel. The all-pervading sensuality of modern life is reflected in the attempts of tourist bureaux to recommend their region by unconscious reference to the South Sea Islands. Qualities stressed are that crude thing, sunshine, vegetation as gaudy as a billboard, an immoral encouragement to laze, laxity of liquor regulations, and some hula-hula element. Thus it is that travel agencies

have spread a picture of Spain as a country where the sunshine is like treacle, where the colors of oranges and lemons have the clangor of a brass band, where everyone takes long siestas and puts urgent business off to manana, where sherry and manzanilla make all men friendly and loquacious, and where señoritas, with tall mantillas as black as their hair, dazzle with their smiles.

This picture, for which the Romantic and post-Romantic writers of the last century must take their share of blame, is true, if at all, of the southern kingdom of Andalusia, from whose cities, Seville and Cadiz, came many of the expeditions in the conquest and peopling of the Americas. The description is true also, in a way, of the eastern coast, facing the blue waters of the Mediterranean. You may remember the popular song "Valencia", which could be heard on every street corner some ten years ago, and which well exemplifies my thesis. The nearby region of Elche contains the only date-palm grove in Europe.

That makes only a small proportion of the total area of Spain. What about the rest? It consists chiefly of a table-land with an average elevation of 2500 feet. Its barren appearance offers little scope for the blurb writer. A Canadian would be reminded of some of the more arid parts of Alberta. The land seems to have had some kind of vegetation once, but now it is enhanced only by humble but sweet-smelling herbs such as lavender, rosemary and thyme, not to mention the still humbler broom and sage-brush. Trees are so rare that in parts peasants are said to live and die without seeing them. Perhaps the peasants themselves should take the blame, for they are accused of cutting down whatever trees there were in order to leave without a shelter the birds which ate their grain. One's heart sinks at first when one stares out across the bleakness of the Castilian plateau and can find nowhere the consoling company of trees. The lack of friendly entertainment in the landscape fills the traveller with a deep sense of solitude. He probably longs for the distractions and noises of city life; but if he is brave enough to look the landscape in the face, a feeling of hostile

independence will pervade him. He should not stay looking at the landscape too long, however, or, during nine months of the year at least, he will stand a good chance of catching pneumonia from those subtle winds which, as the Spanish proverb says, will not blow out an oil-lamp but will kill a man. The remaining three months of the year witness a swing to the other extreme of intense heat, for Spain has a marked continental type of climate except for a narrow coastal rim where sea-breezes moderate the extremes. Madrid, say the Spaniards, has nine months of winter and three months of hell. During these three months, the Britisher should suppress his love of this exotic sunlight unless he wishes to give himself away: only dogs and Englishmen walk around in the sunlight, says the proverb. Summer and winter alike the Anglo-Saxon must curb his love of fresh air. The tourist who insists on opening all the windows in his room until it is swept by a tornado will very often be at a loss to know what to do in Spain, for he may be given what the Spaniards call an interior room, without any windows at all. If the traveller is willing to conform with local customs, he will scorn the outdoor life except for the *paseo*, the promenade up and down the main avenue in each town before lunch at about 1:30 and again before dinner at 9:00 p.m. He should not regard this as a physical work-out but as a social institution permitting him to survey the assembly of his fellow men—and women.

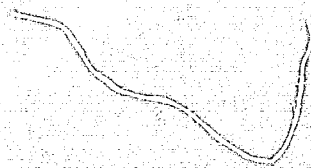
The Spaniard spends little time in the privacy of his home, which is probably furnished with simplicity and, if it is old-fashioned, poorly heated in winter, with only a *brasero*, or charcoal brasier. He will seek the company of his friends, after lunch and after supper, in his favorite cafe; and there, in a crowded smoky room, he will discuss the world and practice the brilliant Spanish art of conversation. It is difficult to see how public opinion can be regimented so long as the cafe exists. Probably coffee will be branded as a luxury and cafes eased out of business.

The people who inhabit the Spanish table-land live then in brutal opposition to their landscape, and this hostility has bred a race characterized by a cult of will-power, of the ego, of the individual. The pleasant coastal band has produced a quite different type: easy-going, pleasant, and more sensual. The history of Spain has been very largely a struggle

in which the people of the coast have been conquered by the people of the table-land. Spanish republicans have favored returning lost liberties to the coastal regions such as the Basque Provinces, Catalonia, Galicia, and Valencia. Andalusia is so easy-going that it has seldom protested against the domination of Castile. The Spanish republic of 1931 initiated a movement of decentralization. The new Spanish government has reversed the trend, and control is once more in the hands of Castile. Those who believe in central government for Spain idealize the rugged spirit of the table-land. Those who favor freedom for the coastal regions condemn Castile as sterile and declare that it lives on the wealth and resources of the outlying regions which it controls.

Now let us sample the landscape of Spain by taking the trip by train from the French frontier to Madrid. There are four railway lines across the Pyrenees into Spain. Most travellers take the one which goes past the western end and skirts the Bay of Biscay. At Irun they are compelled to change trains, for Spanish railways, like the Russian ones, have a considerably wider gauge than the standard French one. The difference is said to be due to national defence considerations. In the present circumstances, there may be an unforeseen consequence. If the Germans should decide to travel across Spain, they would have to transfer all their troops and equipment to Spanish trains, which would be difficult, since the Civil War has seriously depleted Spain's rolling stock. If the traveller has a really inquiring mind, he will reject the advice of the guide-book to travel first-class or at worst second-class, and take his place among the humble souls in the wooden-seated third-class. He must not be surprised to see in each coach a pair of Spain's crack Civil Guards, dressed in their quaint hats, and armed each one with a rifle. Soon after the train starts, a plain-clothes detective will come down the aisle and demand that everyone show his identification papers. The traveller will observe that most of the commonfolk are talking a language which has no relationship with either Spanish or French. It is Basque, the mysterious language of the most virile of the coastal groups dominated by Castile.

The train makes a short halt at the lovely and royal seaside resort of San Sebastian, which is, as it were, symmetrical with Biarritz on the French



side of the Pyrenees. I mean short by Spanish standards, for the train will inevitably make stops of half-an-hour later on, during which time it is wise to pay a visit to the station restaurant. Climbing wheezily up the side of the plateau, the train reaches the old Basque city of Vitoria. The change in climate may be marked already. Perhaps in San Sebastian there was warm sunshine; now everything is blanketed in snow. The railway company may show concern for your comfort and place on the floor of your compartment a large metal tube containing hot water, so that at least you will not get chilblains on your feet. While your train continues its weary way up the jagged edge of the table-land, you may be surprised, if your coach has no aisle, to see the ticket inspector climbing in through the door. He has the habit of strolling serenely up and down the running-board while the train is in motion. Soon the upper reaches of the River Ebro are crossed, and we enter the region of La Bureba, whence, in the Middle Ages, the reconquest of Spain from the Arab domination was undertaken. This reconquest carried with it the Spanish, or rather the Castilian language, for we are now in Old Castile. This language, which is spoken not only in Spain but in most of Latin America (Hispanic America is the term preferred nowadays), is a dialect of Latin modified by that strange language, Basque, mentioned earlier.

Soon we reach one of the most historic towns in Spain, whence the Christian reconquest was carried out: Burgos. It was, during the Civil War, the headquarters of General Franco's Government. The country between Burgos and Valladolid is the heart of Old Castile. Rough and uninviting, it nevertheless produces a plentiful supply of wheat. In the sixteenth century, Valladolid, already an old city, was the center of the vast empire of Philip II. The train crosses the valley of the Duero, flowing westward toward Portugal, Oporto, and the Atlantic.

The face of the earth takes on slowly a fantastic, forbidding appearance. Crops become more and more scarce, while huge boulders litter the rocky ground. To the obvious question as to how they got there, a geologist will reply that they were carried there by the ice-cap in the ice age and then deposited as the ice-cap retreated. Soon a long range of mountains blocks the horizon to the south: the Sierra de Guadarrama, an Arab name

which, like so many in Spain, conserves the memory of the time when the Arabs were the masters of Spain, after nearly becoming the masters of Europe. Against the background of the mountain-side stands one of the most picturesque cities of Spain, Avila, surrounded by massive walls which hang like heavy curtains between a ring of eighty-six defending towers. Time seems to have stopped in Avila in the sixteenth century. The donkeys bear slowly and patiently their sleepy human load, while, in spring at least, the storks, perched gauntly on the chimneys or wheeling heavily in the air, impart to the whole scene a rigid, time-defying appearance.

From Avila the train climbs protestingly up the mountain passes, and as it crosses the summit we pass from Old Castile to New Castile: new, because it was reconquered from the Arabs and recolonized later than the half of the province north of the mountains. On the southern slope of the mountains lies the rigid, plain granite mass of the solitary palace built by Philip II as a place of retirement and ultimately, in death, of burial for the Spanish kings. The Escorial, as it is called, perfectly reflects the spirit of Castile, an asceticism mixed with classicism which seems quite out of place in the Mediterranean countries. The new Spanish government claims to continue the tradition of Philip II, and the Escorial seems to be becoming to Spain what Westminster Abbey is to the British Empire.

Thirty miles beyond the Escorial, in the plain of New Castile, stands the capital of Spain, Madrid. We have passed through the most venerable cities of Spain: Vitoria, Burgos, Valladolid, and Avila. But Madrid, with its million inhabitants, can make no claims on our veneration. Faced by the bitter rivalry between the great medieval cities of Spain, Philip II decided to create a capital in the geometrical center of the Peninsula. Unfortunately, except for the distant view of the mountains, the site of Madrid has little charm. The table-land is bare and monotonous, crossed only by a tiny river, the Manzanares, which is rewarded for washing the feet of Madrid with a variety of jokes of which it is the butt. The city did not mature until the eighteenth century when Charles III embellished it with handsome public buildings. Its spectacular development came only in the present century. Neutrality in the first World War brought Spain an influx of

wealth which was reflected in the sprouting of business buildings in a dingy city which was rapidly urbanized. Madrid possessed, and I believe it still possesses, more skyscrapers than any other city in Europe. The telephone building, owned by an American company, was prominent in news dispatches during the Civil War. The Americanized appearance of Madrid did not belie its character; Madrid repre-

sented an attempt to introduce comfort and what we call efficiency into the austere life of the plateau. For this reason, the city has been the object of the suspicion of traditionalists. The struggle between new Madrid and ancient Castile reflects the fundamental antithesis which rends the soul of Spain: the old which has lost its power, and the new which seems a betrayal.

## Typing Tests

By A. T. ALSBURY, *Magee High School, Vancouver, B. C.*

ABOUT three years ago a committee of the Eastern Commercial Teachers' Association was appointed to investigate and report on typing tests. The committee began its work by attempting to secure answers to the following questions:

1. What is the nature and character of typewriting training being given in schools?
2. Do schools employ final typing ability tests to measure the ability of the student to do the various kinds of typewriting work which the average typist is required to perform in the business office?

This suggests a procedure which might well be adopted by the Commercial Section of B.C.T.F. in its study of typing tests and testing procedures. Such questions as the following would be a helpful guide:

1. What is our objective in giving tests in typing?
  - (a) Merely to assign a grade because it is customary to do so in other subjects? or
  - (b) To test the ability of graduates to perform the duties of a typist in a business office?
2. What are the various typing skills required in business?
3. What type of tests must be constructed to attain this objective?

As a result of its researches, the committee referred to above compiled evidence for the following conclusions:

- (a) That there is very little correlation between straight copy speed and the ability to meet the vocational requirements of the typist.
- (b) That there is not a very great degree of correspondence between the rank order of a certain pupil in a group when ranked on the basis of short speed spurts and the rank order

of the same pupil when ranked on the basis of productivity for a three hour period.

The committee deplored the widespread tendency to adopt tests which are the easiest to prepare and administer without regard to their inadequacy as a measure of the ability of the pupil to handle a complex typing job. In a subject which stresses the vocational objective, this is undoubtedly a serious weakness.

The study further revealed that although schools attempt to supplement the straight copy test by including tests on letters, tabulations, invoices, and other business forms and documents, insufficient weight is given to the time element. Moreover, the ability to copy tabulations and other forms from the textbook is insufficient. Much more important is training which will enable the pupil to plan tabulations from statistical data in unassembled form and produce a finished typewritten product properly arranged in usable style for the purpose for which it is intended. Again, both in planning the work and working the plan, the time element is important.

In accordance with its findings, the committee prepared a "comprehensive ability test." This ability test attempted to select a cross-section of office typewriting work. Eight distinct typing jobs were selected from the more important office activities in which the typist is likely to take part. In measuring the pupil's typing ability by the test, the following are considered: form and arrangement of typed matter, accuracy, and time consumed in doing the work. A straight copy test does not form part of the examination.

Very little research has been carried on in the field of typing tests. Few suitable standardized tests have been published, and practically none which satis-

factorily measure vocational ability. Perhaps the best series of tests published in recent years, designed to measure mastery of the various typing techniques, are the "Stuart Objective Tests." This series is intended to check such techniques as the ability of the student to return the carriage, to provide uniform margins and artistic arrangement of typewritten matter, to re-insert typewritten pages, and a number of other skills.

It is becoming increasingly evident that a great deal remains to be done in

the way of constructing acceptable standardized typing tests. No doubt, as our study proceeds, we shall agree with the committee of the Eastern Commercial Teachers' Association that "there should be a complete overhauling of testing procedures in vocational typewriting courses to the end that those who have been trained for typing jobs may be recommended for work that will be required of them according to a standard of productivity which justifies the initial wage paid for their services."

## Education For Civilization

By FRANK WILSON, *Mission High School*

A PHILOSOPHY of education which is not founded firmly upon a coherent system of values and upon a definite concept of the "Good For Man", is no philosophy at all but mere wordy empiricism. It is absolutely necessary that we know just what we mean by "the good life", "the good community" and "the good man" if our educational theories are to have any vigour and independent virtue. Without such criteria we can suggest only that education is the "adjustment of the child to his community environment" even if that community, like the Gadarene swine, is dashing madly down a steep place to destruction.

If education is to play its true role of ensuring that life for the next generation shall be better than that of the last, we must know first of all what we mean by "better" and must, in the second place, be able to detach ourselves from the "status quo" and be able to criticize, not only its faulty functioning but the often unconscious assumptions upon which it is based.

This being a short essay, I find it necessary to state, with apparent dogmatism, what I consider is a very satisfactory statement of the nature of human well-being. It has the virtue, I believe, of being based upon an organic,—or should I say organismic?—view of the individual and of having withstood the vicissitudes of well over two thousand years of rough treatment. I refer to the Aristotelian principle, which may be freely stated somewhat as follows: *Human well being is the most complete and harmonious functioning of all the capacities.*

I quote B. A. G. Fuller on Aristotle: "Just as each organ of the body has its distinctive function and measures its

well-being or 'happiness' by the degree of excellence or 'virtue' with which it exercises that function, so man's happiness will go hand in hand, primarily, with the excellent or virtuous operation of his distinctive activity, which is reason and secondarily, with the harmonious exercise of the other activities of his composite and complicated nature".

The "pleasure" of the eye is to be sound and healthy and to be exercised upon material adapted to its nature, material which provides variation and clarity without strain or confusion. The "pleasure" of the muscles is to be vigorous and well provided with clean blood and to be engaged in tasks which use them fully and freely in a manner appropriate to their nature. The pleasure of the intellect is to be strong and clear and to be engaged in the solutions of problems which are amenable to vigorous intellectual treatment. Finally, the happiness of man is to be in health and to have a cycle of activity which allows him to function fully as a human being, using every capacity in a manner appropriate to its nature, so that no slackness nor obesity may develop in any part to disrupt the harmonious functioning of the whole.

The happy life uses the body and its mechanisms and allows it to function as nature designed it to function. To work until fatigued and then to rest, to become really hungry and then to eat, to face the coldness of the dawn and the heat of the day so that the vasomotor adjustive mechanisms may have a chance to function are probably the minimum essentials for continued physical well being upon a high plane. To awaken in a bedroom at 70 degrees, to pass the entire day in heated rooms and automobiles, to drive

instead of to walk, to eat regularly whether hungry or not, to avoid all physical work that fatigues are the bases of what we call a high standard of living. They also imply, according to Alexis Carrel, a large measure of physiological atrophy, and are the cause of much physical deterioration and possibly of many of the degenerative diseases which are increasing as the infectious diseases are being conquered.

The happy life must give scope for vitally emotional experience. There must be warm attachments, vigorous striving for greatly desired goals. There must be effort which is crowned by attainment, there must be opportunities to plan, to make, to carry through a project and to find it good. Man realizes his potentialities only by exercising them. Effective functioning upon every level is the basis of sound development, health and happiness.

These principles are sufficiently familiar to sound like truisms. Yet they have some rather startling consequences when applied to some of the common assumptions on which we base our civilization. The working man in the U.S.A. has a higher standard of living than the working man in Denmark because the former is likely to have a car when the latter will have a bicycle. Maybe. But who has the higher standard of health and happiness? I don't know, the data are not all in, but our principles at least warn us not to assume that the advantages are all with the car.

Dewey suggests that the aim of science and of education is to enable man to adjust his environment to his own wishes. Alexis Carrel points out that if man does too good a job of adjusting his environment, so that his physiological mechanisms are seldom called upon to adjust him to that environment, these mechanisms will tend to atrophy, with very serious effects upon health and well-being. The ideal of comfort and a high standard of living are at many points diametrically opposed to the ideal of human well-being and happiness.

We need to bring to bear upon the problem of human well-being all the information that the biologists, the psychologists and psychiatrists and the sociologists can give us. There are great gaps which need to be filled before any science of human well-being may be said to exist, but the very statement of our human problems in terms of health, happiness and satisfaction will save us from

many of the errors which arise from the uncritical use of the concept, "standard of living".

The first consequence which I would draw from these premises is that education should be strenuous. Whatever capacities are being used should be used to the full and extended step by step, just as a trainer develops the powers of an athlete. Moreover, since our objective is the harmonious development of all the capacities, the tasks undertaken by the pupil must call for the use of intelligence, must be satisfying when completed and must enlarge the pupils powers of appreciation and his understanding of the world in which he lives.

Now in a period when human labour is urgently needed,—that is, in a scarcity economy,—formal education is kept lean and spare. Society needs the individual and has a niche for him to occupy. His schooling is directed immediately upon the acquisition of the tool subjects, with the addition of sufficient knowledge of the traditions and history of his group to make him a good citizen. In a scarcity economy the time for education is short and the process is, of necessity, strenuous. It does not attempt to be complete or balanced, for the physical, the emotional and the creative or constructive aspects of life are looked after, with more or less efficiency, by activities and agencies outside of the school. Under these conditions there is little puzzlement about educational theory. The individual has to find his place in a strenuous society. The stimulus to learn is provided by hard necessity. Such conditions develop to the full the intelligent and strong,—the individual has a lifelong opportunity to "learn by doing".

Our problem is very different. Elaborate machines and abounding energy from coal, oil, wind and water have reduced our call for the work of man. Society once a year stands aghast at the prospect of having to absorb another crop of graduates from high school and university. To state it in the kindest possible way, our young people are faced with infinite possibilities for leisure. The education of stern necessity has been removed from a large proportion of our young people and the stimulus of opportunity has been greatly diluted. What are we going to put in its place? Whatever it is, it should have to the greatest possible degree that strenuous quality which has been lost. It should also integrate physical activity with intellectual

development, should unite intelligent planning with skillful execution in order to offset the unhealthy specialization of function in modern industry which sets the sedentary worker off from the doer or maker, and which sets "hands", not "men", to work at routine tasks that use but a tiny fraction of their whole capacity.

What motive can we provide for such

activity? When necessity recedes, what is there to take its place?

\* \* \*

To the consideration of these and related problems I shall return in subsequent issues of *The B. C. Teacher*, hoping the while that my own contribution may stimulate still wider discussion and that out of it all we may learn something of value to us as teachers.

## The Hard-of-Hearing Child in School

By LYLE CREELMAN, M.A., R.N., Supervisor of School Nursing, Vancouver

THE ultimate aim of education is the ability to make adequate adjustment to life. We have gone far in the improvement of our educational methods. We have concentrated our attention on the average child, the slow child, the brilliant child, the child handicapped by low mentality, and in many places the child handicapped by very defective vision for whom sight-saving classes have been established. There is one who has not received his just due. That is the hard-of-hearing child.

The condition of being hard of hearing should be distinguished from that of the deaf. A deaf person is one who cannot hear speech either with or without the use of a hearing aid. A hard-of-hearing person is one whose hearing is defective but who can hear speech either with or without the use of a hearing aid. It is this latter condition which we come in contact with in our schools. These children should not be described as deaf.

It has been estimated that from 5 to 6 per cent of the school population are hard of hearing. It is evident that a programme of hearing conservation is needed. What can the teacher do to help promote such a programme? For one thing she can observe the children at school for any evidence of this handicap and bring it to the attention of the authorities that these are children whose adequate adjustment to life is impaired through a hearing handicap. Some of the signs of ear trouble which the teacher can observe are: inattention, frequent mistakes in carrying out instructions, faulty articulation, mispronunciation of words, a habit of turning one ear toward the speaker, a monotonous voice, habitual failure to respond when questioned, or a tired expression before the day is half over. These may be clues for other conditions but they are to be kept in

mind in detecting the hard-of-hearing child.

An adequate school programme for this group of children will include: (1) testing; (2) some means of securing medical care; (3) lip-reading instruction; and (4) vocational guidance.

Probably the most common method used to test hearing in our schools is the watch method or whisper test. It is impossible, by these rough methods, to discover the child with slight loss of hearing and whose condition may be progressive. Moreover, there is no definite standard by which one can compare degrees of hearing loss. Not all examiners use a similar watch, or if they are using the whisper test, one person's whisper may almost equal in intensity another person's low speaking voice. The only reliable means of testing is by the use of the audiometer. The machine for use in schools is known as the 4A or 4B Audiometer. This consists of two portable cases, one of which is somewhat like a phonograph and on which a standard test record is played. The sound is transmitted to individual ear-phones of which there are forty, so that a class of average size may be tested at one time. It is absolutely essential that the children understand the test before starting and that the room be as quiet as possible. Even then, the newness of the procedure may often result in a reading of too high a hearing loss. Consequently, all children showing any loss on the first test should be re-tested and it is only after this second test that the final reading should be taken.

The next step after discovering the defect is treatment. The parents should be notified of any hearing loss and advised to consult a physician. It may be that the ears are plugged with wax. Perhaps enlarged and diseased tonsils are

at the root of the trouble. At any rate, it is the physician who should suggest the treatment. It may be that treatment will no correct the hearing defect already present and that lip-reading is the remedy advised.

Indeed, every child who has progressive deafness should study lip-reading and every child whose hearing loss is already a noticeable handicap should have this means of help. There are others also who should have lip-reading instruction and the selection of these depends on more than just the percentage of hearing loss. The diagnosis and prognosis given by the otologist must be considered, as the type of deafness may be a factor in the decision. Those with conduction deafness can interpret sounds better than those with perception deafness. The question of whether the pupil is working up to the level of his ability in the classroom must be considered. The child may be alert and attentive and able to keep up in spite of the handicap, while another may not exert himself and does not try to compensate for his hearing handicap. Not all pupils who are listless and inattentive are hard-of-hearing, but it is difficult to pay close attention when one does not hear easily. The training in the lip-reading class gives the pupil practice in sustained attention and may thus help him to do better school work.

Further consideration must be given to the child's social adjustment. A pupil may take little or no part in classroom discussion because of shyness, but his failure to participate may also be due to the fact that he does not understand what other pupils say. Because it is practically impossible for the hard-of-hearing pupil to have a clear view of all pupils in the class, he cannot get class discussion by lip-reading alone. But the pupil who is slightly handicapped hears at least a part of what is said and his lip-reading, together with his increased alertness and more sustained attention due to lip-reading, are of great help to him.

A child with slight or moderate hearing loss is more apt to need lip-reading if a foreign language is spoken in the home. The foreign language increases the confusion of sounds that he must interpret. His confusion may be evidenced by poor or defective speech. The hard-of-hearing child should be kept in the regular classes in the schools unless, even with the help of lip-reading, he is unable to make normal progress or unless his speech and language are seriously affected. Where lip-reading instruction is

offered, it is usual for the teacher to go from school to school giving lessons once or twice a week—the lesson varying in length from twenty minutes for the first grade to forty or fifty minutes in the senior high school.

Unfortunately, very few school systems have the services of a lip-reading instructor but even where this is not available the classroom teacher can do much to assist the pupil who is hard of hearing in overcoming his difficulties. The person who is hard of hearing depends upon seeing the face of the person who is speaking. The teacher then should stand so that the pupil who is hard of hearing can see her face and lips clearly. If the pupil is sitting in the front seat he must tip his head back in an uncomfortable position when the teacher stands close to the front of the desk. A more favorable seating position would be one or two seats from the front of the room and on the side of the room that will enable him to have the better ear toward the class.

The teacher should avoid standing before a window. The face is then in shadow making it more difficult to observe the movements of the lips. This sometimes frequent habit of teachers is also very hard on those pupils with visual defects. Enunciation should be clear and distinct at all times.

Teachers can also assist by instructing the hard-of-hearing child and his parents that one of the best ways to prevent deafness from increasing is to have a sound, healthy body.

As the child matures, the question of an occupation arises. In these days when so few persons can achieve economic security the hard-of-hearing person's lot is not easy. If this condition is progressive it is most important that he choose work which can be carried on independent of the sense of hearing. If the best adjustment to life is to be made, failure in work because of his handicap is to be avoided.

Each child presents problems peculiar to his case, but in general, the education of the hard-of-hearing child should prepare him to adjust to life as he will find it and to grasp the happiness that lies within his reach in spite of his handicap.

**"THE** time has plainly come when the outstanding problems of the moment must be met, faced, and solved in terms of education by the schools and colleges unless we are to drift to disaster."—NICHOLAS MURRAY BUTLER.

## Home Economists as War Workers

By NORA DE B. VICARS

WITH the advent of war and its accompanying need for sacrifice and effort, the Home Economics teachers of the city of Vancouver asked themselves how they could best serve by use of the training and experience they have had. This training has already proved of inestimable value in various fields.

An especially worth-while project has been undertaken under the sponsorship of the Greater Vancouver Health League, that is, the holding of classes designed to fit the conditions under which the women of today are labouring. A course was prepared by leading nutritionists and home economists of the city. It aims to stress the need of (a) training for living under changed economic conditions, and (b) to promote optimum health by a knowledge of food values, preparation and nutrition. In October evening classes were started in the following schools throughout the city: Dawson, Kitsilano, McBride, Point Grey and King Edward. A second course will be given after the first of eight lectures is finished and it is hoped that more and more women will avail themselves of the opportunities offered and find themselves possessors of knowledge that will benefit themselves and their children for a long time to come.

The teachers have not confined themselves to adult education but have done a tremendous amount of work with the

school girls of the city.

During the summer Junior Red Cross Societies were organized and meetings held weekly in the city schools. Attendance was exceedingly good and the supply of garments turned in at the end of the summer demonstrated how worthwhile the project was. Hundreds of gauze and khaki handkerchiefs were hemmed. Garments of all descriptions were donated by the girls and women interested and were made over into wearable garments for evacuated children. Even the baby blanket of one of the girls is doing its bit as a most attractive "Glengarry" and winter coat. A great deal of new material was donated and some bought with money raised by raffles. The garments made from this material were shipped to England.

With the coming of September and school, clubs ordinarily devoted to hobbies were changed to clubs for war work. The clothing laboratories are hives of industry with garments being turned out as if from a factory. In one you may see nothing but pyjamas being made, in another, dresses for spring shipment to England, in still another, it may be socks, mufflers, afghans or underwear for smaller children.

These many and varied projects undertaken and the enthusiasm and co-operation shown make one feel that they also serve who cook and sew.

### CHRISTMAS IN WARTIME

By MARY ELIZABETH COLEMAN

IN the dreadful darkness of our night

What splendid stars!

Did ever courage shine so strangely bright,  
Or sacrifice?

Or valor panoplied with faith withstand  
Such dread assault?

Lord of Stars, in whose almighty hand  
Our lives are hid,

God of Hosts in whose avenging sword  
Our trust we place,

Arise! Scatter Thine enemies; O Lord  
Confound them all.

Then bid the Star of Bethlehem shine again  
To speed the day

When He, the glorious Prince of Peace shall reign  
For evermore.

## FILMSLIDE PROJECTORS



### *An Efficient, Low-cost Visual Aid*

Available in several models for classroom or auditorium use, also in tri-purpose style for showing either film slides or the new natural color 2-inch by 2-inch glass slides. Write for free descriptive literature and prices.

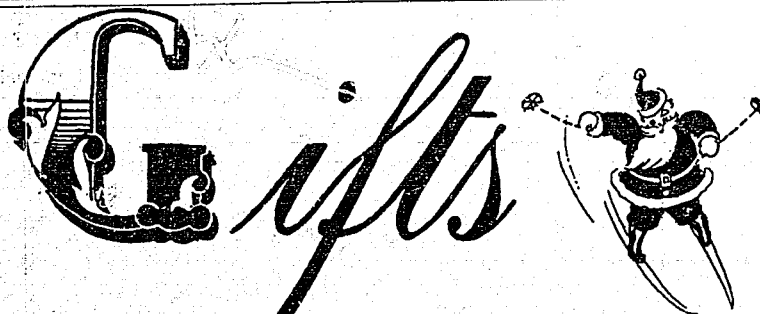
Film slides are purchased outright at low cost (average less than \$2.50 per roll) by the school for use year after year. Write for free catalogues. Start your local library now. If you have a projector for showing 2-inch by 2-inch glass slides, state make and model to receive the new slide catalogue.

### GENERAL FILMS LTD.

570 DUNSMUIR STREET  
VANCOUVER, B.C.

REGINA

TORONTO



### ● At Sensible Prices

A store full of smart gifts for your approval . . . HOSIERY, ACCESSORIES, LINGERIE, COSMETICS, COAT DRESS, and FURS . . . Take advantage of our Page-Lane Christmas Shopping Service.

● We invite you  
to use your  
Charge Account.

**Famous**  
623  
HASTINGS STREET. W.

## Reading Readiness

By EVELYN DICKINSON, *Queen Mary School, Vancouver*

READING is and probably always will be the most fundamental skill taught and used in and out of school. The first grade of the elementary school is thought of as the grade in which this skill gets its basic foundation for the later periods of growth and development. The child who does not learn to read during the first year fails and repeats the grade, often this failure being accompanied by disastrous effects upon his social and emotional outlook. The teacher, no matter how clever or conscientious she may be, takes the blame.

Today, however, there is a growing knowledge of the factors underlying achievement in beginning reading and even the parents are becoming aware that unless the child is ready, he will not learn, no matter how earnest the teacher may be. They are becoming aware, too, that this readiness cannot always be taken for granted just because the child has achieved his sixth birthday. Chronological age does indicate a background of experience but only in terms of years; it tells nothing of the quality or extent of that experience. Progress in learning to read is controlled by other factors, physical, emotional, and intellectual, it depends on certain psycho-physical coordinations and, therefore, may be said to be fundamentally a psycho-physical process.

The first of these factors, the physical, has received too little attention in the past. That the child's general health was poor, that he was undernourished, or defective in speech, hearing, or vision—these aspects of his readiness received notice but no consideration. The complexity of the learning process was not appreciated, so that fatigue and tension experienced during learning were unrealized. The strain on the nervous system of the child physically unready has been tremendous. But the majority of the children could run the race and those who could not run were believed to require only more time and eventually they, too, would reach the goal. However, some did not, and these were branded with failure and made into problem children.

Today we are thinking less superficially about these things because investigations have added so much to our knowledge and have stirred us from our

complacency. We want to know when the child comes to us if his general health is good, if he gets the right amount of the right food to eat, if his sleeping hours are regular and undisturbed, if his vision is normal and he can receive auditory stimulation. We want to know his native dominance in handedness and eyedness and if some misguided person has been forcing him to change it and so conform to the usual standard. And we want to know if he can speak freely and clearly and so express the ideas he has, if any. Nor do we stop at discovery. The lacks we endeavour to supply, and the deficiencies, to correct.

Teachers of today are beginning to realize that a child may come to school physically normal and yet so unstable emotionally that the difficulty of his adjustment to the new situation may make learning impossible. Many a child, even in this day and age, has had so little experience in playing with other children and in meeting new situations himself, that he comes to school fearfully or at least full of anxiety. Such feelings mean an emotional maladjustment that will distract his attention and produce irregular habits of perception. The wise parent or the kindergarten usually sends to school a child well-adjusted to the social situation, eager to meet his new classmates and teachers, but still some children come looking to the new experience with neither calmness nor pleasure. The beginning-teacher's personality and understanding overcome this difficulty, too, sometimes readily and sometimes only after much striving.

Lastly, and perhaps most importantly, the factor of intelligence determines the child's readiness to read. To quote Lucille Harrison:

"It has been found that in order to make any progress in reading a child must have attained a mental age of at least six years and that a mental age of six and one-half years more nearly insures success".<sup>1</sup>

Within this general factor of intelligence there are certain specific organizations in the nervous system some measure of which the teacher finds it helpful to have obtained. "These are:

<sup>1</sup> Harrison, L. M., *Reading Readiness*; Houghton Mifflin Co., New York; 1936; p. 6.

"(1) The ability to see likenesses and differences;

"(2) The ability to remember word forms with freedom from aphasia and word-blindness;

"(3) Memory span of ideas;

"(4) Ability to do abstract thinking;

"(5) Ability to correlate abstractions with definite modes of response as this ability is related to the reading process".<sup>2</sup>

These powers develop usually along with mental maturity but a broad experience at home or in the kindergarten may have increased them.

This pre-school experiencing is the most widely varying of all the factors which condition reading readiness. The child cannot interpret the passages he learns to read unless he has an extensive range of concepts relating those activities. He needs to have had many and interesting experiences about the house, the farm, the circus, and the seashore, about animals and flowers and people. The teacher wants to know the child's background when he comes to school. If his knowledge, attitudes, and appreciations are sufficient, he is ready to read; if not, the teacher must supplement them with an activity programme in school.

Thus we see that the teacher of today must be cognizant of the readiness to read of each child in her room before she undertakes to build anything so complex as the hierarchy of reading habits. She must know his physical status, his emotional make-up and his mental endowments. Without this knowledge, she cannot teach with any degree of efficiency.

That the teacher must possess this information within a week or two of the child's entering school is obvious; otherwise it would not serve the purpose for which it is intended. But immediacy is not the primary problem. Of first importance is the method by which the knowledge is to be obtained.

In the modern school system the pre-school nursing clinic takes care of the physical aspects of readiness. The school doctor and nurse examine the child's general health and locate any outstanding defects in visual or aural acuity. These defects are remedied as far as is practically possible by the parents or through the aid of charitable institutions. But as we have seen, these matters alone do not condition the child's readiness for beginning reading. There remains an extensive body of information which the teacher must find out for herself, and the ques-

tion arises as to how this may be achieved with the greatest economy of time and labor.

This is one of the many fields in which educational investigators have come to the aid of the conscientious classroom teacher. They have sought to verify the guesses of teachers as to the best mental age at which the child may begin the reading process with a good chance of success, which of the mental tests correlates most highly with reading progress, which factors of readiness are most important and which, least, and which readiness tests give the most reliable indication of probable reading success. For these and many other kindred problems the investigator has an answer.

Perhaps the most outstandingly comprehensive of these investigations, one which attempts a solution of almost every measurable problem of reading readiness, is the monograph by Gates, Bond and Russell, published last year and entitled "Methods of Determining Reading Readiness".<sup>1</sup> The study began in 1934 with four classes of New York public school children and "was designed to test the value of practically every kind of test, rating, examination or other means of appraisal which had then been suggested, or which the authors could think of, as a means of predicting reading progress".<sup>2</sup> A similar study was carried on at the Horace Mann School and results were used freely in drawing conclusions.

Some of the more important findings were as follows:

(1) Tests which have the best prognostic value are those which measure reading attainments at the time of entering school.

(2) Among the most predictive tests were those which measured word recognition, ability to complete a partially told story, ability to supply words that rhyme with given words, ability to blend orally—given sounds into words, ability to read letters of the alphabet, and previous instruction in reading.

(3) The only other tests of marked value were the Stanford-Binet mental age and tests of auditory acuity.

To those teachers who are inclined to consider mental age alone as predictive of reading progress, Gates gives this warning:

<sup>1</sup> A. I. Gates, G. L. Bond and D. H. Russell. "Methods of Determining Reading Readiness". Bureau of Publications, Teachers' College, Columbia University, New York City; 1939.

<sup>2</sup> Ibid, p. 3.

<sup>2</sup> Ibid; pp. 8-9.

"It is therefore unsound to set up a special mental age (such as 6.0 or 6.5 years) as essential for beginning reading . . . the optimum age is a range and not a time on the scale and the level of the mid-point of this range varies greatly with the program of a particular teacher."<sup>\*</sup>

The beginning teacher is confronted then with a rather definite procedure for discovering the degree of readiness of her class. She will administer an intelligence test and one in reading readiness. She has her choice of many. But which is best? Which correlates most highly with reading achievement?

Charles Dean, conducting a survey of this question in 1939, discovered that, in a study made by Deputy, the Pinter-Cunningham Test showed a correlation with reading achievement of .70; that the Detroit First Grade Intelligence Test, in a study by Morphett and Washburne, gave a correlation of .59; that the Stanford-Binet varied from .377 as found by Harrison to the .62 correlation as found by himself.<sup>1</sup> The Stanford-Binet gave Gates a correlation of .4 when testing the public school children of New York and .51 with the children of the Horace Mann School.<sup>2</sup> It may be seen quite readily why no very definite prognosis of reading achievement can be made from a consideration of mental age alone.

What reading readiness tests will best fill the requirements of the beginning teacher? The same investigation by Charles Dean revealed that Lee, Clark, and Lee, using the Lee-Clark Reading Readiness Test, found a correlation with reading achievement of .49; that correlations of the Metropolitan Readiness Test were found by Harrison to be .485, by Wilson and Burke .57, and by himself .59. The Monroe Aptitude Test showed a correlation of .41.<sup>3</sup> These correlations do vary, but not widely.

In seeking a further solution of this problem an attempt was made by Fendrick and McGlade to validate the prognostic value of the Detroit First Grade Intelligence Test and the Metropolitan Readiness Tests. The evidence indicates: "That a critical utilization of the two tests in selective combination, enhances

their significance for prediction of first grade achievement."<sup>4</sup>

It is therefore quite evident that the teacher must make her own choice of tests even though investigators have given much guidance.

With a medical statement of the child's physical readiness, a record of his mental age, and a prediction of his possible progress in reading (somewhat limited in reliability), the teacher's next problem is to discover the degree of his emotional adjustment to the school situation and to correct it if necessary. She must discover, too, the extent of his experiential equipment, a discovery that can be only gradual. And at the same time it is her task to provide a background of experience, varied and meaningful, so that she may embark on the most important phase of her work, teaching the child to read, with a strong prognosis of success.

#### BIBLIOGRAPHY

Harrison, L. M.: *Reading Readiness*; Houghton Mifflin Co., New York; 1936.

Hardy, M. (Chairman): *Points of View On the Problem of Reading Readiness*; International Kindergarten Union; 1929-30. (No publisher given).

Gates, A. I., Bond, G. L., and Russell, D. H.: *Methods of Determining Reading Readiness*; Bureau of Publications, Teachers College, Columbia University, New York; 1939.

#### PERIODICALS

Dean, C. D.: "Predicting First Grade Reading," *Elementary School Journal*; 39: 609-16.

Fendrick, P. and McGlade, C. M.: "A Validation of Two Prognostic Tests for Reading Aptitude," *Elementary School Journal*; 39: 187-94.

Gates, A. I.: "The Necessary Mental Age for Beginning Reading," *Elementary School Journal*; 39: 497-508.

Gates, A. I.: "An Experimental Evaluation of Reading Readiness," *Elementary School Journal*; 39: 497-508.

Gray, W. S.: "Predicting Reading Readiness," *Elementary School Journal*; 32: 447-63; 510-520; 587-594.

Johnson, W. H.: "The Pre-Reading Programme of the Chicago Public Schools," *Elementary School Journal*; 39: 37-44.

Lee, J. M., Clark, W. W., Lee, D. M.: "Measuring Reading Readiness," *Elementary School Journal*; 34: 656-66.

Morphett, M. V. and Washburne, C.: "When Should Children Begin to Read?" *Elementary School Journal*; 31: 496-503.

\*Gates, op. cit., p. 33.

<sup>1</sup> Dean, C.: "Predicting First-Grade Reading Achievement," *El. Sch. J.*; 39:609-616; p. 612.

<sup>2</sup> Gates, Bond, Russell; op. cit. p. 32.

<sup>3</sup> Dean, op. cit.; p. 614.

<sup>4</sup> Fendrick, P., and McGlade, C.: "A Validation of Two Prognostic Tests of Reading Aptitude," *El. Sch. J.*; 38:187-94; p. 194.

### D. GESTETNER (CANADA) LTD.

Manufacturers of  
World's Premier Duplicator

660 SEYMOUR ST., VANCOUVER  
Phone: Sey. 5880

## The Question Box

Correspondence intended for this department should be addressed to  
D. G. MORRISON, Port Coquitlam, B. C.

NOVEMBER 1940 will long be a bright spot for this department as it brought the heaviest mail in three years, and indicated clearly an increased willingness of teachers to work for their mutual assistance. Most of the contributions this month come from the Mt. Arrowsmith Association, which comprises the districts of Red Gap, Parksville, Montrose, Errington, Coombs, Hilliers, Qualicum, Bowser, and Dashwood. Several other locals have indicated their willingness to assist and are gathering material. The response from unattached teachers continues to be good, and such co-operation on the part of groups and individuals will undoubtedly improve the column greatly. We hope the generosity of these teachers will encourage others to share their experience too, and make this department of material assistance to an increasingly large number of teachers. Have you sent in your problem yet? What is your answer to this one:—Should sarcasm be used by a teacher?

In the mail was a letter from H. N. Parrott, of Cedarvale, asking, "Will you please give me more information about the Rural Teachers' Association? I feel that the organization is worthy of all the support we can give it and would like to do my share." The Secretary of the R.T.A. has forwarded the following outline of the aims and objectives of this organization. You might also note, on page 119 of the November issue, the report of the B.C.T.F. executive meeting with regard to the position of the new R.T.A.

### RURAL TEACHERS' ASSOCIATION OF BRITISH COLUMBIA

(in affiliation with the B. C. Teachers' Federation)

#### OBJECTIVES FOR 1940-41:

1. Organization of all rural teachers of B. C. for the solution of problems common to all.
2. Establishment of a Province-wide Salary Schedule.
3. Provision for purchase of essential equipment in all schools as prescribed in the Programme of Studies.
4. The taking over of a larger share of the cost of Education by the Provincial Government.
5. Removal of the burden of school tax from the land.
6. Representation from the R.T.A. on any committee approaching the government, such representation to be chosen by the R.T.A.
7. Recognition in fact of the equality of the Rural and Urban teacher.
8. Recording of the vote at the Easter Convention of the Rural teachers through the R.T.A.
9. Representation directly on the B.C. T.F. Executive.
10. Organization of Unattached Members at the Easter Convention.
11. Continual agitation for these reforms until THESE OBJECTIVES ARE ACHIEVED.

#### TO ALL RURAL TEACHERS:

These are our objectives. We consider them fair, and we do not consider them impossible. We call on you for continual support, as we believe that these are your problems as well as ours. Remember, we are including in the R.T.A. all teachers who consider that their problems are essentially rural, whether classified as "rural" within the School Act or not.

#### WILL YOU HELP US BY:

1. Writing in to us your approval of our programme. (This is important.)
2. Sending in financial support, no matter how small, from your Associations or from individuals. We receive no grant at all from the B.C. T.F. Your committee has so far paid all its own expenses personally, and is willing to continue to do so, but we are going to need your financial help.

WE ARE GOING TO HAMMER AT THESE OBJECTIVES UNTIL SUCCESSFUL. WILL YOU HAMMER WITH US? Reply to Miss C. MacNab, Royal Oak P.O., Saanich, secretary, or to Mr. E. R. G. Richardson, Comox, president.

Now for some teaching problems. Throughout the Province the number of Junior Red Cross Groups has increased greatly during the first few months of the term, with the result that many teachers inexperienced in Red Cross work are sponsoring Junior units. In response to requests for help in planning programmes

Miss Edith Caswell of Qualicum describes one of her meetings and gives some suggestions for keeping the group interested and hard at work.

#### JUNIOR RED CROSS

We held our November meeting during Education Week and invited interested parents to attend. The class, consisting of Grades I-IV, conducted the meeting themselves. By way of an opening, the President asked the members to recite the Junior Red Cross pledge and motto. During the programme which followed almost every child participated in some way. The Treasurer gave his report and spoke of the money being collected for the Princess Elizabeth Fund. As usual the Juniors' Belief was read aloud, as were also several items from the News Bulletin. The Convenor for the Service Committee reported on the month's work which consisted of collecting toys and making scrap books for the Solarium. Younger members recited health poems, showed the treatment for a grazed knee, and demonstrated simple human stretchers for transporting slightly injured people. A short play followed, entitled "The King and the Barons." It was modelled after Henry II's dealing with his unruly Barons, only in this case the laws broken were the Health Rules. The Flag was then saluted and the meeting adjourned.

These meetings are not rehearsed, but the first month I had to make suggestions and interrupt frequently. Now the children seem to have developed under the responsibility of their positions in the organization and are keen to carry on in a correct style. The Programme Committee with a little help will plan the items themselves and surprise one often with their original ideas. For instance, last month they turned the Sand Table into a Red Cross booth and had a sale for their parents. The girls had made candy and sewn pot-holders while the boys had repeated some of last year's handwork in the form of tea-pot stands and scissors holders.

Perhaps what helps most to make the members work is a system whereby they earn their badges. Interest is maintained by varying the methods of checking, or the particular Health Habits to be stressed. At present we are concentrating on three rules at a time and have a daily check by monitors who have in turn been checked by me. Each monitor draws a picture of a ladder and the children in his group gain their badges by reaching

the top. Successive demerits bring a member down the ladder, and if he falls to the bottom the badge is taken away from him. But of course he may at once start earning it again. This method sounds rather "fussy" but when used by small children it has been found to be satisfactory.

Miss Caswell also describes some of the activities by which the study of Industrial Arts was made to link school experiences with those of later life.

#### INDUSTRIAL ARTS

While studying the industry of weaving we had a Social Studies unit on the farm and stressed the different uses of the sheep. I was able to get some sheep's wool and we washed and dried it in the classroom. One girl brought her grandmother's cards. When the wool was carded we spun it on a spindle made by the children out of a piece of dowel rod (or broom handle) and two large wooden button molds. Meanwhile Grades III and IV had started a study of the North American Indian, so to end the study of weaving Grade IV made Indian belt looms out of tongue depressors and wove belts for themselves. (They bought the yarn for the belts, but we did experiment with dyeing and coloured several pieces of the home spun yarn.)

Later one grade planted flax in the sand table, while another made a moving picture of the cotton industry. The same spindle was used in spinning absorbent cotton into thread. For the hemp we had to get stalks of flax that had been grown out-of-doors. After crushing them as best we could without proper tools, we made a distaff out of dowel rod, combed out the tow, and spun some linen thread. A broader study of textiles and clothing followed, during which the health, economic, aesthetic, and other purposes were made clear. A month was spent on sewing. Before the Indian unit was over, Indian dolls were made out of pipe cleaners and clothed with bits of chamois (remnants of old dusters).

The industrial change of wood into lumber gave meaning to the unit on "The Home." Grade III made wooden spoons while studying about Colonial Life. Grade IV carved chop sticks and made Chinese tea-pot stands for the unit on the Orient. This unit was also enriched by learning the industry of pottery making. A plaster of paris cast of a rice bowl was made and numerous bowls resulted which, when fired twice in the school furnace and coated with shellac were useful for a

short time. Using the same cast the following year, some children made bowls and planted Chinese lilies in them. These lasted for months. At that time also we studied basket making and used Chinese reeds for practical work.

Another suggestion for handwork comes from Kenneth Wellwood of Errington. This method of decoration may be applied to tea-pot stands, book-ends, or other wooden articles.

#### DESIGNS ON WOOD

The only requirements are that the wood be approximately three-quarters of an inch thick, free from knots and blemishes that cannot be sanded off. The end of an apple box might be suitable. The first thing to do is sand or plane the wood smooth. Next the design is drawn on the wood in pencil. A simple design is far more effective than an elaborate one; choose, for example, a boat, a bird, a flower. There are several methods of completing the article. The older children may use a penknife, cutting a V-shaped groove along the lines of the design. It is at this time that a simple design is appreciated. The smaller children may use a screwdriver, placing the screwdriver upright on the lines and tapping the handle with a hammer. Repeat the process along the lines until the design is completed. (This method is not suitable if the wood is soft.) For painting, poster paint is the best although house paint may be used. Care must be taken to see that no paint gets into the grooves. Paint should be applied to the design only and not to the background. After the paint has dried, apply a coat of varnish.

#### THE SAIL!!

From Armstrong High School comes the first note of high school activity received in a long time. Thank you, Miss Purslow, for your welcome contribution. Will other teachers in small high schools send in suggestions for play production, athletic equipment, school dances, and the like? These palm trees certainly sound attractive.

Poles or young trees six or seven feet long, and two or three inches in diameter were wrapped rather roughly with sacking, beginning at the top. This sacking was tied on with sacking. The poles were mounted in bases like those used for Christmas trees and the bases, too, had sacking over them. Long pieces of strong wire were then attached to the top of the "tree" and suitably curved; then crepe paper, cut like palm fronds and folded down the centre, were placed on the wires

and stuck together and to the wires with photo-paste. A roll of crepe paper will provide fronds for four wires. Coloured balloons blown up and tied in a cluster were hung amongst the leaves. These trees made an extremely attractive decoration at the school Fair and Dance. They would also be useful for stage sets. The number of wires and balloons used depends upon one's finances, but five "leaves" and three balloons give a very good effect.

#### RACIAL PREJUDICE

With regard to guidance in the matter of racial prejudice, Miss Purslow suggests that the teacher have several "International" Guidance periods during which each nation represented contributes something characteristic of the country—a miniature folk festival. Not only folk songs and customs, but strange recipes and embroidery stitches are of interest. If the recipes are demonstrated by actual food, the boys will approve. The teacher might introduce John Murray Gibbon's "Canadian Mosaic" into the classroom. Talks by citizens, other than teachers, preferably someone in the Services, emphasizing the fact that we are fighting a war for freedom, for racial tolerance.

*Several requests for Mr. Brand's timetable have been received and copies will be sent as soon as possible.*

**QUESTION:** *How can I demonstrate the Earth's rotation, inclination of its axis, etc?*

**ANSWER:** By Donald Cochran, Ocean Falls.

Every school can have a sun dial, and the larger the better. All you need is a line parallel to the earth's axis. A rope, tied to a nail on the south side of the school roof, will do very well. Get the boys to help you sight it on the North Star on a clear evening. Measure its slope, and prove the accuracy of the sailors' saying:

*"The altitude of the Polar Star  
Is your latitude wherever you are."*

We know that this line is parallel to the axis because the shadow moves just 15 degrees each hour. The shadow of a vertical line does not.

If you tie a knot half way along the rope, you can show that the shadow of this knot falls on a different spot every noon, as the sun slides down to Capricorn and then climbs up again.

Your longitude is shown by the difference between sun-time and standard time, and if you have an interested student, you can let him work out the

difference between "mean" and "apparent" solar time from the S-shaped figure which appears on the Pacific Ocean of most globes.

The children can make paper, cardboard or wooden sun dials for themselves, as large as their materials will allow. The gnomon is a right-angled

triangle, one of whose angles is the latitude of the school. You set it on a horizontal base, against a vertical background, point it south and mark the hours on it as they come. If you use a compass for this purpose, you have a good lesson on magnetic variation and deviation.

## What We Are Reading

*Books for review and correspondence bearing upon book reviews should be addressed to Miss EVELYN TUFTS, 1379 West Fifteenth Ave., Vancouver.*

### APOLOGY

**T**HE B.C. Teacher regrets the inadvertent omission of the name of the publisher of an attractive primary series reviewed in the October issue. The little books *Mac and Muff*, *The Twins*, *Tom and Don*, *Going to School*, *At Play*, *I Know a Secret*, *Along the Way*, and *Far Away Ports* are published by the John C. Winston Company, whose Toronto address is 60 Front St., West. The books named constitute the "Easy Growth in Reading Series."—E. E. T.

### REVISED ATLAS

**D**ENT'S *Canadian School Atlas*; Dent & Sons (Canada) Ltd., Toronto; 1940 Revised Edition; 65c.

Secondary school teachers of Geography in particular and good teachers of Geography in general, will be pleased with Dent's Revised Atlas. The publishers have made persistent efforts to meet the needs and suggestions of Geography teachers since the first appearance of the 1936 edition. This year's revision is in response to the suggestions submitted by a committee of teachers belonging to the Geography Section of the Secondary School Teachers of the Lower Mainland (B.C.). The major recommendation, namely, that temperature, annual rainfall and vegetation maps of each continent be included, has been faithfully carried out. A whole page is devoted to World Isobars and Winds for January and July. These features have been added without loss of other valuable information. For instance, the eight pages of economic maps are retained. To those who may regret the coloured climatic and vegetation maps of the *Canadian School Atlas* (now discontinued), I would point out that the expense involved would make an increase in the price of the entire atlas necessary. The shaded maps in this atlas are well

printed and clear, and the former price is maintained in spite of the revision.

The report of the committee (Dr. N. F. Black, Mr. Roland Green, Mr. R. G. Harris and Mr. H. Northrop) concludes as follows: "Though the most desirable action to take, from the point of view of the secondary school teacher, would be to compile another atlas more suitable for advanced work, the committee, in suggesting the above changes, is attempting to meet the needs of the student, and at the same time to make it possible for Dent and Sons to publish an atlas which will serve both the Elementary and Secondary schools". My own opinion is that Dent and Sons have co-operated to the fullest possible extent.

—H. NORTHROP.

### GOVERNOR-GENERAL'S AUTOBIOGRAPHY

**M**EMORY *Hold-the-Door* by John Buchan; Toronto; Musson Book Co.; pp. 327; 1940; \$3.75.

Lord Tweedsmuir's autobiography is a Scottish refreshing book. He takes us into the border country with the sheep herders, to Oxford and the English countryside, to London law chambers and fashionable dinner parties, to South Africa and long treks across the veldt, back to England and the war, to meet famous politicians and soldiers, and finally to Canada. Through these shifting scenes we follow the development of a well-balanced man who kept his faith in spite of the uncertainties of the last quarter-century.

Every reader will find some part of the book appealing. Some will like the vivid accounts of well-known people: Ramsay MacDonald, Arthur Balfour, Lord Milner, General Haig, King George V, to mention only a few.

If you are interested in the effect of early childhood and education on career

and character read of John Buchan's early life. "My summers", he writes, were spent in blessed idleness, fishing, tramping and bicycling up and down the Lowlands, my winters were periods of beaver-like toil and monkish seclusion". This is typical of his enthusiasm and energy. Many Canadians feel as the author did about the open country. He was a tireless walker. Although games did not interest him, field sports did and there are many accounts in the book that will delight the fisherman, hunter and mountaineer. The appended chapters on fishing should charm even those who do not care for fishing.

Then, throughout the book we can trace the development of the sincere public servant with the final recognition of his ability in the appointment as Governor-General of Canada.

But where does John Buchan, the writer, come in? Apparently the writing of fiction was to him merely a diversion. He rarely read novels; he wrote them instead. His more serious books were spread over a wide period of years but never took precedence over his work as a lawyer, publisher or member of parliament. Yet he must have done a great deal of historical research for books like *Montrose* and *Oliver Cromwell*.

This enjoyment of writing as an art has given great facility of expression to the autobiography. The prose flows along in smooth rhythms like one of the upland streams he described so well. Partly because of this polished style it is a good book in which to browse and to read bit by bit as you turn the pages. You'll enjoy it more that way.

Perhaps some will be a bit disappointed that Lord Tweedsmuir was so discreet in his utterances. He certainly had the opportunity to know far more than he tells, but with characteristic wisdom and kindness he refrains.—B. HANKINSON.

#### ECONOMIC HISTORY

**E**NGLISH *Economic History*, mainly since 1700; by C. R. Fay, Toronto; Ryerson Press (1940); \$1.25.

Presents in book form a series of lectures delivered to students at Cambridge University (1939-40) who were supposed to know the facts concerning English economic development and to be familiar with the writings of leading English economists from Adam Smith to the present day. Therefore this is a book for specialists in Economics and not for readers in search of general information on the subject indicated.

To the specialist it presents some familiar, and some less familiar, aspects of English Economic History, with a wealth of reference material, a free expression of personal opinion, and an unusual degree of detail for purposes of illustration and interpretation. Familiar topics discussed include the Mercantile System, Capital and Capitalism, Standard of Value, Reform and Repeal, Food and Food Production in Peace and War, Export of Capital, Labor Migration. Less familiar, but more interesting ones in this instance, include Drink and Drugs in Economic History, the Growth of London's East End, British Steel Making and Foreign Competition, and Inland Transport 1900-1940. The latter chapters are good reference material, clear and straightforward.

The style of the book suffers from the lectures' having been written for oral delivery spaced over a period of months and co-ordinated with supplementary reading. The line of thought is disconnected, the allusions often difficult to follow, and the digressions distracting.

—I. R. WHELAN.

**L**ATIN *Reader for High Schools*, edited with introduction and notes by D. A. Glassey, B.A., and H. Bennett, B.A., Ph.D. The Ryerson Press, Toronto; 60 cents.

Having for several years enjoyed using a text of which D. A. Glassey was co-editor, it was with interest that I opened this book lately introduced for use in Grade XII of Ontario High schools. I have always believed that an enthusiastic teacher provided with good texts can make Latin interesting even for pupils who don't intend to go on to University. It seems to me that such a text as this would appeal to both boys and girls. Wouldn't a girl enjoy reading a selection with this foreword: "Atalanta was an athletic girl who decided that she preferred a career to marriage"? Couldn't a boy be interested in a selection with such captions as: "The First Aviator. . . Daedalus Makes Wings . . . Ready for the Take off . . . Two Birds A-flying . . . One Flew a Bit Too High and Then There Was One"?

The reading matter is divided into two parts, consisting respectively of prose and poetry. Part I contains a brief outline of the life of Hannibal adapted from Cornelius Nepos. Then follow selections from Livy dealing with the story of Hannibal's career from the beginning of

the Second Punic War until his death. These selections are arranged in three cycles "which are very much like the divisions of a three-act play." Cycle I. Hannibal vs. The Alps; Cycle II. Hannibal vs. The Roman People; Cycle III. Scipio vs. Hannibal. Since the Nepos forms a background, it is intended for reading in every year. As the cycles form independent units and are of approximately equal length, "the prescription may be varied from year to year" for their intensive study.

Part II is also divided into three independent cycles, each consisting of five selections from Ovid's "Metamorphoses" and one selection from Book V of Virgil's "Aeneid." Some teachers would probably prefer to see more selections from Virgil, but the editors explain that these short episodes from the Funeral Games were chosen as they form only a sort of interlude in the plot of the poem which will be read later on.

The reading matter, including the forewords in English, comprises 105 pages and the notes 101 pages. These notes are excellent and (a feature that appeals to me) frequent quotations appear from English poetry—some sublime, some amusing—bearing on the myths. Humorous comments that would amuse the pupils occur frequently.

The Introduction is entertaining as well as informative. The first page calling attention to the genius of a great leader set against the determination of a great people is thought-provoking. There follow sections of Livy's conception of the task of an historian, his power as a dramatist and his patriotism. In the second part are notes on Greek and Roman mythology (not as familiar to High School students today as it might be), on Ovid's life and works and on Virgil's place among Roman poets. I enjoyed the freshness of the pages devoted to scansion and agree with these statements: "Scanning has no merit in itself. . . . Under no circumstances should the pupil begin to scan by marking the last two feet and then making the first four fit in as best he can." The Introduction concludes with a section on "Word Order in Latin Poetry," with illustrative passages taken from the cycles.

An excellent feature of the book is the marking, in the first selection of each cycle of poetry as well as in the vocabulary, of all vowels long by nature. A

number of words found only once in the book are explained at the bottom of the page on which they occur. Following the vocabulary we find the English pronunciation of mythological names.

The book is well bound, the print is good and numerous illustrations are well placed throughout. On the inside of both front and back covers there is a map showing Hannibal's route 219-202 B.C.

This book, organized on a definite plan, is itself a proof of the value of the study of Latin. It reveals a very evident enjoyment of the work involved in its compilation and is, I am sure, very likely to fulfil its purpose "to give greater power in reading Latin and greater enjoyment of its literary values."

—E. H. S. T.

#### ENGLISH ARCHITECTURE

**A** *LITTLE Book of Architecture*, by Norman Jewson, Toronto, Oxford University Press, 1940. Illus., pp. 80; 50 cents.

This is number twelve in the Chameleon Books, a series of inexpensive little books for young people. It is designed to show the history of English architecture from very early days down to the present time. It covers the Saxon and Norman periods, the English Gothic, Elizabethan and Jacobean, Inigo Jones, Wren and their successors and the architecture of the last hundred years. There is a glossary or architectural terms included. There are small illustrative drawings and six full page reproductions by well-known architects showing typical buildings in several periods of English architecture.

It will be useful to supplement more expensive books on architecture. Social studies teachers who do not wish too much detail on the subject can make good use of it for background.—E. E. T.

**E** *Elk Island National Park, Alberta*, 12 pp. illus. National Parks Bureau. Gratis.

This is a new booklet describing Elk Island National Park, Alberta, the home of one of Canada's largest herds of buffalo. It is very well illustrated and appeared originally as an article in the *Canadian Geographical Journal*. It contains also a list of the National Parks in Canada and a map of the main routes to the National Parks in Alberta and British Columbia. The pamphlet may be obtained without charge from the National Parks Bureau, Ottawa, Canada.

### VOCATIONAL GUIDANCE FOR ADULTS

**VOCATIONAL** Guidance by E. K. Ford, B.S., Ed.M.; The Ryerson Press; 1940; pp. 79; 60c.

This is one of the "New Dominion Books" published under the Canadian Association for Adult Education. This book is designed for the use of organized study groups, and should be of value to newly organized groups. It consists of twelve short chapters, each containing a discussion of one phase of guidance followed by a set of questions designed to stimulate discussion and ending with suggestions of "Things To Do". The book would probably be of interest to newly organized study groups. It would not be very useful to British Columbia schools because it does not give enough information on vocations, and the school libraries and Course of Study provide much more detailed material.

—F. MULLOY.

### BOOK SUGGESTIONS FOR CHRISTMAS GIFTS

Ernest Hemingway—*For Whom the Bell Tolls*, Book of the Month, \$3.00. A story of the Spanish War. The plot revolves around a Loyalist attempt to blow up a steel bridge.

Thomas Mann—*The Beloved Returns; Lotte in Weimar*, translated from the German by H. T. Lowe-Porter, Knopf, \$2.50. Goethe, having immortalized his early love in his writings, meets her again after many years. We are shown the sacrifices exacted by all those who surround this genius.

Jan Struthers—*Mrs. Miniver*, Harcourt, \$2.00. An Englishwoman and her

family shown in a series of successive episodes. She has a gentle humour and keen observation which takes an everyday incident and illumines its significance.

John Buchan—*Memory-Hold-the-Door*, Musson, \$3.00. The autobiography of Baron Tweedsmuir, describing his childhood in Scotland, experiences in Africa, and personalities he has met.

Hans Zinsser—*As I Remember Him*, Little, \$2.75. This is probably the author's autobiography and would be ideal for a physician friend. He describes his early tragic experiences as an ambulance driver, and his later researches in bacteriology which took him to many places in the Orient.

Francis Brett Young—*Happy Highway*, Reynal, \$2.50. The story of a business man who wanted to get away from his unsatisfactory life. He wanders over the English countryside and his contact with a wide variety of human beings brings him a fresh viewpoint.

Margaret Neilson Armstrong—*Trelawney; a Man's Life*, Macmillan, \$3.00. The life story of an English adventurer of the early 19th Century, who deserted the navy and became a privateer. The first part of the book is swift moving adventure, the latter part gives glimpses of Byron and Shelley.

Mrs. Martin Johnson—*I Married Adventure*, Lippincott, \$3.50. The story of Osa Johnson and her adventures in traveling with her explorer husband.

Roy Chapman Andrews—*This Amazing Planet*, Putnam, \$2.00. A series of articles about interesting and little-known facts in the realm of nature.

D. E. Stevenson—*The English Air*, Farrar and Rinehart, \$2.50. A light romance of two young people in war time.

## THE IDEAL GIFTS . . .

CAMERAS  
CINE CAMERAS      FILM SLIDE PROJECTORS

**DUNNE & RUNDLE LTD.**

*Headquarters for Visual Aids*

TRinity 5788

531 Granville Street

Vancouver, B. C.

## Correspondence

### B. C. T. F. SCHOLARSHIP

3467 Quadra St., Victoria.

September 5, 1940.

Mr. Harry Charlesworth,  
General Secretary, B. C. T. F.,  
Vancouver, B. C.

Dear Sir,—

May I, through you, express to the Executive and members of the Federation, my sincere appreciation of the scholarship that was recently awarded to me at the University of British Columbia and which is donated, I understand, by the Federation. Needless to say, it has brought a great deal of personal satisfaction to me after several summers of hard work, not to mention the great material benefit it will represent.

I would ask you to convey my very sincere thanks to the members of the Federation through their Executive when the opportunity presents itself.

Yours very truly,

B. C. GILLIE

### LARGER ADMINISTRATION UNITS IN ONTARIO

University of Toronto Schools,  
Toronto, October 25, 1940.

Editor, *The B. C. Teacher*:

I have never had the pleasure of meeting you but I do know of your good work with the Teachers' Federation. During C. T. F. meetings I have had the pleasure of knowing your progressive group from the B. C. T. F. Such men as Mitchell, Burnett, Morgan, Steeves, Thomas and Sutherland have done much for your organization.

I appreciate getting *The B. C. Teacher* regularly and find much of interest in its columns.

When I was perusing the C. T. F. notes on page 71 of the October issue I ran across an item from Ontario which gives a wrong impression of the progress towards larger school units. I think the writer meant that we had about 90 larger units. There are about 6000 rural school sections in Ontario. A report from the Department of Education a week or two ago indicates that 497 of these sections have disappeared to form 98 township school areas. The number of sections in each area varies from 3 to 15. During the past two years the movement has accelerated when 69 township areas were formed involving the dissolution of 337 school sections.

I am sending this information just in case some may use the information in your bulletin as an argument for larger units elsewhere.

With kindest regards,

Sincerely yours,

A. C. LEWIS, Headmaster.

### GEOGRAPHERS ASKED TO CO-OPERATE

6320 Larch St.,  
Vancouver, B. C.,  
Nov. 30th, 1940.

Editor, *The B. C. Teacher*:

I would like to call the attention of the teachers of Geography I and II to the circular letter which has been sent to them by Mr. T. S. Byrne, chairman of the Provincial Geography Section. Early replies to the letter would be greatly appreciated. If any teacher of Geography I and II has not received the letter I shall be pleased to mail him a copy.

A number of geography teachers have already sent in samples of their unit and term tests in both Geography I and Geography II. But if we are going to get out a worthwhile book of tests a good many more are needed. It is to be hoped that Mr. Byrne's letter will remind those who promised last May to send in tests but who have not done so that there is still time, and also stimulate others to send in tests who had not heard of the project.

Yours sincerely,

R. O. HARRIS,

Sec., Geog. Section, B.C.S.S.T.A.

### RECOMMENDS A MAGAZINE

Greater Vancouver Health League  
1675 West 10th Avenue,  
Vancouver, November 2nd, 1940.

Editor, *The B. C. Teacher*:

The magazine *Health*, which is published quarterly in Toronto, is by far the best non-technical journal of public health in Canada.

Its articles are authoritative, clearly written, and interesting for their own sake. They can be read with profit and interest by teachers and pupils alike. A certain proportion of the material deals with conditions in British Columbia and is written by local men.

The Greater Vancouver Health League has no interest in the magazine and will not benefit in any way from its increased

circulation. I am making the following suggestion only because it would be to the advantage of all concerned.

*Health* may be subscribed to by groups of twenty-five or more at the rate of twenty cents a year if copies are mailed to the individual addresses, or twelve cents a year if a bundle of copies is sent to one address. This arrangement makes it easily possible for the magazine to be used by groups of teachers or in schools. (Ordinary individual subscriptions are fifty cents a year.)

The address of the magazine is 111 Avenue Road, Toronto.

EDGAR N. BROWN,  
Executive Director, Q. V. H. L.

#### TESTS IN FRENCH

King George High School  
Vancouver, B. C.

November 12th, 1940.

Editor, *The B. C. Teacher*:

Early this year the Modern Language Section of the Secondary School Teachers' Association of the Lower Mainland decided to produce co-operatively short tests on the supplementary French reading texts. A committee under the chairmanship of Miss J. Paradis was formed for this purpose, and in due time the tests were completed. By the permission of Mr. R. Straight, these tests were typed and mimeographed at the Bureau of Measurements in the Vancouver School Board Offices.

I should like to inform British Columbia French teachers that a limited number of these tests are available at the Measurements at the following prices: for less than five copies of any one test, five cents per copy; for five or more copies of any one test, three cents per copy. It is not intended that anyone should order more than about ten copies of each test.

In addition, the section has purchased a few tests for free distribution, and single copies of these will be mailed as long as they last. To obtain such tests at the expense of the Section, teachers should write to Miss Josephine Paradis, West Vancouver High School.

In ordering all tests it must be noted that on *Les Oberle, Sans Famille*, and *D'Artagnan*, two tests have been prepared.

This enterprise has cost considerable trouble and we believe the tests to be of real value. I should like to urge French teachers throughout the province to apply for them right away.

ALBERT A. HARDS.

#### OLDEST SCHOOL IN THE WEST

Provincial Library and Archives,  
Victoria, November 15th, 1940.

Editor, *The B. C. Teacher*:

In view of the keen interest in educational matters demonstrated by the observance of Education Week, it has occurred to me that you might be interested to learn of the recent unveiling of a cairn at the site of the old Craigflower School, near Victoria. The ceremony took place on November 13th, 1940, and was witnessed by a large gathering of interested persons, including a number of school children from Tillicum Road Public School, Saanich. Mr. Alexander Watson, a grandson of Kenneth McKenzie—the agent of the Puget Sound Agricultural Company responsible for the development of the early settlement at Craigflower—had the honor of unveiling the bronze plaque. The inscription read as follows:

"Craigflower School House, established by the Crown Colony of Vancouver Island, March 1885, oldest school building now standing in Western Canada. This monument was erected by the British Columbia Government Travel Bureau, 1940."

The Craigflower School House has been preserved through the efforts of the Native Sons and Native Daughters of British Columbia. Actually it was the third colonial school to be established, being preceded by the school opened in Victoria in 1852 under Mr. Charles Bailey and one opened in Nanaimo in 1853. Moreover it was the second schoolhouse to be erected, the Victoria building which preceded it having, unfortunately, not been preserved.

The first teacher at Craigflower School was Mr. Charles Clarke. The *First Report on Colonial Schools*, issued in November, 1856, records that 21 children were in attendance, ranging in age from 4 to 16 years, of which three were boarders. The subjects taught included Scripture, Reading, Writing, Arithmetic, History, "a little Geography and Grammar," and evidently one boy struggled with the "elements of Euclid and Algebra." The *Report* contains an interesting comment upon the examination methods of the day, for the Inspector, Rev. Edward Cridge, wrote:

"A private examination of this school before the Committee (of whom only myself was present) was held on two successive days in July. A public examination was held at the end of the same month before the Governor and a con-

sideable number of the inhabitants of the neighbourhood."

The building itself is in a good state of repair and now houses a very interesting collection of relics relating to the school.

Perhaps you may be able to use some of this material in formulating a note on the occasion for your magazine.

Yours very sincerely,

WILLARD E. IRELAND,  
Provincial Archivist.

#### APPRECIATION

Journal of Chemical Education  
Easton, Pennsylvania.

October 29th, 1940.

Editor, *The B. C. Teacher*:

I want to thank you for the very fine review of our "The Chemist at Work" by Mr. Donald Cochrane which appeared on page 96 of your October issue and also for the mention Mr. Roth Gordon gives the Journal on page 58.

I would like to have our Editor, Dr. Norris W. Rakestraw, Brown University, Providence, Rhode Island, receive *The B. C. Teacher* regularly.

I certainly like your magazine and look forward to its arrival every month and I am confident that Dr. Rakestraw will feel the same way.

Most sincerely,

C. L. WELLS,  
Circulation Manager.

Vernon, B. C.,

November 7th, 1940.

Editor, *The B. C. Teacher*:

Vernon, B. C.,

I have been instructed to inform you that at a recent meeting of N.O.T.A. a vote of confidence was passed in you and the other members of the staff of *The B. C. Teacher*.

Yours sincerely,

ROBERT S. PRICE,  
Secretary.

Ferndale, Washington,

November 28, 1940.

Editor *The B. C. Teacher*:

Dear Sir:

I felt most indignant when I read the letter on "Editorial Shortcomings," as you so aptly termed it, in the October issue, and could hardly wait to read the reaction to it in this month's magazine. I received my *B. C. Teacher* yesterday, and was gratified to note the letters of appreciation and loyalty printed in the Correspondence.

It must require great tact and under-

standing to edit such a publication, and it has always struck me that you, as Editor, have "filled the bill" admirably. There is a time for speech, and a time to refrain from speech, and you have observed the distinctions to a nicety, in my opinion.

This letter is merely to assure you that you have another sympathetic partisan just across the line.

Yours cordially,

S. G. TIMAEUS.

10 Imperial Bank Bldg.,  
Edmonton, Alberta.

November 26th, 1940.

Editor, *The B. C. Teacher*:

I wish to congratulate you heartily on the splendid editorial in your November issue—"Must Education Always Fight for Its Life?"

You will note that during the past few years I have switched around completely on this question. Previously I had taken the stand that the B.N.A. Act precluded the Dominion Government from intervening in the field of education, and that this state of affairs must be accepted, apparently, for all eternity. However, when the Rowell-Sirois Commission was appointed to survey the whole question of Dominion-Provincial relations, it seemed to me that the whole problem of educational responsibility should have come intimately under review by that Commission. I cannot help but think that the Commission deliberately dodged this issue because they saw the bogey of minority rights in the foreground.

The more I think about it the more I feel convinced that this minority-rights business is a bogey and nothing else and that if the Commission had really wanted to go into this matter with a view to settling once and for all the impediments to educational finance they could have done so, and they missed a glorious opportunity by dodging the issue. As I understand the germ of your editorial it is just that. It seems to me that the Canadian Teachers' Federation and every affiliated organization should be getting busy as never before on any other issue to see that this matter does become a federal issue during the consideration of the recommendations of the report of the Commission.

Yours very sincerely,

JOHN W. BARNETT,  
General Secretary-Treasurer,  
Alberta Teachers' Association.

## News, Personal and Miscellaneous

Material intended for this department should be addressed to  
MR. FRANCIS C. HARDWICK, 1208 59th Ave., Vancouver, B. C.

### TEACHER ATHLETE DIES

WITH his foot on the first round of life's ladder but with his face set steadfastly towards the top, Howard McPhee, famed Canadian athlete, and, for the first part of the present term, a member of the teaching staff of Grand Forks, died on November 29.

As an inspiration to thousands of boys and girls, Mr. McPhee ranked with Percy Williams as one of Canada's greatest athletes and sportsmen. Combining intellectual ability with warm personal charm, the young teacher had already established an important place for himself in the life of the interior community.

Before commencing his duties at Grand Forks, Mr. McPhee had taught at the Boys' Industrial School.

Matriculating from Lord Byng High School, Vancouver, he attended the University of British Columbia. There he held, among other posts, the position of president of men's athletics. His ex-

ploits on rugby field and cinder track placed him on the list of the almost legendary athletic heroes of the provincial university.

To his bride of only a few weeks and to his family *The B. C. Teacher* extends its sincere sympathy.

### SUCCESSFUL ADVENTURE IN DRAMATICS

One of the highlights of the Vancouver Education Week programme was the presentation of "Cavalcade," a series of ten scenes depicting the history of King Edward High School, pioneer secondary school of British Columbia.

The preparation of the play was begun in 1939 by Dr. Dorothy Mawdsley of the King Edward staff and it was completed under the direction of Mr. Jack Sparks during the present term. Many of the scenes were written by student authors.

*The B. C. Teacher* congratulates all concerned.

## THE UNIVERSITY OF BRITISH COLUMBIA

### SUMMER SESSION, 1941

JULY 7th to AUGUST 22nd

Courses will be arranged for time-table purposes in three groups:

A—Biology 2(a), 2(b); Economics 1; Economics 5; Education 12; English 2; English 5; French 3(a); Geography 4; History 20; Mathematics 4, 18; Philosophy 4; Physics 1; Physical Education 162; Physical Education 174.

B—Biology 1; Chemistry 3; Economics 4; Education 9; Education 22; English 26; French 2; Beginners' German; Geography 1; History 14; Mathematics 10; Psychology 9.

C—Chemistry 1; Education 21; English 16; German 2; History 1; Latin 1(a), 2(a); Mathematics 2; Philosophy 9; Psychology 4; Physics 9; Social Service 5, 6; Organization and Administration.

The course in Organization and Administration and the courses in Physical Education carry credit with the Department of Education.

#### TIME-TABLE

	Group A	Group B	Group C
July 7-18.....	8-10 a.m.	10 a.m.-12 m.	1-3 p.m.
July 21-Aug. 1.....	10 a.m.-12 m.	1-3 p.m.	8-10 a.m.
Aug. 4-20.....	1-3 p.m.	8-10 a.m.	10 a.m.-12 m.
<b>Examinations</b>			
August 21.....	8-10 a.m.	1-3 p.m.	
August 22.....			8-10 a.m.

All inquiries should be addressed to the Registrar's Office

## A DEMONSTRATION LIBRARY

**R**EADERS of *The B.C. Teacher* are cordially invited to take advantage of a very unusual type of library, to be found in the offices of the Provincial School Inspectors, 411 Dunsmuir Street, Vancouver. To its shelves scores of publishers send sample copies of books and magazines which they believe likely to appeal to British Columbia teachers. It is a purpose of the library to help individuals and committees, representing teachers and school boards, to order intelligently after opportunity to examine the publication concerned. This service is of particular value in selection of supplementary reading. Every subject field in the new curriculum is covered. At the present time the library contains well over three thousand books and copies of some fifty different magazines.

For the creation of this library the schools of the Province are largely indebted to Inspector H. H. MacKenzie. The library is in the charge of Miss Alice Coleman, who is manifestly equipped and eager to assist teachers in the solution of problems incidental to book selection.

The library is open to teachers up to noon on Saturday and to 5 p.m. on other week-days.

Perhaps we should add that while the sample copies are available for leisurely examination they cannot be loaned. However, *The B.C. Teacher* can promise that visitors will find themselves amply rewarded for their manifestation of interest in this unique demonstration unit.

## LANGLEY TEACHER MAKES TWO IMPORTANT MOVES

**F**RIENDS of Ewart Underwood Walker, former Langley teacher and at present with the Royal Canadian Air Force, are congratulating him on his engagement to Miss Mabel Bowden of Langley Prairie. The wedding is to take place during the present month.

## CADET INSTRUCTORS

**W**ITH a scattering of school inspectors, supervisors and principals included in their ranks, more than one hundred Vancouver male teachers recently commenced an intensive eight weeks' course in cadet instruction.

Parades are held three nights a week under the direction of officers of the Cadet Services of Canada and non-coms, loaned by Colonel Sager, formerly a teacher at Magee High School and now commanding officer of the New Westminster Regiment.

## FOOTWEAR OF QUALITY . . . \$7.90

These two lines combine all that is desirable in fine footwear, service, style and fit. A size and width for every foot.

## MODART SHOES

for Women

## ★ AMBASSADOR SHOES

for Men

## EVANS-SHEPPARD LTD.

417 WEST HASTINGS

## We Wish You A Merry Christmas

Afternoon Teas — Teacups or Palm or Card Reading

Good Food is Good Health!

We Serve Good Food at

## CHRIS' GRILL

872 Granville Street

Phone: SEymour 0052

Banquet Rooms from 15 to 150 Available

Special Prices for Bridge Parties and Wedding Receptions

## SEMICENTENNIAL CELEBRATION

WITH Dr. Alexander Robinson, first principal of the old Vancouver High School as special guest of honour, several hundred Lower Mainland teachers with their wives and friends and a large representation of the "old boys" of the school held a very successful and enjoyable banquet at Hotel Vancouver on November 15, during Education Week, celebrating the completion of fifty years of secondary education in British Columbia's largest city.

Guests heard Dr. Robinson make a vigorous half-hour speech revealing a broad human grasp of contemporary life and problems and happy reminiscences of schooldays gone by. Several members of the "old-timer" brigade testified to the lasting influence for good which Dr. Robinson and other veterans associated with "Vancouver High School" exercised on multitudes of British Columbians.

"The teacher and the pupils in the classroom are still the vital factors in education," stated Professor Sedgewick, in the course of a notable speech which delighted the large audience. Classifying himself as one of the "ancient landmarks" of education in British Columbia, Dr. Sedgewick evoked special applause when he asserted that "the task of administration is to release the teacher to teach and the pupil to learn." The speaker suggested the existence of a danger that administrative and clerical activities are tending to demand too large a share of the time and energy of the classroom teacher and to distract him and his pupils from their essential job.

Mr. C. D. Smith, past president of the Secondary School Teachers' Association of the Lower Mainland, was chairman. Much of the success of the evening was due to the planning of Mr. K. A. Waites, the official historian of the school, to whom goes also a major share of the credit for the book, *First Fifty Years of Secondary Education*, presently to be released by the Wrigley Printing Company, Vancouver.

## NEW DIRECTOR OF SCHOOL BROADCASTS

AN EDUCATIONAL career that has carried him to many parts of the American continent as well as to Great Britain, provides the background which Kenneth P. Caple brings to the direction of the 1940-1941 series of broadcasts to

schools, which started recently over the B.C. network of the Canadian Broadcasting Corporation.

A graduate of Vancouver elementary and secondary schools, Mr. Caple took a B.S.A. degree in 1925 at the University of British Columbia. Since that time he has devoted his energies to further academic and professional studies, practical teaching and agricultural pursuits. For ten years he was principal of Summerland High School, for two he was supervisor of the Rural Leadership School and for one term he was assistant on the faculty of the University of British Columbia.

In search of graduate studies in education Mr. Caple attended Cornell University, the City of London School of Education and Stanford University Graduate School of Education. Still not satisfied with his accumulating educational equipment, he visited rural schools south of the Mason and Dixie line and took time to study educational broadcasting in the United States and eastern Canada.

His former colleagues among the teachers of British Columbia will follow with interest and good wishes Mr. Caple's activities in the service of the Canadian Broadcasting Corporation and of listeners in our schools.

## OVERSEAS CHILDREN

Many weeks ago reports reached *The B. C. Teacher* concerning the activities of teachers who, during their summer vacation, gave freely of their time to help in the task of adjusting to a new environment children sent from the war area to British Columbia. By accident, the following report remained unpublished. To Miss Florence Mulloy, who wrote the report, and to Graham Bruce, who was responsible for much of the organization work, *The B. C. Teacher* tenders an apology.—F. C. HARDWICK, news editor.

## Report of the work done by Teachers' Committees for the Overseas Children.

LAST June teachers throughout the province were filling forms which offered their services for national work. Many stated they would help with evacuees. Early in July committees were set up in Vancouver to help the Provincial Welfare Workers handle the Overseas children, and to these committees the registration forms were invaluable.

At that time St. George's School was

prepared to accommodate 200 boys and the School for the Deaf and Blind, 200 girls. The teachers were asked to arrange groups of supervisors for day and night duty, and also directors for recreational activities. Lists of helpers were prepared so that anytime from July 15 to September 1 helpers were available at an hour's notice. The first group was notified and held themselves in readiness.

Unfortunately, sailings were delayed, and not until August 1 did a group of six boys and girls reach the city. These children were billeted at St. George's and teachers lent their help until foster homes were secured. Late in August three large groups arrived. Many of these visitors were billeted at the School for the Deaf and Blind, where Mr. MacDonald and his staff cared for them. However, teachers were required to help with the boys' games, and a number of teachers directed by Mr. Vernon Wiedrich directed the play and helped in other ways. The other group of boys and girls was billeted at St. George's and there two Committees helped Mr. John Harker and his staff. The situation was made difficult because the visitors were placed under quarantine. However, under the direction of Miss A. J. Dauphinee and Miss Marion Langridge, day and night supervisors helped with the care of the children indoors. A second group convened by Mr. F. C. Boyes was responsible for recreational activities.

Apart from the groups who reported daily, teachers organized drives to parks and beaches. Others donated games, books, bathing suits and such things, while the Vancouver Teachers' Council provided a sum of money for the purchase of necessary supplies. In all, some seventy teachers and their friends contributed to the work of making the Overseas visitors comfortable and happy.

Now, as the children enrol in school in all parts of B. C., the kindly interest and help will continue. The committee hopes that it may continue to serve as other visitors reach the Overseas Home which has been established on Fifty-fourth Avenue, Vancouver.

#### FOR PROFESSIONAL READING

**T**HE best-stocked professional library available to teachers is located on the second floor of the Vancouver School Board offices, corner of Hamilton and Georgia streets. This room, called the

Community Room or Teachers' Library, now has 4901 books to be loaned to teachers.

These books are chosen from (1) List of the sixty best educational books of the year issued each year by the N. E. A.; (2) names of books sent in by teachers who have been attending summer schools or university; (3) books proposed by school librarians; (4) books asked for by any teacher who has seen or read a book that they think should be in the library.

The books deal with psychology, mental hygiene, art, literature, vocational guidance, social sciences, methods of teaching, history, geography, yearbooks of education, science, and all phases of education. Lists of the new books that are added to the library each year are sent to the Principals of the Vancouver city schools the first week in September.

While the library is operated by the Vancouver School Principals and assisted financially by the Vancouver School Board, teachers from all parts of Vancouver, North Vancouver, West Vancouver, New Westminster, Burnaby, Hancy, Langley and surrounding districts use the library. The library is open on week-days from 3:45 p.m. to 5 p.m. and on Saturdays from 10 a.m. to 12.

Besides professional books there are five or six thousand mounted pictures in the library dealing with school subjects. These are also loaned. The Community Room is used as a meeting place for various groups of teachers who wish to discuss educational affairs. A well equipped kitchen in connection gives groups an opportunity of serving tea if they wish.

The Parent-Teachers have a corner in the Community Room where they have their books and magazines to loan to their members.

About twenty professional magazines come regularly to the library and can be read there. The back numbers are on file.

On behalf of Miss Miller, librarian in charge, *The B. C. Teacher* is glad to extend an invitation to all teachers from any place in British Columbia to visit the Teachers' Professional Library and get acquainted with its books and magazines.

#### TRAIL-TADANAC TIDINGS

**T**HE Trail-Tadanac Teachers' Association are looking forward to 1940-41 as another successful year.

Regular monthly meetings have been held. The Annual Meeting, held in Sep-

tember, elected Miss M. O'Donnel to the chair and Miss S. A. Palmer as secretary.

The November meeting took the form of a dinner meeting at which the members of the Trail-Tadanae School Board and Mr. K. B. Woodward, Inspector of Schools at Rossland, were the guests of the Association. The meeting proved highly successful in the fact that it introduced the new teachers to their employers, the School Board.

Our Association sponsored a public meeting during Education Week. The meeting, which was very well attended, heard the Principals of the local schools speaking on current school problems. Entertainment for the meeting was supplied by the High School Orchestra, and choirs from East Trail, Tadanae and Central Schools.

Wedding bells, resignations, and increased school population have added the following teachers to the Trail Tadanae Staffs. To the Elementary School staffs we have welcomed Miss Edna Bush of Appledale, Miss Pauline Prescott of Grandview Banks, Miss Betty Harropp of Nicola, Miss Dorothy Mead of Crawford Creek, Miss Wilma Campion of Fruitvale, Miss Rita Wall of Creston, Miss Ruth Cameron of Oliver, Miss Joyce Nye of Abbotsford, Miss Emily Lemmon of Castlegar and Mr. Charles Tate of Fruitvale.

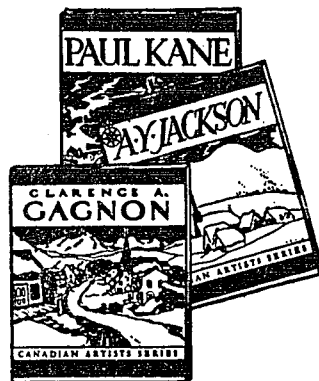
The Junior-Senior High School have welcomed Miss K. Matheson of Kelowna, Miss Gorringe of Castlegar, Mr. R. M. McLagan of Vancouver, Mr. Ken. McKee of Mission, Mr. R. G. M. Minshull of West Summerland, and Mr. W. S. Gioson of Vancouver.

Among those whom cupid's arrow has hit are Mrs. B. Ellison (nee Ruth McKichan) of Trail, Mrs. F. O. Pritchard (nee Merle Smith) of Trail, Mrs. I. Humphries (nee Addie Thicke) of Trail, Mrs. J. Orr (nee Elsa Gansner) of Seattle, Wash., Mrs. G. C. Gill (nee Agnes Rossman) of Toronto, Mrs. I. Solly (nee Kay Gillis) of Vernon, Mrs. A. Burroughs (nee Jessie Stenbold) of Fruitvale, and Mrs. E. Hogg (nee Margaret Steele) of Sault Ste. Marie, Ont.

The marriage of Mr. Leslie Gray of the Central School staff to Miss Helvie Aha of Burnaby took place over the Thanksgiving week-end.

TO ALL READERS of THE B.C.

TEACHER, The Ryerson Press extends cordial Christmas greetings and the best of wishes for the New Year.



## CANADIAN ARTISTS SERIES

By ALBERT H. ROBSON

Give a bit of Canada. These books are colourful, inexpensive and light to mail. Each contains a brief biography of the artist and from eight to eleven reproductions of his paintings in full colour. Titles available are:

CLARENCE A. GAGNON  
PAUL KANE  
CORNELIUS KRIEGHOFF  
A. Y. JACKSON  
J. E. H. MACDONALD  
TOM THOMSON

Paper, 60 cents each;  
Cloth, \$1.00 each.

**The Ryerson Press**

299 Queen Street West,  
Toronto 2, Canada

# Go Home For Christmas

Greatly Reduced Fares for Teachers and  
Students are on sale to January 1,  
return limit January 31.

## Return Fares from Vancouver

*Kamloops . . . \$12.60*

*Vernon . . . 16.70*

*Prince George . . 34.45*

*Edmonton . . . 37.20*

*Calgary . . . 37.20*

*Saskatoon . . . 49.40*

*Regina . . . 52.65*

*Winnipeg . . . 58.35*



Even lower fares for travel in coaches and  
tourist sleeping cars.



Special steamship fares for teachers and students  
now available between Vancouver and Powell River.  
Your local agent will be glad to give you  
further details.



Also ask him about special low rates in connection  
with Express and Telegraph Services for Christmas  
and New Year—speedy and inexpensive.

## CANADIAN NATIONAL RAILWAYS

V-88-40

SCHOOL STATIONERY  
AND  
KINDERGARTEN  
SUPPLIES



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

 **The Clarke & Stuart Co.**  
LIMITED

THE SCHOOL SUPPLY HOUSE

Stationers, Printers, Engravers, Bookbinders

PHONE: TRIN. 1341

550 SEYMOUR ST., VANCOUVER, B. C.