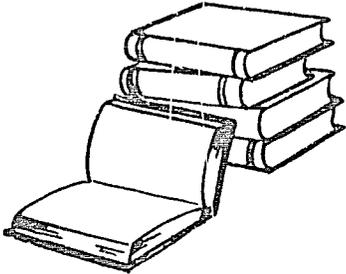


THE

B · C · TEACHER



OFFICIAL ORGAN OF THE B · C · TEACHERS' FEDERATION

VOL. XX., No. 5. JANUARY, 1941 VANCOUVER, B. C.

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THE B. C. TEACHER

Official Organ of the British Columbia Teachers' Federation

VOL. XX, No. 5.

JANUARY, 1941

VANCOUVER, B. C.

NINETEEN HUNDRED AND FORTY-ONE

THE greetings traditionally associated with the incoming of a New Year do not just now slip from lips or pen as glibly as in days of peace.

As teachers, as Canadians, as citizens of the British Commonwealth of Nations and as civilized members of an incipient and sadly harrassed world community, how should we greet 1941 and its problems?

* * *

IT seems reasonable to expect that the first quarter of 1941 will be the most horrible in human history, at all events since the collapse of Roman civilization.

What is the right word in such a prospect?

Whatever else it may be as well, it should surely be a word of warning. We must remind ourselves that there can be no early peace unless at the cost of the destruction of the British Empire and of all the precious things which that name connotes of the slowly acquired spiritual gains of a millennium or more. Mr. Churchill has taught us that avoidance of that unspeakable disaster depends upon facing the facts and governing ourselves in accordance with them.

Warning is not enough. Our souls need to hear a word of confident reassurance. We need to strengthen each other in an unconquerable conviction that "the Eternal Not-Ourselves that makes for righteousness" has not abdicated or made armistice with the forces of evil.

"Truth struck to earth will rise again;

"The eternal years of God are hers."

We need not fear ultimate defeat if we are ready to pay to the uttermost farthing the price of victory—not for ourselves but for right.

We need, too, a clarifying word; a word that will make clearer—to ourselves and to all the world, friends and foes alike—what we are fighting for. Too early an attempt to formulate it might well have been premature but in 1941 the word should be spoken.

Let us make it manifest that we are fighting not for the perpetuation of the *status quo ante*, with its characteristic and disastrous follies and injustices, nor for any cut-and-dried political or economic system, but for the right to think and to exchange our thoughts fearlessly, the right to shape a better world peaceably and in friendly co-operation with all concerned, the right to settle our problems in a fashion becoming intelligent adults, the right to remedy domestic maladjustments and international anarchy by removing at least the most obvious and clamant causes of friction and disaster. Traditional usages and institutions that stand in the way of practicable measures for the healing of the world's sore ills, we must be ready to see modified or abandoned, even though they be our own.

Even before the war the civilized nations had learned the wisdom of setting up international commissions to deal with postal communications, narcotics, the international exploitation of vice, and numerous other pro-



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blems too big for solution by any single state. We should make indisputable our readiness to go much further in the same direction.

When we have made it plain not only that we will not be intimidated into surrender to violence but that we are ready to entrust our interests to international tribunals equally alert to the real interests of all, including the peoples of present enemy states, the ground will be cut from under the feet of the blustering robbers who now hold in thrall most of Europe and so much of the rest of the world.

There is no need for the surrender of any rational liberty by the nations of the world, or for awaiting the creation of an as yet impracticable World State. Canada and the United States are not less free because they have given to an international commission jurisdiction over their common unfortified frontier and the day by day problems incidental to living as neighbours, nor are California and Pennsylvania less free because both of them are parties to a reasonably rational system of interstate commerce and to such measures as preclude either of them from making war upon the other. New Zealand and Australia are not less free because each knows that the other would be standing by in case of unwarranted attack from any lawless source.

Parentetically, *The B. C. Teacher* urges all its readers to familiarize themselves with suggestions for practicable steps towards the international control of airways, equitable access to raw materials and markets, the policing of the world, and related matters, offered by H. G. Wells in his latest booklet, "Common Sense of War and Peace," published in the Penguin Series.

It is of course impossible here to discuss at any length the problem of world reconstruction; but it seems to us incalculably important that the word of clarification spoken in 1941 should indicate beyond peradventure that we are ready for the first steps in such international co-operation as will give every people the security and Lebensraum essential to permanent peace and the efficient promotion of progress in civilization.

* * *

AS citizens of the British Empire and the world, the message we interchange at this dawn of a New Year should, then, be a message of warning, of assurance, of clarification. What should we be saying to each other as citizens of Canada?

Surely it is that 1941 should see us bending all needed effort to the real unification of our Dominion, rooting out, if it may be, forever, the seeds of friction and misunderstanding and jealousy between province and province and between each or any of them on the one hand and our common Canada on the other. The need for such action is this year greater than ever. The prospect of measurable success in such endeavors is this year brighter than for many a long year. If we all do our part, 1941 may be a year of glad memory in the history of Canada, despite the sorrows that inevitably will mar it. While protecting all essentials of local autonomy and not forgetting anything that is inspiring in provincial traditions, let us, in 1941 as never before, keep reminding ourselves that first and last and all the time we are to be Canadians rather than mere provincials.

AND what should we be saying to ourselves as members of British Columbia Teachers' Federation, now that 1941 is opening its doors of opportunity?

Let us keep in the forefront of consciousness a warming conviction that our supreme job as teachers, a job that takes precedence over almost every other conceivable undertaking or responsibility for which we are answerable, is that of bettering the education of the children of British Columbia. For a long time it has been necessary for us to concentrate so much time and effort upon the salvaging of our pensions systems that there has arisen danger that the people of this province may think that we are more concerned regarding private advantage than regarding the public weal.

That does not mean that measures for bettering the economic position and professional status of teachers should be relegated to neglect, but simply that we must keep first things in their place of proper priority.

We must overwhelm the public with evidence that their children will be better trained in the schools of the province when teachers are free to devote to their primary jobs all the gifts and energies of which they may be possessed. To that end rational salary schedules are an ineluctable necessity. To the same end the organization of administration districts of adequate size, guided in their educational policies by trained men and supported by well-informed public opinion, should this year become increasingly common. Schools will be better taught if and when the teachers are enabled to look forward to at least one year in seven when, even though at a severe sacrifice to themselves, they may be refreshed by a year of study or travel. Schools will be better taught when teachers are relieved from intolerable and avoidable burdens of anxiety by the extension of group insurance of many sorts and know that in a desperate emergency their brethren will come to their aid through the utilization of a beneficent emergency fund. Schools will be better taught when still greater use is made of the services of our Lesson Aids Committee. Schools will be better taught when there is vastly more co-operation of teachers engaged in similar tasks or belonging to the same community. Schools will be better taught when our Federation blossoms into the real brotherhood that some day it should be and when all its activities are co-ordinated along such lines as this year constitute an outstanding objective of the Federation.

* * *

IN spite of all the clouds upon the horizon, *The B. C. Teacher* extends to its readers the old, old wish, feeling that its significance is heightened by the challenges that confront us each in his own relatively little world and in the great world from responsibility for which no intelligent adult can escape.

Speaking the good word in season and doing a good job faithfully, we cannot be robbed of that inner joy for which one is dependent upon none but himself.

Let us look forward with steadfast confidence to a good 1941.

FIRST LET US BE SURE.

LAST month *The B. C. Teacher* published a much appreciated letter from our good friend, Mr. John W. Barnett, General Secretary-

Treasurer of Alberta Teachers' Association, commending an editorial in our November number entitled "Must Education Always Fight For its Life?" Elsewhere in this issue we reproduce from *The A. T. A. Magazine*, of which Mr. Barnett is editor, an article which sets forth in interesting fashion his reasons for believing that teachers' organizations throughout Canada should make a fighting issue of their disapproval of certain findings of the Rowell-Sirois Commission, in the field of education.

The title of our November editorial was, of course, suggested by an unlucky phrase in the Report of the Royal Commission on Dominion-Provincial Relations, "that education, like every other form of welfare service in a democratic community, should have to fight for its life". While earnestly deprecating the wording of this passage, we expressed our confidence in the Commissioners and declared that if indeed they had "solved the basic financial problems incidental to the maintenance of an efficient school system, without stirring up any battle over provincial autonomy" in matters educational, *The B. C. Teacher* at all events would be well pleased. At the same time the editor ventured to suggest that to allow the dead hand of the past to preclude recognition that education is a basic national responsibility, and not the exclusive concern of provincial governments, seemed to make the education of young Canadians dependent upon and subordinate to an arbitrary constitutional provision.

While at the present time the editors of *The B. C. Teacher* and of *The A. T. A. Magazine* hold very similar views as to the desirability of Dominion aid to education, as distinct from other social services, it is only fair to remind all parties concerned that those opinions have not the unanimous support of the teachers of Canada, and of British Columbia in particular.

The editor of *The B. C. Teacher* is given a very free hand in these columns but, while nobody has rapped his knuckles for the omission, he wishes that in his former editorial on this topic he had taken space to quote the recorded official views of British Columbia Teachers' Federation itself:

"Federal Aid for Education. The position of the B. C. T. F. on this matter may be summarized as follows:

"At the present time' (that is, in the summer of 1940) "and under the present circumstances it would be most inadvisable and inopportune to make any representations to the Federal Government on this question . . .

"There should be no *direct* Federal Aid for Education generally. Any Federal Aid should be for special purposes only, such as (a) technical and vocational education (equipment); (b) agricultural education (equipment and projects); (c) education of immigrant children, particularly from foreign lands, and where differences of language, customs, etc., exist; and (d) other similar special purposes which may be considered as federal responsibilities . . .

"Education should be aided, indirectly, by Federal Aid to Provinces in other fields, which might rightly be considered as *national* responsibilities, thus relieving present Provincial obligations and releasing further Provincial finances for Provincial Education purposes".

Whoever may be disappointed with the findings of the Royal Commission, in the educational field at all events, British Columbia Teachers' Federation is not entitled to complain very much. In the main, its official representations accord with the findings of the Commissioners.

It is said that the only people that never change their mind are people without much mind to change and, if Mr. Barnett has made out a sufficiently good case for conclusions different from those adopted by British Columbia Teachers' Federation last June, everyone should feel free to speak the truth as he sees it, unhampered by records indicating that his present views were not always held.

However, even those of us whose views now or always have been quite different from those embodied in the foregoing resolutions of instruction to British Columbia delegates to the Canadian Teachers' Federation Conference of 1940, or in the Commission's recommendations as to the proper federal policy toward education, need to be very sure of their ground before committing themselves to irreconcilable opposition to implementation of the findings of the Royal Commission. Most of them would certainly hesitate to align themselves in company with at least some of its more violent critics, particularly those whose objections are of a character quite contradictory to their own. We refer particularly to those whose noisy defence of our precious inheritance of provincial autonomy brings so forcibly to mind Dr. Johnson's incisive dictum regarding spurious patriotism.

The plans proposed by the Commissioners are of course subject to debate and alteration; but if revisions demanded are very sweeping or basic, or if parties to the discussion fail to keep first things first, the whole general scheme for the reorganization of Dominion-Provincial finance may be endangered. At the present juncture that would be a calamity comparable with disaster on the field of battle. It therefore behooves us to consider as a whole the problem that confronted the Commissioners and that still confronts the Canadian nation and those constitutionally empowered to act for it in approaching conferences relative to the Commissioners' recommendations. These latter are still so new to then minds of many of us as to justify still another attempt at paraphrase. The Commissioners recommend (1) that the federal authorities come to the rescue of the Provinces in the matter of their public debt and that machinery be set up to restrain uneconomic borrowings in future; (2) that the unemployment problem be recognized and treated as federal rather than provincial; (3) that resultant savings in provincial expenditures be recognized as justifying the relinquishment of certain forms of provincial taxation; and (4) that, through a National Adjustment Grant and (when necessary) an Emergency Grant, every province be ensured such degree of federal aid as will enable even the poorest of them to maintain a decent Canadian average in the field of the social services, including education, and that, in the allocation of moneys among the group of social services of which education is one, the autonomy of the provinces be recognized to the full.

Before allowing these major aspects of the proposed plan to be endangered because some of us may be disappointed by what may seem to be an ultra-legalistic interpretation and perpetuation of Section 93 of the B.N.A. Act, we shall do well to make sure that the baby is not being thrown out with the bath-water.

It is bad policy to be too easily satisfied; bad policy also to be too easily disappointed; like the tourist who went hopefully out from Cairo into the desert to see the Sphinx and who returned downcast and disillusioned because there was only a single Spynk to be seen.

However, having tried to be fair to all who disagree with Mr. Barnett, the editor of *The B. C. Teacher* is left with certain private hopes and convictions over which he casts a discreet though somewhat belated veil.

After all, this journal is "the official organ of British Columbia Teachers' Federation"!

OBITER DICTA

IT was at first intended to include in this issue a full copy of the new Teachers' Pensions Act in its final form. However, the bill as outlined in previous numbers passed with no important amendment (except one reducing to three years the possible intervals between the required periodical actuarial examinations) and copies have already been secured by so many teachers that the cost of reprinting the whole lengthy document seemed unjustifiable. Additional copies of the Act may be secured from the King's Printer at a nominal charge, 15 cents.

AVERY valuable contributor and correspondent complains that the provisions regarding pensions have little to commend them to teachers whose years of service in British Columbia will have covered only a relatively limited part of their total teaching experience. The editor agrees. He himself took charge of his first school 46 years ago this month and will retire next June with a service pension of \$30 a month, which strikes him as at all events not excessive. However, there is little room to doubt that the best possible bill was secured; and, at worst, the present value of even a small life annuity (as we pointed out last month) represents a larger sum than one would be likely to save in the now impossible teaching time subsequent to the age when the Act calls for retirement.

IN our December issue we discussed the value of service pensions on the basis of cost of purchasing annuities of like amount from the Dominion Government. The sums of \$6726 in the case of men and \$7410 in the case of women were mentioned as the present prices of an annuity of \$600 commencing at the age of 65. We should have said that these sums would buy \$600 annuities guaranteed for ten years; the cost of annuities of like amount and commencing at same age but terminating at the death of the annuitant would be \$6012 in the case of men and \$6960 in the case of women.

AWOMAN teacher retiring at 60 after 35 years' service in British Columbia schools will have a service pension of \$540. If she were purchasing a life annuity of that amount at the age of 60 years it would cost her \$7165.

ACANADIAN government annuity of \$360 commencing at 65 would cost a man \$3607 and an annuity of \$480 (equal to the service pension after 30 years' teaching) would cost him \$4809.

IN estimating what the Teachers' Pensions Act may mean to you, do not overlook the advantages incidental to the clauses relative to retirement owing to disability prior to the customary compulsory retiring age.

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.

"MR. Clips Teaches Geometry" is a clever skit easily produced for an auditorium period by any mathematics class. In an article entitled "Valence Blocks—Visualize High School Chemistry Fundamentals," the writer states that to construct chemical formulae the student simply fits certain blocks together and reads off the results so obtained. Literally a thousand and one chemical reactions and combinations are possible by simply fitting red and blue blocks together. The Porter Chemical Company of Hagerstown, Maryland, is sponsoring the manufacture and production of this new aid in the teaching of chemistry. See the November *School Science and Mathematics* (450 Ahnaip St., Menasha, Wis.; \$3.00). We gather that soon the term "blockhead" may acquire the connotation of "a wizard at chemistry."

* * *

"LEADING Articles" and "Events" in *School and Society* (The Science Press, Lancaster, Pa.; \$5.50) for December, stress national defense and the war. Some titles noted are: "The Role of the Negro in National Defense", "British Schools Refuse to be Casualties of War" (Dec. 7); "The Vichy Government and Education in France", "Art in the Nation and in National Defense", "The Nazis and Their Subjugated Neighbors" (Dec. 14); "The Role of the Educator in the Present War Crises", "The Nazifying of Education in France" (Dec. 21).

* * *

IT is a rather unfortunate fact that many students who have had two, three or four years of French, cannot always recognize the meanings of ordinary terms on the menus of the better class restaurants. To remedy this dire inadequacy read "French Expressions Used in English" in *The Modern Language Journal* (450 Ahnaip St., Menasha, Wis.; \$2.50) and eventually you will never need to point abruptly with rude forefinger at some item, muttering "I want that", only to discover very shortly that you have snagged a cup of coffee instead of a bowl of soup.

BRITISH teachers pause between lulls in air raids to shake their heads sympathetically over the sad plight of their British Columbia brethren who are being badgered by "A Recalcitrant School Board" — jolly well un-British, don't you know. "That sort of thing can't happen here", emphatically declares Autolycus in his "Random Reflections" in *The Schoolmaster and Woman Teachers Chronicle* (Toddington Manor, Cheltenham, Glas.; price two pence per week) of November 14. Yes, sir, there'll always be an England! We smilingly recognize that Autolycus has not entirely recovered from the shock of *The B. C. Teacher's* indignation over "Neglected British School Children".

* * *

"DOES your teacher like you, Tommy?" "I should say so. She puts a big kiss on every sum I do."

We cull the foregoing pleasantry from the Afternoon Recess section of *The Educational Courier* (Room 406, 30 Bloor St. W., Toronto). This periodical has in December resorted to a fresh make-up,—new type faces, more variety in the headings, touches of decoration here and there, and a few added features. The Editor asks friendly criticism of the new set-up. Well, here goes: Speaking personally, I find the type hard to read quickly, probably because I prefer italics to heavy black letters. Frankly, Sister Susie, I think your lipstick isn't on straight, your nailpolish is too gaudy, your eyebrows are too heavily pencilled, your cheeks unevenly seasoned, your permanent a fizzle, but for all that I love you just the same!

* * *

PROBLEMS of the Classroom Teacher + Hectograph Section + Primary Seatwork + History Study Questions and Tests + Nature Study Calendar + Enterprises + Language Seatwork + Tests and Standards + Literature Study Question and Tests + Good Suggestions Page + Visual Aids (excellent) + many valuable articles = *The Modern Instructor* (School Aids Publishing Co., 1935 Albert St., Regina, Sask.; \$2.00), a magazine for progressive teachers.

SOME magazines specialize in one feature, some in another. Some magazines are devoted to certain subjects. Other magazines are of general educational interest. In our humble opinion, however, *The Canadian Teacher* (Educational Publishing Company Ltd., 36 Shuter St., Toronto 2, Ont.; \$2.00) leads the field in the matter of graded hectograph exercises. We also like the section known as "Lessons in Soap Carving". In fact, so great is our belief in our latent talent that someday we are actually going to invest in a cake—not necessarily Lifebuoy, either—and when we do, Phidias had better look to his laurels, and that goes for Michael Angelo, also.

* * *

"CAN Teachers Qualify as Guidance Workers?" — Yes, with certain reservations, states *Understanding the Child* (111 St. George St., Toronto, Ont.; \$1.50) for October. "A Community Enterprise", by Yvonne Firkins, in the November issue of *The Curtain Call* (480 University Ave., Toronto 5; \$1.00) describes Nelson's Civic Centre. "The Road Through War" demonstrates that "The inevitable never happens and the impossible always occurs" in *The Manitoba Teacher* (618 McIntyre Block, Winnipeg, Man.)

"Dramatic Art in the Elementary School" laments that one of the big difficulties in inaugurating dramatic activities is that many teachers feel incapable of directing plays. *Canadian School Journal* (30 Bloor St. W., Toronto 5; \$1.00).

"We teach New Canadians"—and hope they learn English before we speak their language—*The A. T. A. Magazine* (Imperial Bank Bldg., Edmonton, Alta.; \$1.50).

"Music as a Basic Subject in the Curriculum" is a leading article in the December issue of *The Manitoba School Journal* (Lance Publishing Co., Ltd., 561-563 St. Mary's Road, Winnipeg; \$1.00), an issue devoted to the subject of Music.

"Cruelty in the Movies"—the camera often plays tricks upon the public. *Our Dumb Animals* (180 Longwood Ave., Boston, Mass.; \$1.00).

* * *

ONE of the most informative articles lately to appear in the *Educational Research Bulletin* (Room 201, College of Education, Columbus, Ohio) is "How to Judge a School Broadcast". Some of the criteria suggested are: social significance of the broadcast, historical perspective,

integration of learning cultural understanding, unusualness of presentation, democratic values, accuracy and validity, clarity and comprehensibility, universality of appeal. Sample appraisal forms for study by teachers are also reproduced.

In this connection we are pleased to call the attention of our readers to the *Teachers' Bulletin* for January to April inclusive on the subject of *British Columbia School Broadcasts*. The bulletin is issued by the Department of Education at Victoria. It contains a program schedule for the Spring term on such subjects as: "Art on the Air", "Your Visitor Today", "Junior Music", "The Road to Democracy", "Newscast to Schools", "Senior Music", "Our Living World" and "Language Arts".

Before and after the broadcast, exercises are given and everything is arranged for the comfort and profit of student listeners. We hasten to congratulate the committee headed by Mr. Albert Sullivan, Inspector of Schools, on a very fine piece of administrative and informative work.

* * *

THE *Teachers' Magazine* (4889 Grosvenor Ave., Montreal) official organ of the Provincial Association of Protestant Teachers of Quebec, states that Epic Classroom Films have just finished a film entitled "French Canadian Children". The film was taken on the Island of Orleans. Photographers came from New York and spent about a month in its production.

* * *

CONGRATULATIONS to Miss Marjorie Agnew for "scooping the town" by arranging for Paul Robeson to visit the Sir Ernest MacMillan Club of Vancouver Technical School! For confirmation we refer all doubting Thomases to the *MacMillan News*, Vol. II, No. 1. While on the subject of fine arts, may I ask whether your school is receiving its copy of the *B. C. School Drama Bulletin*? If you are interested write to the Drama Office, Department of Education, Victoria, B. C., for further information.

* * *

IT always gives us quite a "lift" to read about notable Canadians in far places. We are delighted, therefore, to read all about Sir Ernest MacMillan in the November issue of *The J. U. T. Magazine* (Jones Pen P.O., 61). We hope, furthermore, that the formation of a Sir Ernest MacMillan Club in a Kingston School will be one of the results of his visit.

THE Success Story of Dorothy Maynor" is given in the November 30 copy of *Liberty* (137 Wellington St. W., Toronto; \$3.00). Immediately after having listened to this sensational Negro soprano Kourssevitzy is said to have exclaimed "The whole world must hear her." It is hoped that patrons of Hilker Attractions will have an opportunity very shortly of enjoying her glorious voice.

* * *

THREE of the departments which impress me in *The Education Gazette*, New South Wales, are "Electrical Safety Precautions", "The Art Gallery and Its Pictures" and "Library of Films". Thanks for your regular visit, antipodean brother.

* * *

WHEN should the construction and use of "home-made" laboratory apparatus be discontinued and truly modern equipment substituted? The Editor's outlook of the *Journal of Chemical Education* (20th and Northampton St., Easton, Pennsylvania; \$3.50) offers

the following rule: "When the emphasis is on the accuracy of results the student should be furnished with the best modern apparatus available; when it is on the principles involved the student may possibly learn more by building or assembling his own apparatus". Topics of chemical interest covered in every issue of the *Journal* range from simple to complex, from hot to cold, as witnessed in the November contribution entitled "Ignition of a Safety Match" and "Freezing Point Experiments for Undergraduates".

* * *

SOME of the American educational publications to which we never seem to give full justice are the following: *Washington Education Journal*, *Pennsylvania Public Education*, *Pennsylvania School Journal*, *Journal of the N.E.A.*, *The Akron Journal of Education*, and *Bulletin of the San Diego Teachers Association*. Therefore, I firmly resolve, right now, to ear-mark every one of them for special mention next month. May I be boiled in printer's ink if I do break this solemn vow.

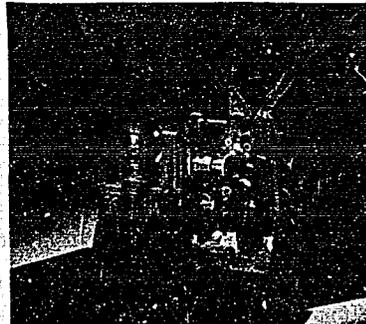
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B. C. T. F. and Kindred Associations

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.

THE MEMBERSHIP COMMITTEE OFFERS SUGGESTIONS

ALTHOUGH the membership of the B. C. T. F. to date is higher than on the corresponding date of last year, murmurs and rumbings from the distant places of the province hint that there will not be so many members in those far areas this year as last. Questions aimed at finding the cause of this disaffection receive only vague replies of some uncertain dissatisfaction. What can a membership committee do?

We feel that the case for B. C. T. F. membership is airtight, but that somewhere teachers are not getting the answers to the questions that worry them. It is impossible to make lists of answers to all the questions that might be asked. It would make for increased expenditure if we were to attempt to circularize all the non-members in the province in order to find out their reasons for being in that category. We suggest that district councils appoint a special membership committee in each area to try to classify the reasons that non-members give for their position. May we hear from you, district councils?

AN ARGUMENT FOR ONE HUNDRED PER CENT MEMBERSHIP

THESE sentences, quoted in an article in *The Bulletin*, published by the Saskatchewan Teachers' Association, should be useful in showing members the value of the B. C. T. F.: "The salary situation in Ontario and even more so in Quebec illustrates the result of weak organization. In these much wealthier provinces there is no minimum in Quebec and merely a \$500 in Ontario. Actually in Ontario in 1939 there were nearly 1,000 teachers who taught for less than the minimum for factory girls."

FEDERATION FINANCES

THE Finance Committee reported on the position of the Association as at the present time, and reiterated the necessity for economy. Specific suggestions were made for putting the magazine on a better footing financially by checking the mailing lists, by balancing the monthly cost of the magazine with the advertising

income, and by urging the advertising manager to increase the advertising income as much as possible. At the suggestion of the committee a special committee was appointed to find ways and means to reduce printing costs of the Easter Convention. The recommendation that pooling refunds at the convention be limited to 50 per cent of the return fare and that members of the Executive Committee participate in the pooling to an extent to be determined later were included in the report.

PLANS FOR 1941 CONVENTION RELEASED

MR. W. C. Whatmough, chairman, 1941 Convention Committee, recently announced preliminary plans for the annual convention to be held in Vancouver for four days commencing Monday, April 14.

Already section chairmen have been advised that they will be expected: (1) To act in an advisory capacity at the convention committee meetings; (2) To organize the programme for their department of section; (3) To have programme information in the hands of the Convention Secretary by February 15; (4) To file requests for specially equipped rooms, equipment, taxis with the Accommodation Chairman by February 15; (5) To make requests for entertainments to the Entertainment Chairman by February 15; (6) To make arrangements with the Ticket Chairman for the printing and sale of tickets for special functions.

Following is the 1941 Convention Committee:

Chairman, Mr. W. E. Whatmough; Past Chairman, Mr. W. R. McDougall; Secretary, Mr. E. W. Bowering; Accommodation, Mr. S. S. Aqua; Advertising, Mr. W. F. Houston; Credentials, Mr. R. T. Hamilton; Courtesy, Mr. J. Inkster; Entertainment, Mr. J. Hamilton; Finance, Mr. F. J. McRae; Information, Mr. V. A. Wiedrick; Pooling, Mr. E. J. Irwin; Posters, Mr. S. S. Aqua; Programme, Mr. H. C. Freedman; B. C. Teacher Publicity, Mr. F. C. Hardwick; Registrar, Mr. Harold Johnson; Registration, Mr. J. G. Young; Tickets, Mr. Douglas McIntyre; Resolutions, to be

announced; President, Mr. P. N. Whitley; General Secretary, Mr. Harry Charlesworth.

THE CHRISTMAS MEETING OF THE EXECUTIVE

THE Christmas meeting of the General Executive of the B. C. T. F. was called to order at 9:30 on Saturday morning, December 21, with Mr. P. Whitley, president, in the chair.

The first business of the meeting was the reading of the minutes of the Executive meeting of October 26, out of which arose a report from Dr. Weir regarding the resolution from the October meeting asking for a conference to study the possibility of a complete National Service Programme. Dr. Weir reported that the Department was waiting for the return of Dr. King from a similar conference at Ottawa. A complete report will probably be made at that time.

After a discussion of the minutes of the Consultative Committee meeting of November 30, representatives of the Convention Committee spoke briefly. A committee consisting of the chairman of the Finance Committee, the Editor of *The B. C. Teacher*, the chairman of the Resolutions Committee and the chairman of the Convention Committee was appointed to arrange for the printing of resolutions for the Easter Convention as economically as possible.

Mr. Harry Charlesworth, as Teachers' Representative on the Pensions Board, reported fully on the negotiations leading up to the amended Teachers Pension Act and on the contents of the Act itself. He stressed the fact that it is essential that all teachers should be cautioned against forming judgments or accepting other people's opinions on any features of the new Act without a thorough understanding of the Act as a whole.

"Our definite problem in British Columbia," said Mr. Charlesworth, "was to rehabilitate the Teachers' Pensions Fund of British Columbia and to place it on an actuarially sound basis, taking into consideration the actual circumstances involved in British Columbia."

"We had to accept and deal with the actual condition of the Fund in British Columbia. We had to deal with the financial situation in British Columbia involving the financial relationship between the Government and the Municipalities in British Columbia."

"We had to deal with the facts and experience of British Columbia teachers from a teachers' pensions point of view,

as evidenced by the details of our present Fund since 1929.

"We had to consider what benefits could (and should) be safely given within the financial revenues which could (and should) be made available.

"On each and all of these points, the actuary was the expert with whom the Government consulted, through the Minister of Finance.

"The Government had been made aware, through the Teachers' Pensions Committee, of the attitude and hopes of the Teachers, and the actuary also was conversant with these factors.

"The actuary, as might be expected, is a recognized authority on pension plans throughout the world, and he was fully conversant with the merits and demerits of the various typical plans in existence. He has had a wide and successful experience in rehabilitating unsound pension funds, and he has been the initiator of many modern, sound principles now generally adopted in dealing with pension funds.

"He was the expert who conducted a thorough investigation, who made the diagnosis, and who, in conjunction with the Finance Department of the Government, evolved the financial remedy. As is now seen, the cure involved a major operation.

"My experience in this vital matter has convinced me that the method followed in British Columbia in this regard is the most practical and successful that could be evolved, and I would strongly recommend it to all provinces having pension fund difficulties."

In conclusion Mr. Charlesworth paid special tribute to the Hon. T. D. Pattullo, K.C., L.L.D., Premier, and the members of his Government, particularly the two Ministers vitally concerned, the Hon. Dr. G. M. Weir, Provincial Secretary, and the Hon. John Hart, Minister of Finance; to the other parties of the House and Members of the Legislature generally; to Mr. George Miller, President of the Union of Municipalities; to Mr. George, President of the B. C. School Trustees' Association; to Mr. Norman Baker, Pensions Commissioner, and to his capable assistant, Mr. Cooper; and to Messrs. Burnett, Morgan and Steeves, the members of the Teachers' Pension Committee.

Mr. Norman Baker, Pensions Committee, who was a guest at the meeting, spoke on the Teachers' Pensions Act, emphasizing that as late as the end of October it was touch and go whether

there would be any pension scheme or not. He gave special credit to Mr. Steeves, Mr. Morgan and Mr. Charlesworth for their work in relation to pensions. His advice to members of the Executive and to teachers in general was that they study the Act and discuss it intelligently, and assured them that should there be any difficulties of understanding the Act his office would be pleased to clarify such problems. Emphatically he assured the meeting that there would be no loss of money in the fund at present to any teacher. At the conclusion of his address, Mr. Baker answered many questions regarding the Act, and concluded by replying briefly to a vote of thanks by the Executive.

A discussion regarding the proposed Rural Teachers' Association led to the passing of the following resolutions:

1. That the R. T. A. be recognized as a Provincial Association for this year and that the President sit on this Executive for this year.

2. That a special committee of the B. C. T. F. Executive be appointed to co-operate with the officers of the R. T. A. to evolve plans for a more complete functioning of the B. C. T. F. in relation to rural teachers and problems. Its first duty shall be to define membership in the Rural Teachers' Association.

Mr. Charlesworth spoke on the future policy of the B. C. T. F. Now that the Pensions Act negotiations had been successfully terminated, he felt that it was necessary to co-ordinate the activities of the B. C. T. F. so that its various groups dealing with such problems as Rural Teacher problems, Provincial Salary Committee, Educational Finance, Minimum Salary regulations, Federal Aid to Education, the Sirois Report, should not find themselves working toward conflicting ends. To achieve this Mr. Charlesworth recommended that a Co-ordinating Committee be appointed to keep in touch with the chairmen of the various committees in charge of the major activities of the B. C. T. F. and keep each informed of what the others are doing, so that there might be unanimity in their aims and no conflict in their recommendations. This proposal was put into a motion which passed the Executive with a rider that the details be worked out by the Consultative Committee.

A report of the Membership Committee showed that the paid up membership of

the B. C. T. F. as at December 20 this year was 1262, as compared with 1063 on the same date last year.

The Constitution and Bylaws Committee reported progress. The meeting passed motions instructing the Committee to prepare amendments to the Constitution for submission to the Easter Convention, clarifying the section on the election of co-opted members to the Executive, and giving the B. C. T. F. power to discipline members or Associations that take action likely to be prejudicial to the B. C. T. F.

Mr. J. Sutherland reported on the resolutions sent to the Canadian Teachers' Federation by the B. C. T. F. Our resolution that C. T. F. Conventions be held biennially is to be further studied and reported upon by the several provincial organizations. Executive reaffirmed the stand of the B. C. T. F. that such conventions be held every second year. The Executive also reaffirmed the position of the B. C. T. F. that a flat fee of twenty-five cents per member in the provincial federations be the fee for membership in the C. T. F. This resolution, sent in by the B. C. T. F., failed to pass at the last C. T. F. Convention. The C. T. F. Committee on Federal Aid to Education is to continue its studies of the problem. In this regard, the British Columbia Executive took the stand that Federal Aid to Education should be only for technical and vocational education, for agricultural education, for the education of foreign children, or for any other special purpose that might be classified as a Federal responsibility.

From this report arose a discussion of the Sirois Report. Power was given by the Executive for the appointment of a committee to study the educational features of that important document.

Mr. Thorsteinson was appointed as representative of the B. C. T. F. on the committee of the C. T. F. on Larger Administrative Units.

Mr. T. Byrne, as chairman of the Provincial Salary Committee, reported progress. He felt that the pensions problem now having reached a satisfactory conclusion, work on salaries should be one of the major activities of the Federation for the coming year.

After the conclusion of some items of routine business the meeting adjourned at midnight, and weary Executive members went home to start their Christmas holidays, after first consigning unfinished business to our long-suffering Consultative Committee.

McBRIDE ASSOCIATION

THE theme of the McBride District Teachers' November meeting was "Books."

The need for a clear concept of the aims and methods of modern pedagogical practice was stressed by Inspector C. J. Frederickson, who spoke on Professional Reading.

"Why Pupils Should Become Book Conscious," and "How to Develop a Book Consciousness," were discussed by Miss D. Apsy and Miss I. Horn.

"Methods of Library Classification" were outlined by Mr. Gilbert Elliott.

Mr. E. A. Hill-Tout, president, opened the discussion in regard to Federation matters. He stressed the necessity for membership in the Federation and for an interest in and knowledge of the work being done by the Pensions Committee.

Officers elected for the current year are as follows:

President, Mr. O. E. Wahl, Penny; Vice-president, Mr. Hardwick, Dome Creek; Secretary-treasurer, Miss L. M. McAlister, McBride.

P. G. & D. T. A.

AT the December 7 meeting of the Executive Committee of Prince George and District Teachers' Association the secretary was instructed to inform *The B. C. Teacher* of the 1941 programme of this particular local association. It was hoped that other such associations might similarly make their plans public and that suggestions useful in varied conditions might thus be given attention.

After discussion of the recent bulletin of the Rural Teachers' Association, P. G. & D. T. A. decided to affiliate with that body and to give it every support that may further the interests of teachers in rural communities.

It was realized that a successful association is one in which, insofar as possible, each member has an active part, and all members of P. G. & D. T. A. have accordingly been grouped into committees and set to work. Each member of the Executive has been assigned some one special responsibility. Thus, one is in charge of the pooling of expenses for meetings of the local association and is responsible for such investigation of methods adopted by other associations as may suggest improvements.

Another executive member is in charge of B. C. T. F. membership. The aim is to have 100 per cent membership in the

Prince George District, to give maximum strength and influence to the district's representatives as members of the Executive Committee of B. C. T. F. and to the Federation at large.

A third member of the local Executive Committee is to report to and receive reports from the Rural Teachers' Association. It is felt that close co-operation will guarantee success in improving the lot of country teachers and that Prince George and District had a special obligation to champion the rights of rural teachers.

A fourth member is to prepare reports of the work of the local association for publication through a bulletin to be circulated among the various locals of the North-Central District.

Still another member is to promote a musical festival. Such an enterprise was felt to be greatly needed in Prince George District, and to be a matter so serious as to call for careful preliminary investigation and study.

All members of the Executive Committee are required to report to the president from time to time, so that, if necessary, steps may be taken to ensure that no one member is too much overburdened.

A similar policy in relation to members not included in the Executive Committee provides a job for every worker.

The Association decided upon a course of reading and discussion along broad professional lines to build up professional attitudes. The Association holds dinner meetings every two months and at each of these a review of some important book is to be presented and discussed, mimeographed copies of the review being subsequently sent to all teachers in the district.

This year special attention is to be devoted to an investigation of modern methods in the Social Studies. However, committees are to be appointed in each subject and each subject committee is to be guided by a teacher who is recognized as a specialist in that particular subject.

Another committee is to deal with more miscellaneous forms of service to the classroom teacher. The aim will be to provide broad suggestion and to leave teachers to work out details of their units or problems. Attention was called to the services in this connection available through the Lessons Aids Committee, Vancouver.

Members have been appointed to secure data bearing upon resolutions

which the Association contemplates presenting, through its geographical representative, to the Executive Committee of the Federation. It was felt that to expect the geographical representative to do all this by himself is unreasonable and tends to weaken recommendations submitted by the District Associations for approval by the Federation.

A member of the District Council has been appointed to the special task of fostering co-operation between the various locals of this district. It will be his duty to so co-operate with our inspectors that these officials and our own members may work in the closest harmony.

Mentions must also be made of a committee that has been appointed to study the development of visual education in the district and the practicability of setting up a film library at Prince George.

The *B. C. Teacher* knows that it will be speaking for very many readers in all parts of British Columbia in congratulating Prince George and District Teachers' Association upon the adoption of so intelligent and comprehensive a programme. It means "going the second mile," each working for all and all working for each.

We remind those concerned that the secretary of P. G. & D. T. A. is Miss G. Churchman, of Giscome.

NANAIMO CONVENTION

THE teachers of Central and Northern Vancouver Island held their annual Fall Convention in Nanaimo on November 14, 15 and 16, with some 250 teachers from various Island points attending.

The Thursday session was an open one in the Eagles' Hall with Mr. Jack Shadbolt of Vancouver and Mr. C. D. Gaitskill of Powell River speaking on Art. School choirs from Nanaimo, under the direction of Bev. Fyfe, provided various musical selections.

On Friday sectional meetings occupied the attention of the teachers, with demonstration lessons and discussion groups being generally in progress. Miss Marion James and Miss Louise Noble of Victoria, Miss Grace Bollert of Vancouver and Miss Dorothy Nicol of Port Alberni were the main speakers in the Junior and Primary Section, under the chairmanship of Miss Myrtle Watchorn.

In the Intermediate Section Mr. Jack Shadbolt again spoke on Art, while Mr. Harry Martin and Mr. Frank Foster, Nanaimo, gave interesting addresses.

In the Junior and Senior High School Section Dr. H. B. King of Victoria, Mr.

Eric Dunn, Port Alberni, with Mr. Ken Caple and Mr. H. E. Paterson of Vancouver, were several of the speakers. Inspectors F. Fairey and H. Jenes discussed "The Integration of Industrial Arts," while the programme was rounded out by a debate on "Inter-School Competition."

The Rural Section was largely attended and many topics of interest to rural teachers were brought up for discussion. Mr. E. G. Richardson, of Comox, spoke very enthusiastically to this body on "The Rural Teachers' Association."

The social side of the Convention included a luncheon and a dinner on Friday in the Eagles' Hall. At the former, several speakers were heard, among them being Mr. Paul Whitley, president of the B. C. T. F., and Miss Manson, Junior Red Cross organized for B. C. At the banquet on Friday evening greetings were extended to representatives of the Education Department, the B. C. Trustees' Association, Nanaimo School Board, and the P.-T. A. Inspector Arthur Sullivan gave one of his inimitable addresses dealing with his recent trip to the Antipodes, and Mr. James Pollock of Vancouver presented motion pictures at the conclusion of the speeches.

On Saturday morning the annual business meeting took place, with President H. E. Murray of Port Alberni occupying the chair. Mr. Paul Whitley and Mr. Atkinson of the B. C. T. F. Executive were among the speakers, while other out-of-town visitors included Mr. J. M. Thomas, Mr. Gillies, and Mrs. H. Green of Victoria.

Officers elected for 1941 were:

President, Mr. Stubbs, Courtenay; Vice-president, Mr. Harry Martin, Nanaimo; Treasurer, Mr. J. O. Swan, Nanaimo; Past President, Mr. H. E. Murray, Port Alberni; Past Vice-president, Mr. E. Costain, Courtenay; Senior High School Chairman, Mr. E. Dunn, Alberni; Junior High School Chairman, Mr. D. Hundin, Cumberland; Intermediate Chairman, Mr. F. Foster, Nanaimo; Primary and Junior Section, Miss S. Dwyer, Duncan; Rural Section, Mr. D. McKay, North Oyster; Commercial Section, Miss Mary Somerville, Nanaimo; Technical, Mr. G. Halkett, Nanaimo.

KELOWNA AND DISTRICT

THE regular monthly meeting of the Kelowna and District Teachers was held in the Royal Anne Hotel. Following

the dinner Mr. P. J. Kitley gave a report on the O. V. T. A. executive meeting. Among other items he reported that the executive had decided to hold local Conventions during the early part of March, 1941. These will be held in Vernon, Kelowna and Penticton. The meeting then passed a vote of confidence in and appreciation of the work done by Dr. Black in and for *The B. C. Teacher*.

The concluding feature of the meeting met with a great deal of favorable comment. Several teachers had expressed a desire for a change from the usual round of "after dinner" speakers, so the committee decided to allot seven minutes to each of five members, and they were to speak on any topic of their choice. The following interesting subjects were presented, some followed by a brief discussion:

Mr. C. Bissell, "The Below-average Child." Mr. D. H. Campbell, "Astronomy;" Miss Gale, "Geoffrey Chaucer;" Miss McLeod, "The Surprise Element in Teaching;" Mr. J. Mugford, "The Development of Testing."

LESSON AIDS COMMITTEE

WE have very little in the way of news to report this month, as the holiday always means a slackening in the amount of our correspondence. We have been chiefly concerned with endeavouring to complete the long-expected new units. Old Man Sickness, plus Old Dame "I must get married," plus Father Time's busy-ness lately are all working against us, and some of our projected work is not quite ready. However, this need not deter you from sending in your orders, which will be filled at the very first opportunity.

ABOUT OUR PRICE LIST

We would like all teachers to make special note of the following:

- (1) Items 71 and 82 in our current List (dated March, 1940) are withdrawn from circulation, as they are unsuited to the Programme of Studies.
- (2) Item 56 (Christmas Carol) should really be listed in the Senior group.
- (3) We are printing below the complete list of new units, and we ask all teachers kindly to clip it and fix to their Price List. A copy of the full Price List will be sent on application.

NEW UNITS

Order No.	Title	Price
93	Art—Action Sketching (All Grades from 4 up)	10c

94	Art—Picture Building from Action Sketching (All Grades from 4 up)	10c
95	Art—Nature Forms in Applied Design (All Grades from 4 up)	10c
96	Social Studies—The Stone Age (Gr. 4 and 5)	4c
97	Social Studies—The Old World; a transition unit (From Gr. 5 to Gr. 6)	6c
98	Silent Reading (Social Studies) China (Junior Grades)	10c
99	Science—Tests for Grade 5	8c
100	Science—Tests for Grade 6	8c
101	Science—Tests for Grade 7	4c
102	Science—Tests for Grade 8	4c
103	Literature—Test on Highroads V (Intermediate Grs.)	10c
104	Literature—Test on Black Arrow (Gr. 8)	4c

EASTER CONVENTION

We shall soon be in the thick of preparing for the Easter Convention. As last year, we shall have on show copies of all the Lesson-Aids units, and teachers will be able to place orders for them on the spot. Most orders will be filled in time for delegates to pick them up before leaving for home. We would particularly like to hear from rural teachers of anything in the way of criticism or suggestion well ahead of Easter, so that it may be considered, and acted upon.

IS not history, however logically it follows through, nothing but a series of missed opportunities? The world of antiquity need not of necessity have collapsed as completely as it did; the impulse of the Reformation could have worked itself out to better effect; there might at Versailles have been made a peace representing the ideal of Wilson. The logic of natural development can run a logical course only in general. It is not in the nature of things that it shall make the best of a temporary situation. On the contrary: since the most general law of Nature is that of inertia, and since it needs a tremendous effort to overcome the routine of the traditional, even though this should be headed toward extinction, or to overcome the counter-movement to onward perfection, man seeks primarily to make as little as possible of every opportunity and never to take a step forward unless compelled by circumstances."

—H. KEYSERLING.

Ramblings of Paidagogos

OUR SECRET SIN

ALMOST every man, deep down in his heart, believes himself to be lazy. So many people have confided this to me in their moments of self-revelation that I now feel a good deal better than I did. I once had a horrid suspicion that there was something profoundly and exceptionally wrong with me; but this source of anxiety, I am thankful to say, has at last been quite removed.

You will scarcely credit the amount of hard work I used to do, and the feverish efforts I used to make in order to hide what I conceived to be my unique failing. I prepared lessons—there were no units then—with assiduity, and marked papers with indefatigable concentration. I coached football elevens, took cadets on route marches, organized school concerts, and wore out mimeograph machines. I appeared at school at eight in the morning; devoted noon-hours and recesses to playground supervision, and went home only when the janitor insisted on locking up the building. Oh, I was a tremendous fellow to toil in those days; and all because of one guilty secret. I had to make absolutely sure that no one would ever find me out—and no one ever did.

One might think that all this industry would in the long run have established a habit, that after a few years I should have settled down to work without reluctance and even with a sense of satisfaction. I can only say that this failed to occur. Having donned the tragic mask, I was thenceforward condemned to wear it. Mine was a driven and tormented spirit at all times; I fought a ceaseless battle with the forces of unrighteousness.

I cannot put a finger on the exact moment of my awakening. Probably I woke up by imperceptible degrees. Knowledge of the world comes slowly to some young teachers, and I must have been well into my thirties before the whole ghastly truth was revealed to me. Even then I could scarcely bring myself to believe it, and for a year or so I put it aside as wishful thinking. But eventually I had to give way; close observation of my friends and associates left me with no alternative. Since that hour I have gone about the world with serenity in my heart and a song on my lips. I have no longer anything to hide—I am every whit as dutious a man as my neighbor.

At this point I can hear you murmur, "But what are you doing now, dear Paidagogos?—besides writing these quaint little essays of yours. Does anyone employ you? And if anyone does, how do you find impudence enough to take the money? Fie upon you, Paidagogos, and fie again!"

All I need do is throw back the inquiry and retort the inference. What are YOU doing, my dear reader?—besides skimming through this quaint little essay of mine. Are you engaged in the business of teaching? And if so, have you any scruples about pocketing your salary? Because you know perfectly well you are just as lazy as I am.

But now, to be a bit less personal (and still more convincing), let me illuminate my subject with a couple of examples. Case studies, I suppose.

I have a friend who regards himself as a writer. To my certain knowledge he is now engaged upon his seventeenth book. Whenever we meet, which is quite frequently, we always devote a good half-hour to the discussion of his latest project. Since all his books are of the philosophical

sort, it will readily be seen that we have no shortage of material and no end of entertainment. We canvass the general theme, elaborate a point of view, organize the supporting evidence, and plan the individual chapters. We branch off into the question of format, and examine the merits of various publishing companies. Over a six-month period we do all this on a great number of occasions, and eventually become bored. At which point the book is finished, and my friend files it away among his literary works. He assures me he finds the life of a writer very exhausting—so much so that up to the present he has never had the energy to put pen to paper.

I have another friend, a mere stripling of thirty-five, who offers up his whole soul at the shrine of physical culture. He attends classes and reads every periodical devoted to the subject. It is as good as a tonic to hear him dilate on the ideal of fitness and the body beautiful. Better, in fact. He has made a great study of the different athletic sports and their several effects on physique. He argues earnestly for gymnasia—and more gymnasia. The one thing about me he can by no means tolerate is my supine indifference to the claims of muscular development. "At your age", he lectures me, "the flesh gets flabby and there is a tendency to bulge. You should do fifteen minutes of physical jerks night and morning, and walk nine miles. If you don't, you'll never draw one penny of your super-annuation. Now mark my words."

There may be a something in what this man says—I am pretty sure there is. There are very few people in the world who have a finer intellectual grasp of physical culture or a keener appreciation of its value than he has. I only add that he proposes to take up the practical aspect when he reaches forty. He believes in doing one thing at a time, and doing it well.

Is the reader convinced—or must I needs become personal again? Here are a few questions to clinch the matter—a quiz for which the normal score will be very damaging indeed. Is there an unanswered letter in your possession? Have you fixed that washer in the bathroom tap? Why don't you clean your car? When did you have your suit pressed? When do you expect to tidy up your desk? Why don't you walk occasionally? Is your register up to date? Why not rise when the alarm goes off? What about that unit you were going to organize? How long can you endure a broken shoelace?

There, there, the last thing I intend is to hurt you; I am far too much your ally, as you well know. I am only trying—for your own sake—to strip away another illusion, to dissolve that little smirk of superiority that makes you less pleasing to my conscience. We are sinners together, you and I; and I should like to have it understood.

Yet there is hope for us. Lazy we undoubtedly are, and lazy we shall continue; but there is still something essential to be said. Just as the courageous man is he who carries on in spite of fear, so the industrious man is he who grapples with his task in spite of laziness. For work comes naturally to no man. Theorize about it as we will, it remains a discipline. And though I should prefer for you and me, that we might bask forever in the sunshine and exchange our vagrant thoughts, I know that this is but an utter vanity. If the school bell were to ring, we should both be up in a moment—we should be at our posts before the last echo had died away.

*"Eternal Education is the Price of Democracy"

Oh, let us love our occupations,
Bless the squire and his relations,
Live upon our daily rations,
And always know our proper stations.
—Charles Dickens, "The Chimes."

NEXT to that of getting on with and winning the war, the question commanding most attention by public and governments in Canada today is the report of the Rowell-Sirois Commission and its consideration at the coming conference of the provinces. Opinion is divided on the issues involved, but it seems to be conceded that whether or not one approves of the general trend of the recommendations made, the commission did a thorough and comprehensive job; so much so that, should the report be endorsed in the main the whole financial structure will be so radically changed as practically to amount to effecting a new constitution for Canada. It is therefore with a degree of disappointment, even dismay, that people interested in the schools of our land must note that the thoroughness of the work of the commission is marred by "stuffing" the whole problem of education. This constitutes a real menace to all prospects of major educational reform in Canada as a whole, and it behooves teachers particularly, and all others interested in this paramount national problem so consigned like a poor relation to wait outside the back door, to exert every possible pressure and influence to render nugatory the commission's viewpoint on education. Possibly it would have been far better if the report had omitted all reference whatsoever to education, rather than give the brief, unconvincing, truncated references which might have been more trenchantly expressed in but three words: "Stalemate is called!"

If we have the right focus on the report of the commission, its most prominent feature (and there seems to be little else visible) is the design to stabilize the financial position of the various provinces by vesting the Dominion Government with authority to erect barriers against provincial governments indulging in financing and assuming obligations in the old spirit of flaming youth. The assumption is that by taking care of certain obligations the burden of the provinces

will be so lightened that each will be able to discharge adequately certain responsibilities—public works and other social services, including education, "if it chooses to do so." This "If" is further exemplified and stressed by the statement that the representations made (regarding education) appear to the commission to go too far in denying the right of each province to decide the relative importance of expenditure on education and expenditures on other competing (sic) services. Surely it is not unfair to make the inference that the attitude of the commission is one of absolute repudiation of any suggestion that the Dominion should in any way interest itself in seeing that "there is equal educational opportunity (as far as is practicable) for every Canadian child."

The commission presents an archaic attitude towards education tied to a bad system of taxation: it conforms to the view that education is a local responsibility, and it attempts to bolt and bar the door forever against considering education in Canada, not as Canadian education primarily but as unchangeably provincial, even, municipal, education. The commission gives no evidence whatsoever that they understood this parochial view has disappeared entirely in England, or that modern state systems have been effected in practically all the other parts of the British Empire, or that there has been a revolutionary change of mind in the U.S.A. with immediate prospects of Federal aid for education being effected by Congressional action.

As is pointed out in an ably written editorial in the November issue of *The B. C. Teacher*, the commission turns a complete somersault, when on the one hand it deprecates making the education of young Canadians dependent upon and subordinate to "an arbitrary, constitutional provision," and then on the other hand lays down the dictum that the Dominion is precluded from intervention in the field of education by Section 93 of *The British North American Act*—except the protection of minority rights. *The B. C. Teacher* logically comments: "Certainly the commission took good care not to lay impious hands on the ark of educational provincialism." Not that *The B. C. Teachers' Federation* or any other interested group, particularly those who made representations to the commission on education, have ever done other than

*Editorial from December issue of *The A. T. A. Magazine*.

stress approval of constitutional provisions continuing effective in protection of minority rights—yes, for all time to come.

As far as we can learn every brief submitted set out without any equivocation whatsoever to make clear that the preservation of minority rights as a pretext for resisting Dominion-support-for-education as not only bewhiskered conformity with the past, but that to accept the term "financial support" as embodying or connoting "control" was erroneous; also that there were no grounds for suggesting that control would be an unavoidable accrual of, or complementary to, financial support. It was pointed out very convincingly, we think, that the last thing that should be suggested by anybody knowing enough to talk about education in Canada would be for Dominion support to entail intervention by the Dominion Government in such matters as curriculum, textbooks, certification, or any other control of teachers or teachers' services or the appointment of teachers.

No attempts seem to have been made by the commission to meet these submissions. One would be loth to suggest that the commissioners failed to consider duly the submissions on education: on the other hand the cryptical disposal of all the briefs submitted by holding, so to speak, that educational provincialism has been set up by *The British North America Act* now and for all time as a sacred ark which it is an impiety even to consider touching, merits strong protest.

May we be forgiven if we seem uncharitable in attributing to the commission an attitude towards Canadian education comparable to that shown by many well-circumstanced, comfortable citizens of the conservative type towards their fellow men less generously supplied with this world's goods—"The poor seem to be always with us; there's an awful lot of them and the sight of poverty hurts one's sensibilities, but how can we do anything about it? There are agencies in existence for looking after them, relief, charities, etc.; it's just too bad that these agencies are not doing as good a job as they might—too bad; there's no way out, and so they'll have to survive somehow, living upon their 'daily rations,' fighting for life always—it's the best thing for them, anyway; it is their 'proper station'."

Thinking people enlightened in this matter realize with conviction and certainty that the nation as such *must* concern itself with the aim that all young citizens shall have a measure of equality

of educational opportunity. It's all very well for the commission to talk about placing every province in a position "to discharge its responsibilities for education if it chooses to do so." The trouble is that if a province decides not to make adequate provision, what then? The *if* suggests just this—the Dominion cannot concern itself over the matter; no, not even if a province has no statutory requirement for children to attend school. Which by the way is not an unknown condition prevailing in parts of Canada, even today. It is obvious that education would not have a fighting chance in the struggle for existence when pitted against other social services—roads, bridges, policing, telephones, ferries, hospitals, health and sanitation, etc.—whose benefits are so tangible; for the benefits of education of the young (or lack of it) cannot be shown in dollars and cents. A school can be closed for months, even years, or the educational services drastically curtailed without its effect being of concern to the majority of taxpayers—particularly those with unenlightened self-interest who may be able to pay for the private education of their offspring. Estimates for schools are the easiest of all to cut; that is where the axe strikes first. And who suffers? Is it the economy mongers who save money thereby? No! It is the children who can have no say in a matter which so affects their start and prospects in life, who bear the brunt. Harm, irreparable harm, is done to the innocents before mature age enables them to realize that their parents, their community, their province have betrayed their trust to childhood. The awakening comes of course after it is too late to remedy the neglect and injustice perpetrated in the name of economy and lower taxes, or passively permitted to be done through *laissez-faire* policies and ignorance.

Again, those who made representations before the commission resent the implications of the phrase "going too far in denying the right of each province to decide the relative importance of education and expenditures on other competing services." As far as we are aware not one suggestion was made in any brief or by any delegation urging that too much was spent on this service or that service in relation to education. The statement infers also that financial subservience of the provinces to the Dominion in this regard was advocated. No such suggestion was made. Financial aid in education was urged, certainly, but no financial con-

trol. Receipt of aid surely signifies no denial of any right to decide. Does it not rather signify the very opposite? When aid is sought or given the supposition is that the party requesting assistance has of his own discretion and volition first planned to go forward, but that with help tendered the task might be more satisfactorily done. Is it not now accepted as a successful and worthwhile policy for the state to encourage smaller authorities to do a better job by leaving the latter power to decide first how far they shall or shall not go while the state undertakes: "If you decide to go this far, then we will meet you in financing, say, on a fifty-fifty basis?" That is the way, for example, that education has been encouraged and aided in Great Britain by the Imperial Government.

All in all it is very disheartening that the Commission had no thought of considering education as a national service. Possibly they might have adopted a comprehensive viewpoint had the cataclysmic crisis been developed and the declaration of war taken place during the hearings of the Commission. Many great world figures including President Roosevelt are stressing the national importance of education and one has only to read the newspaper reports everywhere to see how this question is being faced squarely, except in Canada. Totalitarian powers at least appreciate the significance and potentialities of direct education of children in relation to national preparedness, and the imposition of their ideologies. Now, suddenly, we hear frantic reactions in the

democracies, asking: "What are our schools doing to inculcate democracy?" Addresses are being delivered wholesale, articles are appearing in magazines and newspapers under these or similar headings: "Education and Democracy"; "Teaching Democracy"; "Schools and National Defence"; "Democracy and Education in the Present Crisis." Pamphlets galore are rolling off the press.

All of which goes to show that the democratic nations are suddenly awakening to the fact that they as such *must* concern themselves with education in more than a detached or semi-detached way; in short that they must assume some responsibility. The nation as a nation, not as so many individual school districts, so many municipalities, so many cities or so many provinces, must exert a real interest, tangibly expressed, in preserving its belief in democracy for, as I. L. Kandel winds up an article in

World Education:

"Perhaps out of this crisis one lesson will remain—that eternal education is the price of democracy."

The nation may continue to refrain from participating in support of educational services, but at its serious disadvantage.

We quote President Roosevelt:

"No government can create the human touch and self-sacrifice which the individual teacher gives to the process of education. But what government can do is to provide financial support and to protect from interference the freedom to learn."

Festival Plays and Play Contests

By L. BULLOCK-WEBSTER, A.R.C.M., F.T.C.L., M.R.S.T.,
Director of School and Community Drama, Dept. of Education, Victoria

VERY shortly many schools in Greater Vancouver and the Lower Mainland will be given an opportunity to compete in a Drama Festival. Perhaps, then, it might not be amiss, on this occasion, to devote a little time and attention to certain aspects of festival plays themselves, and then pass on to a general consideration of the difficulties and pitfalls often met with in their presentation.

In most of the festivals I have seen, the kind of production found most satisfactory has been the one-act play, chiefly because of the time factor involved. Time of presentation generally ranges from twenty to forty-five minutes.

Now as to type of play. Throughout Canada we meet with a great variety of types, though the realistic modern drama appears to predominate. Occasionally a Folk play is presented, which at least has the merit of putting the audience temporarily in sympathy with the people of some other nation. Sometimes an up-country cast will attempt a satire such as Kaufman's excellent "Once in a Lifetime"; but satires are difficult to write and hard to put over. Sometimes one meets with an allegory, sometimes with a melodrama—which is apt, however, to give the audience an overdose of emotional thrills.

Mystery plays are good but they often

depend for their success on stage facilities not always available. Farce is often attempted but really good comedians are very scarce and farce requires more technical skill and knowledge of timing and effect than most groups realize. Then, too, we have sentimental comedies but they, too, are apt to be unsatisfactory unless written by such experts as Barrie or Pinero.

In some parts of the province we meet with a great many social comedies. When well cast, they are probably the easiest plays to put over, but they are also full of pitfalls for the unwary who attempt to portray a phase of life with which they are not familiar.

A good fantasy very often stands out effectively and, since the successful portrayal of the characters in a fantasy depends more on artistic perception and general charm than on a knowledge of specific types, this kind of play provides fine opportunities for many young actors.

If, for some reason, it happens that you are considering a verse play, be sure to remember that it will require a cast capable of fine sensitive speech, flexibility of voice and somewhat exceptional appreciation of language. Tragedy often provides an easy and effective vehicle.

Last, but decidedly not the least, comes romantic drama. This form of play is often refreshing for an audience. It takes them out of themselves—out of the rut—and away from the harsh realities of life. The characters in romantic drama do the noble heroic things we often dream about doing ourselves. Plays such as "The Breed of the Treshams" or "The Only Way" strike a heroic note that braces one for personal suffering and sacrifice, arousing a quality of mind much needed today.

Besides choice of the type of play, you will find other special considerations important. These include the matter of expense. (Can I afford the royalty, cost of costumes, props and furnishings?) Has it literary merit? Is the play "Good Theatre?" Size of cast (Can I handle it with the present talent at my disposal?) Playing time (Does it agree with local festival requirements?) Stage setting (Is the set too difficult to construct, is it portable, can it be rapidly assembled and "struck"?) Am I capable of directing this type of play?

Knowing then, in general, the kind of play you prefer and being in possession of a set of test questions for the purpose of eliminating unsuitable plays, your third and fourth problems are: "Where

can festival plays be obtained and how does one find them?"

There is to-day an enormous field from which to choose. Besides Samuel French & Company, there are at least four other publishing firms having extensive lists of plays. They are: Walter Baker & Company of Boston; the Dramatists Play Service of New York; the Dramatic Publishing Company of Chicago; and Frederick B. Ingram of Rock Island, Illinois. The Drama Office of the Education Department at Victoria will send you new catalogues if you apply for them. Besides this service, the office has an extensive lending library from which you may borrow plays. For that matter, don't neglect your local library as an invaluable source of dramatic material. As a short cut to locating a winning play there are also various festival programmes to help you skim the cream of the experience and labour of other groups by noting what plays, although judged by different adjudicators, constantly win at festivals. It is not surprising to find that many winning plays are written by experienced and successful authors. Incidentally, we have in British Columbia several up-and-coming dramatists who have written good festival plays, and they don't ask much royalty either for the use of them.

Now, you ask, perhaps a bit confused by so many available sources, how does one go about finding the right play without much trouble? As a rule it can't be done. Someone must search diligently and read patiently. Often much that is useless has to be read before you find what will repay you.

Finally, let us assume that you have found your play and now are ready to produce it. In preparing your selection for presentation it is well to bear in mind the type of audience that will eventually see it in finished form. Festival audiences tend to be much more intelligently critical than the average theatre audience. They will contain a higher percentage of perspicacious, discriminating people who have come to observe and to analyze rather than enjoy. Don't disappoint them.

Two main things that are necessary for success with festival plays are good direction and sufficient rehearsal. Our British Columbia festival plays are usually under-rehearsed. Seldom, if ever, are they over-rehearsed. Concerning the conduct of rehearsals, there is a free pamphlet that you can obtain if you want it, from the Education Department.

A play to be successful anywhere must be well-cast. If not able to cast to type you need experienced actors.

Try at rehearsals to work in a space similar to that used for the festival. Rehearsing in small spaces is apt to make a play inaudible and insignificant when given in a good-sized theatre. In this connection I might say that amateur actors need every possible hour of practice to develop a stage voice louder, more flexible and of better carrying quality than their everyday diction. Inaudibility is certainly one of the worst crimes on the dramatic calendar.

Have a good prompter at every rehearsal, a prompter who knows your play thoroughly and always sits in the same place.

A festival play naturally benefits from an absence of mechanical mishaps. Never assume that things are all right. Test everything beforehand. Remove all unwanted obstructions out of the wings and passages. Keep exits clear of everything but necessary lighting equipment.

In costume plays an actor's movements and behaviour will be influenced by what he wears. Let your people rehearse with their full kits as often as possible.

With regard to direction, much of a director's success depends upon his or her skill in such matters as timing, spacing and grouping, and in a feeling for climax, tempo and rhythm.

Attention to such matters as skilful make-up, good effects with stage scenery, especially if achieved with simplicity, will be entered on the credit side of the adjudicator's ledger—so also will be effective use of stage lighting. And don't forget that furniture and properties may create or mar the atmosphere desired.

In judging the individual actors, your adjudicator will be influenced by charm, poise, authority and personal magnetism as well as by technique. Their conception and interpretation of their parts will be the leading factor in his verdict.

Win or lose, however, a glorious adventure awaits you. Although there will be times during final rehearsals in which you may feel very disheartened, rest assured that the first appreciative applause of the audience will immediately restore you to normalcy, you will find yourselves all set to produce another play for the very next festival.

And so—good luck!

Education for Civilization—Art and Humanism

By FRANK WILSON, *Mission High School*

IN the December number of *The B. C. Teacher* I set forth opinions to the general effect that a sound educational philosophy must base itself upon a satisfying concept of human wellbeing. It seemed to me—and still seems to me—that no one has greatly bettered the Aristotelian principle, that for human beings wellbeing consists in the most complete and harmonious functioning of all human capacities. The good life involves a certain strenuousness and must give scope for vitally emotional experience. Education therefore is more than merely an adjustment to environment, for the comfort which such adjustment brings may itself tend to produce a relaxation that is fatal to the maximum development and exercise of human capacities. Under a scarcity economy this danger was subject to a kind of automatic control; today however our young people face a world that seems to promise indefinite possibilities for leisure and in this new world something in the way of a new incentive—certainly no longer that

of obvious and inescapable necessity—must be recognized if the learner is to be induced to exercise his capacities to the full. In this present paper I wish to follow up these studies of Education for Civilization by brief discussion to two related topics that seem to me of basic importance to all persons interested in education. These I would define as Humanist Culture and the Quality Motive in Art. Let us commence by considering this latter.

THE QUALITY MOTIVE AND ART

Human beings have a deepseated tendency, manifested by the most primitive tribes as well as by the most civilized peoples, to transcend necessity. Whenever a people or a group gets to the point of mastering its environment fairly adequately, and consequently of having some surplus energy, in one form or another art develops. I am using the term "Art" in its broadest sense, to include any striving for excellence, for its own sake, beyond the demands of necessity. The true craftsman has always gone far-

ther than the proddings of external forces would compel him; he makes, not as well as he must, not just well enough to get by, but as well as he can., because his human dignity and self respect are involved.

All art is skill in making. The function of the artist is to make something which embodies an idea, a purpose or—as Professor Clark has pointed out so interestingly to readers of *The B. C. Teacher*—a truly significant experience. This must be completely “realized” within his medium, must possess his medium and make it live. Success in this enterprise is the mark of the true work of art, whether “practical” or “fine”, and our recognition of this success is the beginning of aesthetic appreciation. The thrill which accompanies this recognition is a kind of paean of praise celebrating our discovery of something fine, appropriate and strong.

In the “fine” arts the aim is to embody a significant, and therefore emotional, personal experience; an aim which involves both self expression and communication. The fine arts are the richest and most flexible of languages. In the practical arts the aim is to make something which has a useful function. In either case, if the idea completely possesses the medium, if it is realized in a strong coherent integration, the result will be pleasing. This complete possession of a medium by purpose, or idea is Form, and Form is highest excellence of wholes and the essence of beauty.

Any significant activity can become an art as soon as the aim becomes quality for its own sake. The mathematician has a truly aesthetic experience when he discovers an “elegant” proof, direct, lucid, rigorous and economical in its use of means. The true scientist raises his work to the level of an art and delights in the virtues of his method. His lucidity, his inclusive generalizations, his precise and accurate experimental technique with its control of variables and its elimination of error are loved by him, just as any good craftsman loves good tools, as ends as well as means.

The whole and healthy man, given only the required margin of energy, will always carry a task beyond the point required by necessity and will pursue excellence for its own sake. It is thus that he expresses his worth as a man and gains freedom in a world of compulsion and necessity.

This essay is essentially a plea for a return to the artistic attitude, not as an

appendage to life, not where the “Seven Basic Aims of Education” put it, as a decoration and a consolation for leisure hours after the “important” work of the world is done—the place assigned it in the familiar “Seven Basic Aims of Education”—but as the very core of that work of the world, the thing which gives all effort its significance. In his *Aims of Education* Professor A. N. Whitehead says:

“Finally there should be the most austere of all mental qualities, I mean the sense for style. It is an aesthetic sense based upon admiration for the direct attainment of a foreseen end, simply and without waste. Style in art, style in literature, style in science, style in logic, style in practical execution have fundamentally the same aesthetic qualities, namely attainment and restraint. The love of a subject in itself and for itself, when it is not the sleepy pleasure of pacing a mental quarter deck, is the love of style as manifested in that study. . . . Style in the finest sense is the last acquirement of the educated mind, it is also the most useful. It pervades the whole being. The administrator with a sense of style hates waste, the engineer with a sense of style economizes his material, the artisan with a sense of style prefers good work. Style is the *ultimate morality of the mind*.”

Is it not possible that we have here a principle, which, applied to education and to daily life, will introduce that element of the strenuous which is needed if man is not to become decadent in a civilization of plenty and of leisure? Have we not also a principle which applies to all levels of activity from the simplest to the most complex? The Pullman porter, the waitress, the housewife and the mechanic, equally with the scientist and the administrator are closer to the happy life and to personal integration when their efforts become infused with a sense of “quality” or to “style”. Will not this principle, too, enable us to steer a middle course between the harshness of a purely external discipline and the softness of much that is called progressivism and democratic freedom today?

By making an art of social relationships and of morality the wise man turns the “good life” into a form of self-expression rather than one of repression. To create a harmonious and excellent whole, or to assist in maintaining such a whole has always been an enterprise cap-

able of enlisting the highest energies of vigorous men, and of integrating those energies.

HUMANIST CULTURE

The attitude towards education and towards life which I am attempting to make clear is a development and a modification of that humanist culture upon which our Western civilization has been so largely built. Traditional humanism, while embodying some of the soundest and finest thought of man, carried within itself certain seeds of decadence. This decadence has been painfully obvious in recent years and in consequence we have reacted rather violently against the cultural tradition and, as we so often do in the case of violent reactions, have possibly "thrown the baby out with the dirty bath water".

Our problem then, is to conserve what is of permanent validity in the cultural tradition while adjusting it to the modern age and avoiding its weaknesses. What are these permanent values and what is the source of the decadence of which we complain?

At his best the humanist is a man whose central interest is the greatest possible realization of human potentiality. From this centre he may range into speculative metaphysics on the one hand or into technical investigation on the other, but these are likely to be secondary. His main quest is "the good for man", the good life and the means of attaining it. His interest in metaphysics springs from his desire to be certain that his "values" are in accordance with the ultimate "nature of things"; his interest in technique from a desire that man should not be frustrated by purely physical difficulties.

Since for the humanist "the good" is always related to the realization of potentiality, to perfectibility and to excellence, it comes to have a connotation which is much closer to the aesthetic than to the moralistic. The *good* is that which delights by reason of its excellence, in short the *beautiful*. This attitude, I think, the grandest contribution made by ancient Greece to civilization. In fact, when this spirit is lost, civilization degenerates into a highly potent barbarism, made infinitely dangerous by reason of technical knowledge uncontrolled by wisdom.

Werner Jaeger traces the cultural tradition from the primitive Greek concern

for "arete" or virtue. In Homeric times the concept referred chiefly to courage, high-mindedness and honour, but as the tribes settled down to form city states it developed to include wisdom, temperance and justice. At no time did it lose its original connotation of high-mindedness and courage. It was at all times based upon a profound sense of individual dignity and self esteem. Quoting Jaeger,

"It is the highest level of self love which makes a man reach out towards the highest 'arete'. A man who loves himself will always be ready to sacrifice himself for his friends or his country, to abandon possessions and honours in order to attain the character of nobility".

Now in order that the old heroic (and sometimes destructive) warrior "arete" should develop into moral or political virtue, virtue itself must be seen to be choiceworthy to the free man. Justice, temperance, courage and the other virtues did in fact come to be loved by the Greeks. The love of harmony and order, developed in the arts, is transferred without any loss of vigour to the state. Grace, harmony and order appeal aesthetically—temperance and justice are merely their political counterparts. The cultivated Greek with his highly developed aesthetic sensibility could delight in them just as directly and spontaneously as in a statue, or in a poem or a play.

The best and wisest of the Greeks respected law as the framework of order,—to break the law is to shatter the foundation of harmony—to move towards chaos. Law which apparently fetters is the only basis of freedom for it establishes the rules which enable the game to proceed smoothly. Within the framework of law the individual has ample room to develop to the maximum degree. Man is a political and social animal. He is nourished, stimulated and protected by association with his fellows. Law, therefore, calls for passionate acceptance by free men as the very condition of their freedom. Destroy the law and all that remains is the coercion of the powerful.

It was thus that the humanist attempted to solve the problem of social morality for free and courageous men. The social framework was not something to be merely imposed, as upon slaves, but something to be accepted and cherished loyally. The humanist had this faith, that as man grows in wisdom and in love of beauty—always the two, never merely one of them alone—he will come to un-

derstand the conditions of stability in a community and to delight in the harmony, the balance and the order in a well governed state as in any other fine work of art. It was thus that the humanist attempted to harmonize the intellect and the emotions; the intellect discovered and evaluated, and the aesthetic sensibility was delighted by and loved that which was fine, noble and strong.

There were thus two fundamental principles upon which humanism rested: the one was the value and the beauty of harmonious and effective integration and the other was the dignity of the free man.

Such a spirit is an excellent corrective for crude utilitarianism. "Why should I behave morally?" asks the schoolboy. "What's in it for me?" The humanist reply is, that to injure the community in which one must live, to fail to serve the harmonious functioning of the whole of which one is a part is the act of a fool. It is both stupid and unworthy. One's self esteem, one's dignity are injured by such actions. To injure the health of the whole of which one is a part is to injure oneself; to deform to whole is to produce discord and ugliness where grace and harmony should prevail. Human integrity is to be valued for itself. Strength, inner harmony and grace, are to be admired for their own sake and to be pursued by all who respect themselves.

So much, then, for the permanent values of humanism which civilization can ill afford to lose.

Dewey has pointed out the weakness of the cultural tradition. The Greek city states were based on slavery. The virtues of wisdom, courage and justice were the concern of the men of leisure alone. The mechanical arts and the manual activities were the concern of the slaves. Thus a dualism developed between the low and

earthy "world of sense" and the noble "world of reality" made manifest only to contemplative reason. The "liberal" activities were kept entirely apart from the "practical or menial" concerns.

Then, at the time of the Renaissance, the new Humanists looking for their inspiration to Greece, had of necessity to spend much time and energy upon linguistic studies. They became bookish and over concerned with verbal excellences, scholars rather than practical men. But science made its immense strides out of the concern of practical men for mastery over nature and the dualism was accentuated. The humanists, forgetting Aristotle, withdrew still further from the "nasty stinking laboratory" with its need for mechanical and manipulative skills, withdrew more deeply into the ivory tower, to sally forth occasionally in an attack upon the new knowledge and to organize the forces of reaction.

Supported by a private income, the humanist tended to live in the past cultivating his taste and a linguistic beauty which had no roots in the concerns of the community. The industrialist, meanwhile, went busily to work using human beings as economic means and ignoring all ends other than those made manifest by the balance sheet. The desolate ugliness of Victorian industrialism was the result.

What is needed is a rejuvenated humanism which will once more establish "quality" or "beauty" as the central human value and will struggle with the problems of human wellbeing aided by the magnificent tools made available by science and industry. We need a practical and scientific humanism.

* * *

In a future paper I hope to return to our subject, to deal more fully with the significance and practical importance of self-realization and discipline.

THE sum total of avoidable inconvenience, delay and disappointment would be lessened if at least a hundred more of the members of the Federation who change their address during the summer vacation, at other times during the school year would promptly report the fact to Miss Clayton, who has charge of necessary revision of *The B. C. Teacher* mailing list. In an extraordinary number of cases the postal authorities have to return numbers of the magazines endorsed "Address Unknown".

The Vancouver Public Library and Schools Department

By ISABEL McTAVISH

IN the spring of 1939 an agreement was made between the School Board and the Library Board in Vancouver whereby a central collection of books to supplement elementary school libraries was established in a Schools Department of the Vancouver Public Library. Under the present arrangement school library books are purchased, accessioned, catalogued and rebound in the existing departments of the library. By co-operative buying more books are purchased with the same amount of money; by central preparation for circulation, the school librarian is spared a technical process for which she is not always prepared, and which she certainly does not have the time to do under existing circumstances. This experiment has been in operation for a year and a half and has proved so effective that plans are under consideration for its extension to the junior and senior high schools.

The situation prior to this agreement was, in the words of one school librarian an achievement in rugged individualism. There are forty-nine elementary schools in the city, and although a few schools have had libraries for over ten years, others were only in the initial stages of development. Each library had been built up according to the individual school policy, the attitude of the principal, and the availability of a teacher within the school with a genuine interest in children's reading. The library was in many cases the result of the librarian's labours after school hours. As these teacher librarians grew in numbers and spent their summers at various library schools many new ideas were brought back to Vancouver, and naturally each introduced into the school the practices and techniques acquired in his experience.

Quite early a School Librarian's Association was formed, and the activities of this organization have been bent upon attaining better school libraries. The schools were therefore library conscious and ready for further developments, but handicapped for sufficient funds to establish the machinery for school library purposes. Such machinery was already in existence in the Public Library, so that by this joint operation uniform library

service could be given to the schools at the minimum of expenditure.

Uniform library service has been achieved and not at the expense of the individual initiative of the library teacher. Active participation is retained through the formation of a committee which meets once a month for the direction of practice and the selection of books. The Committee consists of the Inspector of Elementary Schools, as chairman, four elementary school librarians, the supervisors of the Primary and Special classes, a librarian from a high school. The library is represented by the heads of the Boys' and Girls', and the Schools Departments. In order that all school librarians may benefit by the experience of working on the committee, and vice versa, that the committee may benefit by the experience of all school librarians, they are to be changed every year. Every teacher librarian is invited to send to the committee for discussion at the monthly meetings suggestions for book selection or any other recommendation.

For the first year all the money was concentrated in the pool of books to be circulated from the Schools Department to the school libraries. These books are not to replace individual libraries but to supplement them. Each school library continues to provide for a permanent collection of those books which are required at all times: reference books, such as dictionaries, encyclopaedias, yearbooks as well as books required to supplement the curriculum. Gifts to the school also remain a part of the permanent collection. The school draws from the pool, books of curricular value which it has not been able to purchase; and chiefly draws upon the pool for recreational reading,—books of fiction, fairy tales, plays, biographies, handicrafts, poetry, and humor. In this way every school benefits from the varied resources of this large collection. At present there are 4200 books with a variety of over a thousand titles.

Here are books for every possible type of child—books which individual schools could ill afford to buy, and yet purchased in this way to be passed from school to school they lose their extravagance. Fine illustrated editions of the classics will

sometimes encourage an indifferent child to read them. Some books, take *Andy and the Lion*, for instance, are chiefly illustrations with very slight text. The pupils in a school quickly finish this and then they can pass it on to another. Again take *Dobry*. Here is a book whose quiet charm and poetic beauty places it above the pleasure of the more active children anxious for an exciting plot; and yet there are a few children in every school to whom this book will be a delight. To buy a book for every school would be an extravagance for the book would lie idle for months, whereas a copy in the pool will circulate from school to school and be in constant use.

Each school is assigned a quota based upon the enrollment of the school and growing with the growth of the pool. A small collection of five hundred books remains in the Schools Department for making changes from time to time. This is not a stagnant pool because new books are added to it every month. The books are collected in December and June, and the school librarian makes a selection in September and January.

During the first year the contents of the individual school libraries were unknown and therefore the committee concentrated upon the current best books for children. Since then every school has prepared a list of its library books. With this now as a guide the pool is able to provide books that are basically important, but which some schools have not yet acquired. The committee paid particular attention to grade and subject requirements in order that the collection would be as servicable as possible.

As the first year of experiment progressed it became more and more apparent that further steps in concerted action might be taken which would improve the whole situation. In the first place, it is desirable that the supplementary books from the pool be interfiled with the school's own collection. This did not work out satisfactorily owing to the variety in the forms of classification in the city. It was therefore decided to call a Cataloguing Committee which would represent both public and school libraries (elementary, junior and senior high, and technical schools), so that a uniform system might be agreed upon. The report of this committee was completed in June and every school librarian in the city has received a copy of instructions so that all may strive to this uniform end. The pool books are also

being changed to conform to these instructions.

It also became evident that although a few schools had obtained well rounded collections, many were quite desperately behind, and furthermore many of the teacher librarians were labouring under a scarcity of information regarding what was essential for the school library. The Book Selection Committee hastened to prepare a *Suggested Basic List* for school libraries. This list consisted of those titles which by experience had been found to be useful as well as those titles which every child should have the pleasure of reading. In these lists information concerning grades, subject, publisher and price were given.

The preparation of this list followed the decision, in the second year of the plan, that a portion of the money would be divided among the 49 schools. This money was to be spent upon books as suggested in the Basic List. These books are all catalogued and accessioned at the Public Library as part of one large collection, of which each school library and the pool is a branch. It will take time to reach this ultimate goal, but in the meantime, progress is being made toward it.

Perfection has not been reached; little difficulties have yet to be ironed out, but there are now the committees through which to bring up troubles and inconveniences as they arise.

Co-operative operation of school libraries is not original to Vancouver, in fact some such systems have been in existence for many years in the United States. Only recently has it been tried in Canada, and Vancouver has been among the first to experiment in this direction.

To sum up, there are at least three benefits from such collaboration. In the first place, the best books are being provided for the school children of Vancouver at the least possible cost, and as a result of this a discriminating taste for reading is being fostered. Secondly, the active participation of all the school librarians is maintained through the committees. In the third place, and perhaps the most significant in the long run, is the effect of close association of school and public library in the child's mind. Is it not probable that a child who has acquired the habit of using the school library will turn naturally to the community library in adulthood and continue to stretch his mind by reading?

Practical Arts and Science Pool

By WILLIAM K. NEVARD, *New Westminster,*
Vice-President, B. C. Shop Teachers

MR. Harry A. Jones, provincial inspector of industrial arts and technical classes of British Columbia, has initiated a plan whereby the department office becomes a clearing house of ideas. Upon investigation it was found that many interesting and worth while ideas and teaching devices were in everyday use that were unknown to many shop teachers. As soon as Mr. Jones formulated a plan to collect material for distribution, many splendid ideas came out of hiding.

For some time the department office of technical education, first under the direction of Mr. John Kyle and more recently Mr. F. T. Fairey, has made available approved plans in blueprint form for use in the shop classes. These plans were of projects suitable for the various problems and units outlined in the programme of studies. Most of these projects were developed in the teacher training classes and by teachers in service. The idea of collecting and distributing plans of various teaching aids and devices is another step forward in maintaining an up-to-date system which is of real service to the teacher in dealing with everyday teaching problems.

In school shops of British Columbia at present are men with many years of teaching experience. Many devices used by them are original, having been developed after years of experimenting, trying and discarding until a satisfactory and practical aid to teaching had been produced. Many of these ideas have never been passed along except as someone happened to come upon something that he could use.

This situation is not peculiar to any one system. No doubt every system has much the same conditions existing. Shop teachers are aware of this fact, as is indicated by the interest shown in visiting other shops. Of course, teachers realize the limited possibilities of visiting. As a result of these limits other methods of exchanging ideas must be employed.

A well organized plan to exchange ideas within a large department seems to have unlimited possibilities. The plan worked out by Mr. Jones is called "The Practical Arts and Science Pool". Copies of projects, teaching aids and tests are prepared for distribution by blueprinting,

mimeographing or by other means of duplication. Models are often left in the inspector's office for others to view. In this way, new ideas and new plans for projects find their way to the various schools through this clearing house. As a general rule it is necessary for the individual teacher to visit the office and select from the files such material as will suit his particular needs but quite often it is mailed, especially to those men in distant points of the province. To them this pool must be a great boon, handicapped as they are through lack of facilities and more or less isolated from the large group of shop teachers in the lower mainland who can at least attend meetings of the shop teachers association. No single teacher should receive particular mention because of the volume of his contributions to the pool unless it be Mr. Harry Jones himself, who with his tremendous energy and capacity for work has not only organized all material submitted but is also the author and producer of much now available to all.

The next step, of course, would be an interdepartmental exchange. If many departments were to maintain a similar organization, a free exchange of material between departments might be established easily. Such an exchange might be the basis upon which to establish correlation between subjects and departments.

Through the establishment of the practical arts and science pool many fine ideas have come to light which certainly would not have otherwise. Teachers who have worked out a solution for a troublesome problem use the pool clearing house to pass it on to others who may be desirous of that information. To do this successfully one must illustrate and describe the ideas clearly. Drawings, sketches, illustrations, and the printed word are all necessary for effective description. Devices and aids which help to make teaching more effective and interesting are always welcome to progressive teachers.

Any plan to make such material available is of real service to the profession. A department which functions in this capacity serves a recognized need and renders a valuable service to the teachers.

Democracy and Education*

By ROBERT M. HUTCHINS, *President, The University of Chicago*

A GREAT change has come over the economic system since I was in the position of the young college graduate of today. A great change has come over the educational system, too. In those far-off days it was still possible to think that merely being in your position would guarantee financial independence and social success. The college graduate, we felt, was pretty sure to get rich, and he was certain to be more welcome at parties—house, garden, stag, and political—than one who had not enjoyed his educational advantages. These superstitions were shared by our parents and by the bulk of the population. The fact that there was not the slightest evidence for them did not prevent them from being the determining factor in the maintenance of college enrolments. To paraphrase a contemporary sage, "The firmness of the American's faith in the blessings of education is equalled only by the vagueness of his ideas as to the kind of education to which these blessings are annexed and the method by which such education can produce such blessings."

We know now that graduation from college does not carry with it the promise that the graduate will even be able to earn a living, to say nothing of acquiring great wealth. And as Gilbert and Sullivan pointed out long ago, when everybody has a college degree nobody can claim any social superiority because of his. The long depression and the fertility of Alma Mater have undermined the superstitions of my youth. You cannot imagine that either profit or prestige was handed to you with your diploma.

Perhaps this is just as well. Professor Tawney has said, "If a man has important work and enough leisure and income to enable him to do it properly, he is in possession of as much happiness as is good for any of the children of Adam." The trouble is that the University cannot even assure you important work. You may be doomed to the performance of routine tasks which, however important they may be in keeping the wheels of civilization turning, do not always seem important to those whose daily burden they are. The mechaniza-

* A radio address delivered under the auspices of the American Committee for Democracy and Intellectual Freedom, an organization including several thousand teachers.

tion of life may have enlarged leisure; it has certainly helped make the hours of work dull, monotonous, and, to the worker, insignificant.

We must recognize, then, that you may never make a nickel that you would not have made if you had never come here, that your education will not hoist you by so much as a single rung up the social ladder, and that with the finest degree in America you may have to support yourselves by pushing buttons eight hours a day. This may be disturbing to those brought up in the superstitions on which I was nourished. But these superstitions have too long obscured the true purposes of education and its true rewards. They are dangerous to educational institutions and misleading to their students. How long can colleges and universities expect donors and taxpayers to give you their money so that other people may try to learn how to make money? How long can they expect them to part with vast sums so that the youth of America may learn to wear the right clothes, know the right people and have a good time? And since no college or university can possibly guarantee either financial independence or social success, it perpetuates a fraud on its students if it permits them to cherish the superstitions of which I have spoken. The disappearance of these superstitions clears the way for the search for the reasons for higher education and the results that may be expected of it.

One of the most obvious answers is that higher education should help the graduate make intelligent use of the leisure which thoughtless engineers and a blind economic system have given him. Mme. de Sevigne tells the story of a little dog that belongs to Madame, the sister-in-law of Louis XIV. This little dog had one remarkable characteristic. Whenever it saw a book it would run and hide under the bed. Our population bears a distressing resemblance to this interesting animal. We spend our new and perhaps unwelcome leisure in sleep, at the movies, in playing bridge, in drinking, and in driving up and down the crowded highways, catching glimpses of the countryside between the billboards. I have tried some of these occupations and can assure you that sooner or later they begin to pall. Higher education can

confer the capacity to read, to distinguish what is worth reading from what is not, to enjoy reading what is, and the habit of doing it. It can confer, too, the ability to think, to distinguish what is worth thinking about from what is not, and the habit of thinking about important things in a disciplined way.

For millions of our people the day's work has become just a means of sustaining life. The life that is sustained is lived apart from the activity by which it is sustained. That life is no life at all unless it is enriched by other activities which the day's work cannot supply. The Greek notion of the incompatibility between any gainful occupation and any intellectual one has no application to-day. That notion rested largely on the fact that leisure was the privilege of the few. Now that it is the dubious possession of all of us, the life the Greeks had planned for the few must be led by us all. That life was an intellectual life. The intellectual life is the aim of the higher learning.

If we continue our search for the reasons for higher education, we run at once into the urgent political issues that now agitate the world. Democracy can survive economic collapse, external pressure, and the pretty pictures painted by the dictators, only if the citizens understand the nature and purpose of the state. It will not suffice to have them feel very democratic, or get emotional about it all, or react habitually to such habitual stimuli as the flag, the national anthem, or the Fourth of July. Nor can we hope to force the citizen to be democratic. Under our form of government we are ruler and ruled. Neither sentimentality, nor custom, nor coercion will do. The citizen must know. Knowledge is the aim of the higher learning.

We all say we are for liberty. We have a statue of her in a conspicuous location, and the preamble of our constitution invokes her blessings upon ourselves and our posterity. Do we know what liberty is? Many respectable men since the beginning of history have differed about it. Plato, for example, thought that when democrats talked about liberty they meant doing as they pleased. Spinoza limited it to polite expressions on matters of little practical concern. Locke talked about it negatively: liberty meant freedom from the government. The same views and many variants of them have been repeated through the ages and are the subject of countless editorials, sermons, and political harangues to-day. Suppose someone were to say that all

these views are wrong, that liberty is a positive attribute necessary to permit men to do something, namely, to live in such a way as to attain their own ends and the ends of the state. How many of our fellow-citizens would know whether he was right? The answer is almost none, and the reason is that we are as vague about the ends of mankind and of the state as we are about liberty.

Let us look at the state first. Is its aim the glorification and enrichment of the rules, as Machiavelli seemed to think? Is it self-preservation, as Hobbes and Spinoza thought? Is it the protection of property, as Locke thought? Or is the state an end in itself, as the Fascists say? We can see that all kinds of horrors can be committed in the name of Machiavelli, Hobbes, Spinoza, and the Fascists and the grossest injustice perpetuated in the name of Locke. But is our attitude anything more than an habitual emotional response? Do we know why these things are horrible or unjust? Can we offer any rational defence of our own aims? Do we know what our own aims are? Suppose someone were to give what I think is the right answer. Suppose he were to say that the aim of the state is the common good, which is peace, order, unity, and justice, and that the common good is a means to the happiness of the people. Our fellow-citizens do not know enough to know whether this is the right answer. One reason why they do not is that they have little notion what is meant by the happiness of the people.

Does the happiness of the people consist in a prolonged drunk or pipe dream? If so, the major function of government is to purvey an adequate supply of opium and alcohol. Does happiness consist in money or power? We may readily concede that there is little happiness in starvation or slavery. Particularly may we agree with those who hold that a primary duty of society is to ensure a just distribution of material goods. We may be stirred too, by the Homeric ideal of honor, which has, at least, inspirational qualities denied to Circe, the Lotus-eaters, or Karl Marx. Who can remain unmoved by the words of the *Iliad* and its call to glory and renown?

"Why, Glaucus, are we honored, on the shores

Of Lycia. . . . ? Why look men up to us

As to the gods? . . . Then it well
Becomes us, foremost in the Lycian ranks

To stand against the foe, where'er the
fight
Is hottest; so our well-armed Lycian
men

Shall say, and truly: 'Not ingloriously
Our kings bear rule in Lycia . . .
For they excel in valor, and they fight
Among the foremost.' O my friend,

if we,
Leaving this war, could flee from age
and death,

I should not here fighting in the van,
Now would I send thee to the glorious
war.

But now, since many are the modes of
death

Impending o'er us, which no man can
hope

To shun, let us press on and give
renown

To other men, or win it for ourselves!"

If though moved by Homer we are
still not content, we may say in desperation
that happiness is the possession in
aggregate of all good things. But if we
do, do we know what we mean? All the
things we want seem to us good. Other-
wise we would not want them. But we
know we can have too much of a good
thing—too much to drink, too much to
eat, too many houses, too much furniture,
and even, perhaps, too much money. We
cannot mean that we can be happy only
if we have everything. We must have
in mind an order and a proportion of
goods. It is the order and proportion of
goods that gives direction to human life.
To direct our own lives we must know
what is good and we must seek the goods
in their order.

Suppose we say, then, that there is an
order and proportion of goods. First, we
want our private, individual good, our
economic well-being. We want food,
clothing, shelter, and a chance for our
children. Second, we want that common
good, that peace, unity, and justice to
which I have already referred. But
most of all we want what may be called
our human good. We want, that is, to
achieve the limit of our specifically
human powers. Our specifically human
powers are moral, intellectual, and
spiritual. Our highest good, to which
all others are only means, is the maxi-
mum development of these powers.

If we take this view of the goods
and their order we may find that all the
problems we have been discussing fall
into place. We should welcome the new
leisure because it gives us a chance to
order our lives in accordance with the
order of goods. Though our incomes
may be restricted, we have time to devote

to the common good and to our own
moral, intellectual, and spiritual growth.
We want liberty to seek the goods in
their order. Above all, we want liberty to
seek the highest goods. The state exists
to help us attain the goods in their order.
The state may require us to subordinate
our private interests to the interest of the
community. It cannot require us to
sacrifice our human good to the interest
of the state. On the contrary, the
supreme function of the state is to pro-
mote in every possible way the moral,
intellectual, and spiritual development of
the people, for it is in this that their
highest good consists.

If we take this view of the goods and
their order we may discover, too, the
reasons for education. Education exists
not merely so that the rising generation
may face, discuss, and if possible, decide
these questions basic to political society
and human life. It exists also to provide
the highest good themselves. It exists to
foster moral, intellectual and spiritual
growth. Its results should be a sound
character, a disciplined mind, and an
elevated spirit.

It is in these terms that higher educa-
tion must be judged. Our people may
properly complain at the triviality, futil-
ity, and confusion of most programmes
now masquerading as higher education.
The colleges and universities must con-
fess that their offerings are such as to
drive their students to seek mental stim-
ulation in gladiatorial contests, college
life, and the consumption of live fish.
But unfortunately public complaints on
these scores are neither loud nor num-
erous. We hear instead that the univer-
sities are not up-to-date, that they are
not practical enough, and that they must
have too many students because their
graduates can no longer be sure of good
jobs. But the test to true education is
not whether the graduates are million-
aires or ditch-diggers. Even if they were
all ditch-diggers, they would still be the
educated citizens that democracy demands
if they had a sound character, a dis-
ciplined mind, and an elevated spirit.
These things true education can give. On
these things democracy depends.

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Marking Oral Reading

By F. H. GALPIN, *Principal, Governor Simcoe School, London, Ont.*

I UNDERSTAND that in British Columbia the Entrance Examination and examinations in general command less attention than they formerly did or than they still do in other parts of the Dominion. However, on the suggestion of a colleague, I am reporting a little experiment in the marking of oral reading that, varied to meet local conditions, may, she thinks, be useful to some reader of *The B. C. Teacher*.

A few years ago our chief Inspector Administrator called together his Entrance presiding officers and gave us instructions for grading the reading of the Entrance candidates. It appeared that during the past years there had been too wide a variation in marks from the different centres. The median of some examiners equalled the lowest score given by certain officers, while others had medians ten marks lower. By presenting a scale for grading, the Entrance Board procured that year and for the subsequent years a much more uniform and higher grading than had hitherto prevailed.

It occurred to me at the meeting that I was guilty of over-severity in the matter of marking the students who read for me, although I had tried to remember that these were "the weakest horses competing in the hardest race." So last fall, after putting a little extra effort on oral reading, stressing enunciation, tone colouring, audibility, lucidity and smoothness of diction, I selected five pupils, one outstanding in each of the five essentials, to judge the reading of the pupils of the junior class. After these had gained experience by criticizing the juniors, they tackled the pupils of their own group, well aware that five others would criticize them when it came their turn to read.

Each pupil was assigned about ten lines of prose and a selection of eight or ten lines of poetry, for the reading examination. Each critic was permitted to give ten points to the reader, deducting one point for each error. After the pupil had read, the critics announced their individual scoring and stated the reasons for the deductions, if any. Occasionally the reader was credited with the full score of ten. One pupil in the senior class was given fifty marks; this score was accepted and entered in the record book.

I had given a perfect score for reading

about two years ago to a pupil who had taken elocution and who knew how to read, and not merely to elocute. The critics had assigned the perfect score and it was accepted to show faith in their judgments and make them conscious of the value of their work. After all, a pupil can attain 100 per cent on an arithmetic or spelling test, so why is it not possible for a Grade 8 pupil, or for that matter a pupil in any grade, to be up to the standard of reading for that class?

It was a pleasant surprise to discover the keenness with which the judges took on the assignment and in only one case was it found necessary to change a critic—one who proved too susceptible to outside influence. They pounced on every "d" or "ing" omitted or slurred and, if a word ending was not audible across the room, off came a point. Woe betide the child who stumbled and repeated. Off came two credits. Better to go on after making one error and losing one credit than to take a chance in repeating the word with the hope of getting it correct the second time and possibly losing two points. If a word suggesting distance or contrast was not pronounced in a colourful manner, the critic soon let the reader know about it. On the other hand, if no marks were deducted, the good points in the reading had to be explained.

Here are some of the criticisms I heard: "He did not pronounce the 'ed' in learned." "He failed to bring out the rhythm in the second line." "She made the word 'splashy' sound very real." "He held his book too closely to his face and a lot of his words were muffled."

The pupil who received the last criticism was "failed" by the judges.

The pupils were selected alphabetically to read. As the examination progressed, the increased effort each pupil made was easily noticeable.

The method of evaluating the pupils' skill in oral reading which I have outlined above may be a means of dodging some responsibility and placing the burden of criticism on the shoulders of the pupils. However, there was not one objection from the class. When the critics themselves read, they gave the second group of judges little to pounce upon and little cause to gloat.

I propose to use the same method of grading throughout this year.

Report Cards for Grades IV-VI

By SHIRLEY MAYSE, Vancouver

WITH the teacher quoted by Mr. F. C. Hardwick in his timely article in the November *B. C. Teacher*, I believe that "the obvious aim of the new report cards is undoubtedly laudable". At the same time I cannot help feeling convinced that the present elementary school report card is unfair to all three parties whom it is supposed to enlighten—to the parent, to the child, and to the teacher.

First, the new report card does not give parents the information they are entitled to receive about their children. A parent whose dull but hard-working child has consistently brought home a tick-marked report card throughout his elementary school career is going to have a cruel awakening later on when the child is confronted with situations where the will can no longer be taken for the deed. The parent of such a child has every right to resent the injustice that has kept him in the dark as to his child's actual school performance and which has seriously hampered him in deciding what type of advanced educational opportunities he should try to obtain for his child.

It is all very well to warn parents that report card ratings are made only in relation to their children's ability. But, more often than not, parents are in no position to evaluate accurately this ability. One reason is that, unlike the classroom teacher, the parent has little opportunity of seeing how his child measures up to other children of his own age. Johnny may seem bright and teachable to a fond mother at home. To his teacher at school he may be of only average or even below average ability. Another reason is that the duller the parent himself is the more unlikely he is to realize that his offspring is a chip off the old block and to make allowances for him accordingly. Yet a third reason is that parents should not be expected to gauge ability—a task, in my opinion, impossible even for teachers (experienced or not-so-experienced) armed with the latest jargon and pseudo-scientific measuring devices from the Columbia and Chicago Schools of Education.

In the second place, the elementary school report cards is unfair to the child. The present pupil ratings give the child no clear-cut and understandable standard

of achievement. He has no incentive to try to better his own record of a previous month, nor has he a definite warning that he has lost ground. A child who receives forty marks out of a hundred this month and seventy out of a hundred two months later can justifiably feel that he has accomplished something. Also, the child who receives only 30 per cent this month knows just what improvement will be needed if he is to make a passing grade on his next report card. The child who under the present system of marking receives "N" knows only that he must "work harder"—something far too vague for a small child to tackle with much enthusiasm. Even adults, when they have their "Hundred Deathless Days" and "War Services" drives, like to have their progress shown as graphically as possible by means of giant thermometers, brilliantly coloured posters and detailed statistics. Why expect children to be any less attracted by concrete evidences of achievement?

The chief objection to letting the horrid truth be known that Johnny is the worst in the class in a certain subject seems to be that he may be emotionally warped for life. This is rather open to argument. But, even if it were strictly true, the same warping is just as possible under the present system. Ten minutes after the report cards are given out the room echoes with whispered messages: "I got ten 'N's' and twelve tick marks, what did you get?" By next morning most of the pupils can tell you just how they stand in comparison with their fellows as far as their totals of "N's" and tick marks go.

Another objection to putting the actual truth about the child's performance on his report card is that dull children who bring home poor cards will be unfairly treated by their uncomprehending parents. But, surely no sensible parent would punish a child for poor marks on his report card if, on the same card, there were a space for the teacher to state that the child (a) behaved well in school, (b) tried to work. If the parent were not sensible it is unlikely that the present ingenious system of "N's", tick marks and plus's would stay the paternal hand.

Finally, the present report card is unfair to the teacher. And the more conscientious the teacher is the more

unfair the report card is to him. Putting it very bluntly, the teacher is asked to make, upon forty, eighty, or four hundred individual pupils—depending upon his type of school—pronouncements which might make the Recording Angel himself pause for thought on the Day of Judgment. I should like to close this article by quoting and commenting upon just a few of the items upon which the elementary school teacher is expected to reach a decision.

1. *Chooses good reading material.*

Should the librarian (if the school has one) stock her shelves with a number of harmful or valueless volumes as a trap for those whose taste is insufficiently developed? Or should she interpret "good" as meaning "not too difficult for the grade"—and cast to the winds the maxim that "a man's aim should exceed his grasp"?

2. *Thoughtfully observes the world of nature.*

Would a return to the old system of "boarding around" at the homes of his pupils help the conscientious science teacher in fulfilling this part of his duties? How otherwise can the teacher of even thirty pupils—let alone of the four-hundred-odd pupils, seen twice weekly in the platoon school—give a meaningful answer to this query.

3. *Enjoys good music.*

Should the teacher ask the child and give him a tick mark if he says, "Yes, I love it". Or should she watch him and see if he looks ecstatic or entranced while a classical record is being played? Would a careful study of the facial expressions of adult symphony-concertgoers assist the teacher in her task?

4. *Under the Social Studies heading—is developing desirable attitudes.*

Even at Columbia and Chicago they're none too optimistic about the efficacy of attitude-measuring gadgets. Besides, how is the Social Studies teacher to know that the above-mentioned attitudes bourgeoned under his tutelage and not under the beneficent influence of the Science teacher across the hall?

5. *Is beginning to see the use of Arithmetic in daily living.*

As long as we can or must buy or sell pounds of beefsteak or gallons of gasoline does it matter particularly whether or not we become too introspective about the processes involved?

6. *Re the five imposing sub-divisions under the main heading work habits.*

Why not stop trying to split hairs and reduce this pretentious verbiage to a couple of simple and understandable statements such as (a) works well, (b) works tidily?

VISUAL ideas rather than illustrated ideas best describe the distinctive background setting, designed by Howard Bay for the Federal Theatre during its four years of life. His almost surrealistic backdrops are certainly far removed from those of the old-type "drammer" which waved sympathetically (store walls though they were supposed to be) with every little breeze created by the hero's vaporings or gestures. Yet an evening spent in front of a typical piece of stage scenery shown in *Magazine of Art* (Barr Bldg., Wash., D. C.; \$5.50) for November could be just as nerve-racking as formerly if one paused to analyze its "social significance". "Television Artist and Public" deals with the statement that "Television is doing for art what radio has done for music". We in the west may not realize it but N.B.C.'s station W2XBS presents daily telecasts. So far the productions have been generally on the dull side but this failing is being corrected. Television in color will soon be a reality. Although the present range of transmission is fifty miles the creation of a television network has already passed the "contemplation" stage.

Truly, friends, in the near future—we'll be seeing you.

TWO magazines of real interest and value to teachers of music are *Music Educators' Journal* (64 East Jackson Boulevard, Chicago, Ill.; \$1.50) and *Music Teachers Review* (45 Astor Place, New York, N. Y.; \$1.00). Both periodicals are issued six times a year. The former magazine is published in the interests of music education by the Music Educators National Conference, a voluntary non-profit organization representing all phases of music education in schools, colleges, universities and teacher-training institutions. Membership is open to any person actively interested in music education. With regard to the latter publication, a vigorous and straight-forward Editorial policy has placed *Music Teachers' Review* in the leadership class. Progressive music educators are recognizing this fact and are lending their support to this magazine in its fight for higher standards in the music teaching profession. Both magazines have special sections best appreciated only after a thorough examination.

The Question Box

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

THE Question Box is to be very much shorter this month, but the introduction must contain a word of thanks for the grand way that you have assisted in building up this column as a regular feature, and a glimpse at the planned programme for the next few months. This Department regrets that it is impossible to answer all the letters received or to thank personally those who give their time and ideas to assist other teachers. That your ideas are valuable is seen in the many requests for maps, timetables, sketches, and the like, so we show our appreciation in a practical way—by making these schemes and devices available to others. (At present Mr. Brand's timetable is Number One on the Hit Parade, and what a headache that gives us!) Please remember that every time someone adapts one of your ideas to his own situation he is saying "thank you" in a very real way.

Now for the future. Tentative arrangements have been made for Chase to assist with the February issue, and Nanaimo with the March issue. After that assistance is to come from several interior districts. While some group will be responsible for each succeeding column, questions and answers from all parts of the province will continue to find a place in the column. All material should be in the hands of the editor by the 27th of the month preceding the issue. If you send in your questions soon they will be discussed and a solution suggested by one of the locals. Has your association offered to help yet? Can YOU do something about it?

INFORMAL CALISTHENICS

In a ten-minute lesson with the lower grades, the teacher can take the children on an imaginary trip, to the forest for example, to get the winter's supply of wood. The pupils can supply most of the information as to what is to be done. First, a brisk walk around the room as an introductory warming-up exercise can be a brisk walk through the forest. Any little pretence of carrying an axe or saw helps to make the trip more realistic. Then some children can demonstrate how to cut down a tree, while others cut it into lengths and still others split it, load it onto trucks, or pile it up. Several other trips of this kind can be worked

out with a little ingenuity. For example, a sailing voyage: Pulling up the anchor, climbing the rigging, scrubbing the decks, and loading and unloading cargo. These exercises will make a very enjoyable and helpful break in the school day and will provide many of the activities suggested in the Course of Studies.—R. V. Anderson, Pouce Coupe Central.

Here are some more of the ideas presented by Miss Griffin to the N. W. F. V. Local.

BOOK ENDS

One of the easiest ways of making book ends is to take a couple of bricks and cover them with felt. The felt can be decorated or left plain. Another type of book end is made from two pieces of board (such as the end of an apple box), some tin, felt, and brass tacks. The tin, which slides under the books, is nailed to the boards so that they will stand erect. The outer sides of the pieces of board are then ornamented with designs cut from tin, and then the whole thing is stained or painted. When the stain is dry a piece of felt can be glued to the tin so that it will not scratch the table top. A third type of book end can be made from putty and pebbles. Make a right angled form, fill it with putty, and then press the pebbles into the putty. If the pupils are good at modelling, very attractive clay book ends can be made. These are baked and then decorated.

Do You Know—

That old blinds can be used very well for book binding?

That tongue depressors can be carved into attractive totem poles?

That macaroni, painted wooden spoons, coloured buttons, and rolled paper beads make splendid Indian jewelry?

That corrugated paper can be used to make the walls of log cabins, and stairs for tiny houses? It can also be used to cover book ends and bottles.

That someone else could use the idea which has helped you?

QUESTION: For several years now one or more of our staff has been enticed to the city schools at Christmas, and this has seriously interfered with our work for the remainder of the year. Can you suggest any solution?—P. D.

ANSWER: There are several possible solutions to your problem. First, the teacher is under contract and you do not need to let him go. Second, if you can persuade your district to inaugurate a salary schedule containing a yearly increment your problem will appear less frequently. This has been done in one or two districts and has proven very satisfactory. Lastly, if the Provincial Salary Committee and Rural Teachers' Associa-

tion succeed in getting a Provincial Salary Schedule you may not have the same trouble in keeping a teacher for all of nine months.

NOTE—P. D.: Your second question, regarding records necessary for Physical Education work in a small high school, will have to wait for a reply. Perhaps Chas. District will provide an answer in the February issue.

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.

CORRECTION

IN our review of *English Economic History* by C. R. Fay (Ryerson Press) on page 190, December issue, the price was erroneously quoted as \$1.25. The sum named should have been \$1.75.

SOMETHING TO SMILE OVER

IN a world of phobias and paranoias and homicidal mania, folk that would keep sane must take heed lest their risorial muscles become paralyzed by disuse. Thank God for those who make us smile not at but with them! Wise and witty nonsense is to wisdom as the froth is to good beer—something not to be merely brushed aside but something to reflect sunshine and to be valued for itself as well as evidence of the value of the beverage. Of course, even if we look for them habitually, we shall not often find nonsense books worthy to be named on the same page with the immortal Alice or in the same paragraph as Winnie the Pooh, but in his *Reluctant Dragon* (Holiday House Inc.; Agent, S. J. R. Saunders, 84 Wellington St., Toronto; \$1.25). Kenneth Grahame has risen to comparable heights, aided and abetted by the delicious comic artistry of Ernest H. Shepard. If you have not yet made the acquaintance of this particular nervous, peaceful, society-loving, poetry-writing dragon and his small boy chum, and St. George as friend of both of them, be good to yourself and rectify the omission at once. The test of a really good book for children is that it appeals equally to the child-hearted of all ages, from four to eighty-four. *The Reluctant Dragon* stands up successfully to that test.

—N.F.B.

NATURE STUDY

PETER'S *Adventures in the Out-of-doors*, by Muriel Miller; illustrated by Viola Thomson, Toronto; Ryerson Press; 1940; 95c.

Recommended by the Department of Education for Ontario and New Brunswick, this book is intended for Grades V-VIII. The author has written two books of biography; *Bliss Carmen: A Portrait* and *Homer Watson: the Man of Doom*.

This is one of the most interesting books concerning Nature Study that I have ever read. It is an extremely well written book and one carefully planned and suitably adapted to the wild life of Canada. It is essentially a book written for Canadian boys and girls.

It is divided into three parts, Peter Goes Fishing, Peter and Sally Go Bird Catching, and Peter Turns Forester. The facts of the story are built around Peter's holiday with his father Doctor Simon Thurston, and their friends in their camping trips throughout Ontario. Hunter Joe assists the doctor in explaining to Peter about fish life in the lakes, streams and rivers which they visit. They teach him how a good sportsman fishes and how he would help the government conserve the fish life of the province and country. Professor Norton, known as Biologist Bill, is an ornithologist, and it is through Peter's contact with him and his little daughter, Sally, that Peter learns about birds and their importance in the world. Forester Jack, as his name implies, knows all about forests and their usefulness to mankind, as well as to wild animal life. He is most ably assisted by Bob, a farmer's son, who helps to give the country boy's point of view, while Peter gives that of the city boy. The

delightful way in which this book is written cannot fail to interest anyone who reads it. Each character has his special mission to fulfill in bringing forth the main theme of the book, which concerns the conservation of plant and animal life in the streams and forests and how it affects not only people throughout the Province of Ontario, but each and every one of us in Canada.

A Normal student or a new teacher would find this book a great help in refreshing his or her memory concerning many facts about Nature which he may have forgotten, and learning many new facts which he may find useful in his work. Children in Grades V-VIII will gain a wealth of knowledge while reading this book of facts. I feel sure that Grades III and IV will enjoy having it read to them. They will understand the clear-cut explanations of the men as they explain Nature's ways to the children in this story.—J. I. A.

READINGS in Canadian History. Editor: G. W. Brown. Contributing Editors: E. C. Woodley, V. L. Denton, J. J. Talman, J. M. Dent & Sons (Canada) Limited. pp. xi plus 378. Illustrated. 1940. \$2.25 (or \$1.80 in class lots).

This book is intended primarily for the use of high school students. It is, however, full of interest and entertainment for any adult reader who is lucky enough to get hold of a copy.

Strictly speaking, *Readings in Canadian History* is a supplementary reader. But this does not mean that it is incomplete in itself or that it needs to be read in conjunction with any other book in order to be understood and enjoyed. Dr. Brown and his contributing editors have performed a masterly task in their selection, arrangement and editing of over two hundred and fifty quotations from the source books and documents of Canadian history. The result of their work is a continuous and exciting narrative that renders superfluous their caution that "this book is meant to be read rather than studied like a series of mathematical problems." It is hard to imagine anyone stopping to study until he has read to the very end the whole story—of well over three hundred pages.

"Readings in Canadian History" begins with the discovery of North America and closes with a survey of British North America at the end of the eighteenth century. The quotations, each introduced by a brief but illuminating

explanatory note, are grouped into sixteen chapters. Each chapter is preceded by a full list of the topics with which it deals and of the numbers of the pages on which the relevant quotations may be found. This careful listing of chapter contents reconciles the reader to the absence of an index—an omission amply justified by the editors on the grounds that "a great deal of the most interesting and significant material is too elusive to be caught adequately by a subject index."

The only annoying feature of this excellent book is the fact that the reader must turn to the back of the volume every time he wishes to identify the source of the quotations he has been reading. The editors may purposely have adopted this plan to reinforce the truly remarkable impression of unity left by their work. But might it not add to, rather than detract from, the effectiveness of their work if we could know as soon as we finish reading (or, better still, before we begin to read) that we have before us the very words of Champlain, Radisson, Vancouver, or whoever else happens to be speaking at the moment? —S. M.

ARE YOU INTERESTED IN SPANISH?

A *Bibliography of Textbooks of Spanish Published in the United States (1795-1939)* by Doris King Arjona and Jaime Homero Arjona, Ann Arbor, Michigan; Edwards Brothers, Inc.; pp. 219; 1939; \$3.

If I were a teacher or student of Spanish I might not buy this book, but I should certainly be glad to consult a borrowed copy from time to time.

The first twenty-eight pages list the titles of single works arranged alphabetically according to their authors' names. A specimen entry is:

"Lesage, Alain Rene. *Adventuras de Gil Blas* retold and edited by Carlos Castillo and Colley F. Sparkman; adding 236 new words and forty-two new idioms to the 912 words and 116 idioms used in Books I-III; total 1148 words and 158 idioms used in Books I-IV.; Heath, copyright 1937; iv, 60 pp."

Next follows sixty-seven pages of anthology titles and fifty pages of reader titles. In both cases the contents are listed, with titles and authors of each selection, and information is given as to illustrations, notes, exercises, etc.

Teachers of Spanish will find most

valuable pages one hundred forty-six to one hundred eighty-three, in which are contained separate bibliographies for each of the following classifications: composition, conversation and phrase books, phonetics and pronunciation, commercial and technical Spanish, histories of literature, exercise and work books, tests, bibliographies, dictionaries and word and idiom lists, books on methods and Spanish club manuals, music, periodicals, and maps, games and gadgets.

The last twenty-five pages of the book are given over to a list of the names and addresses of publishers and to an index of authors, editors, artists and composers listed in the body of the text.

Several obvious disadvantages of this book have been pointed out by the authors themselves. In their introduction they state that they have not always been able to ascertain whether the selections in readers and anthologies are in their original form or are merely adaptations. They tell us, also, that "only copyright dates are given; other printings are not mentioned. There has been no attempt to say which books are out of print or which publishers are defunct."

Other criticisms not thus anticipated by the authors are that not even tentative book prices are mentioned; that only books printed in the United States are included; that no attempt has been made to evaluate even briefly the various titles; and finally—and of less importance—the fact that three dollars does seem a great deal to pay for a paper-covered, linotyped book of a little over two hundred pages.

—S. M.

CONQUEST of the Air, by Captain J. P. Jerome. Ryerson Press, 1940; pp. 107. 1.00.

Here is a bold attempt to relate in simple language just "How to Fly a Modern Airplane." The author has tried and very ably succeeded to draw mental pictures of the multifarious situations and techniques involved in flying.

It is written primarily for the "flying" pupil and in the eighteen lessons into which the book is divided the author has outlined the elements and fundamentals of correct flying so that the beginner thus having a "thorough and fundamental knowledge of the science of flying" will be in a position to make greater progress during actual flight instruction. The general reader, nevertheless, will find this book both interesting and instructive. Who is there today that is not air-minded?

A partial list of the lessons will give some idea of the scope of this handbook: How an Airplane Flies, The Parts of an Airplane, The First Flight, Take-Offs—Climbing—Landings, Causes and Cure of Spin, Accidents—Why They Occur—How to Avoid Them, etc.

The book is well illustrated throughout with diagrams and sketches which greatly enhance the text. And it ends with a comprehensive Review which takes the form of a questionnaire.

This book should be in all high school libraries.—E. BROOKS.

FREE PAMPHLET MATERIAL

QUIZ. 54 pp. illus. Association of American Railroads. Gratis to teachers.

"Quiz" is a 54-page, well-illustrated booklet containing more than 400 questions and answers about railroads and railroading. It contains curious and little known facts, such as which are the longest and shortest railroads in the United States, which is the longest tunnel, and the meaning of signs and signals, as well as many colourful historical facts. It contains many illustrations and a comprehensive index.

Although dealing entirely with railroads in the United States much of the factual material will be of interest also to Canadians.

As long as the supply lasts copies will be sent free of charge in response to written requests of teachers addressed to: The Association of American Railroads, Transportation Building, Washington, D.C.

THE Story of Western Pines. 63 pp. illus. Western Pine Association. Gratis.

"The Story of Western Pines" is a well-printed, copiously illustrated booklet describing modern pine lumbering conditions. It is planned particularly for students of the 7th, 8th and 9th grades and describes briefly the cutting of the forests, and their speedy conversion into many useful manufactured products by a great industry employing great numbers of skilled workers in camps, lumber mills and factories. It describes how forests grow, how they can be conserved and how they may be protected from forest fires.

Single copies will be sent free on request. Address requests to Western Pine Association, 510 Yeon Bldg., Portland, Oregon.—E. E. T.

Correspondence

TRIBUTE TO HOWIE MCPHEE
Box 245,
Grand Forks, B. C.,
December 9, 1940.

Dear Mr. Black:

The December issue of this magazine has not yet reached me, but I have no doubt that an item has been prepared for *The B. C. Teacher* regarding the passing of Mr. Howard McLeod McPhee. However, since he was a member of the Grand Forks High School staff at the time of his death, I felt that I should make sure that this matter has been brought to your attention and add a word from the staff.

Mr. McPhee came to Grand Forks with a reputation which would undoubtedly capture the imagination and respect of any student. He lived up to all expectations, and his increasing popularity and personal charm widened his circle of friends. Universal sorrow is felt at the passing of one who showed so much promise. The profession has lost a valuable member and we in Grand Forks find it difficult to reconcile ourselves to our loss.

Yours sincerely,
F. E. PARSONS.

ENDORSEMENT

Penticton, B. C.,
December 3, 1940.

Editor, *The B. C. Teacher*,
Vancouver, B. C.

Dear Sir:

At the regular monthly meeting of the South Okanagan Teachers' Association, held December 2, a resolution was passed unanimously, instructing the secretary to inform you that this local association heartily approves of the policy of *The B. C. Teacher*.

Having just read the letter which appears in the last issue over the name of Mr. C. F. Connor, I am taking it upon myself to say that it expresses very well our appreciation of your efforts.

Yours sincerely,
BRUCE A. BARR,
Sec. pro tem.

APPRECIATION

P.O. Box 171
Kelowna, B. C.
December 29th, 1940.

Editor, *The B. C. Teacher*:

The members of the local branch of the O.V.T.A. have asked me to extend to you our sincere appreciation of your work as editor of *The B. C. Teacher*.

Yours sincerely,
ANNE CURTIS,
Secretary.

SUGGESTION TO TEACHERS OF FRENCH

December 6, 1940.

Dr. Norman F. Black,
Editor, *The B. C. Teacher*,
Vancouver, B. C.

Dear Mr. Black:

The Director of Public Information, Ottawa, Ontario, has published and made available for free distribution a number of pamphlets dealing with our war effort. Some of these are in French. I suggested recently to the Director, Mr. G. H. Lash, that the bulletins in French would make a good reading material for the students of French in the high schools in English-speaking Canada. Mr. Lash welcomed this suggestion and has sent me four pamphlets which at the time of his writing were available in the numbers which follow:

- (1) Envisageons les Faits..... 3,000
- (2) Pourquoi nous mobilisons... 20,000
- (3) Texte complet des discours
sur la mobilization générale 1,000
- (4) Une leçon d'énergie..... 4,000

I suggest that French teachers write to Mr. Lash and ask to be put upon his mailing list and that they let him know the number of copies of each pamphlet which they would like, the number both of the pamphlets now available and which hereafter may be published.

The French pamphlets seem to be suitable for students who are enrolled for French III in British Columbia.

Yours sincerely,
H. B. KING,
Chief Inspector of Schools.

SOMETHING FOR YOUR FILES!

1896 West 13th Avenue,
Vancouver, Nov. 11th, 1940.

Editor, *The B. C. Teacher*:

An advertisement in *The Daily Province*, November 1st, read in part as follows:

TEACHERS WANTED
TEACHER (MALE PREFERRED) Required for general science, physics, chemistry, biology and mathematics in Senior Matric. Salary to commence \$1400.

It may be worth while to keep the above on file along with the following information.

A few days ago I met a very recent grade seven pupil and asked him where he is working. Got the following answer:

"Have been working up the Coast since June with a spruce company. I check the spruce lumber to pick top quality for use in airplane construction. I get sixty (60) cents an hour for a forty-eight hour week. That gives me \$28.80 a week

which is \$1440 for fifty weeks and then I get two weeks holidays without pay."

The boy gets \$1440 per year and teacher \$1400.

As he is only seventeen and the war is likely to last several years it looks as if he is getting a proper wage, whether the teacher is or not. D. P. C.

SOCIAL STUDIES TEXT BOOKS

Box 19, Ladysmith, B. C.,

October 31st, 1940.

Editor, *The B. C. Teacher*:

My work in the ancient history field of Social Studies moves me to send in a criticism.

Again and again I have been impressed with the fact that students appreciate a really good text book. For example, one year when there was no authorized Grade IX text book, I had the students buy *The Story of Nations* by Rogers, Adams, and Brown. I pointed out what a fine book it was, and urged the students to be very careful of it. This same class is now in Grade XII. Wanting a few copies for the library, I was surprised to

find the students unwilling to sell. They actually treasure this book. Finally, I have been able to get two copies. These are in excellent condition—none of the usual defacements. The class used the books as supplementary readers last year, and all copies were in the same excellent condition.

Civilization in Europe, however, although good in the latter half, is very inadequate in the first part. Material is very brief and sketchy. Style is not sufficiently simple and interesting. *World Progress* was far better.

Incidentally, I see no point in the affected Oxford English spelling. Students are confused by it.

My hope is that some day instead of one expensive and unsatisfactory book, we shall have two books, costing about the same in total, each written specially for our courses and students, each dealing adequately with its field, and each so absorbing that students will want to take care of and to treasure their copies.

Yours sincerely,

A. SOCIAL STUDIES TEACHER.

Today and Tomorrow

By DONALD B. ATWATER, *Burnaby, B. C.*

HOW strange, to sit and think of wars
 In lands where Peace had ranged but few short years,
 Where love and friendship live on our shores.
 Yet, war and strife fill life and love with fears.
 How strange, to think of towns and hamlets bright
 Where death may walk the streets by day and night,
 And welcomed silence but foretells the strife
 Of screaming bombs set forth to take some life.
 Death and destruction, worse than man foretold,
 Screams of the dying in crumbling cities old
 Tell of a civilization
 Rocked by one Black Soul;
 Tell of a civilization
 Strayed from the thought of right;
 Turned to the path of destruction
 And the brutal Rightness of Might.
 How strange to sit and dream of Peace
 In lands where wars have raged but few short years,
 Has freedom of love and life in this world ceased?
 Has one Mad Tyrant all the land in tears?
 Nay! The future has far fairer views for man,
 And man is free to stand and live again;
 And democratic thought aroused from slumbers
 Moves on to greater heights and greater numbers.
 We, the common folk, may have our say.
 "Love thy fellow man" now weaves its way
 To make our civilization
 A Heaven on Earth to stay;
 To lead our civilization
 From the miserable school of fright
 To kindly co-operation
 And the Mighty Rule of Right.

News, Personal and Miscellaneous

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

PETER KENNETH REID

THE teaching profession lost a valuable member with the untimely passing of Peter Kenneth Reid on December 2.

Mr. Reid was Physical Education Instructor at Dawson School in Vancouver. He joined the staff in 1938 after teaching for two years at Matsqui.

Born in Victoria, he was educated in that city and took his teacher training at the Provincial Normal School there. While in Victoria Mr. Reid became well known in athletic circles, particularly for bicycle racing, at which he won a host of trophies.

Combining dependability and thoroughness with his athletic ability and understanding of children, Mr. Reid had made a great start in his career as a teacher.

Probably the greatest tribute that could be paid him is reflected by the high esteem in which he was held by his fellow teachers at Dawson School, who will always remember him as a man of unselfishness and courage of the highest order.—C.R.M.

ANNIE E. L. WHELEN

MISS Annie E. L. Whelen, for over thirty years a teacher in British Columbia schools, died on December 24 in Vancouver.

Miss Whelen had recently retired from a professional career which included teaching services at Victoria High School, Trapp Technical High School in New Westminster, and the Vancouver High School of Commerce. For a time she was private secretary to B. C. Nicholas, editor of the *Victoria Times*.

The varied interests of Miss Whelen's life were evidenced in her work for the Canadian Red Cross Society, in which she held a life membership, and in her affiliation with the Canadian Alpine Club.

ANOTHER FRIEND OF EDUCATION PASSES

TO Miss Vida Macaulay of Lord Roberts School, Vancouver and to the other members of her bereaved family *The B.C. Teacher* voices the respectful sympathy of those colleagues who for a considerable time have been in service in the schools of the Lower Mainland and who remember with ap-

preciation the services of the late Mrs. Dora Katherine Macaulay. From 1919 to 1928 Mrs. Macaulay was a member of Vancouver School Board and the fruits of her good citizenship were reaped in many other fields as well.

LIBRARIANS TO MEET

THE Library Section of B.C.T.F. is preparing for a dinner meeting to be held in Spencer's Dining Room on February 7. A good after-dinner speaker is promised. The agenda will provide for discussion of the new report forms, as viewed from the librarians' angle, and of the proposed appointment of a library supervisor. Out-of-town librarians who can make it possible to attend are requested to notify Miss Cruise, King George High School, Vancouver.

LANGUAGE SCHOOLS TO BE SUPERVISED

DURING the recent session of the Provincial Legislature, amendments were made to the Public School Act conferring full power of supervision over private or language schools upon the Department of Education.

The measure is designed to guard against possible subversive teaching in language schools. It provides for inspection of schools and supervision of the curriculum. Schools suspected of subversive activities may be closed down, and may not re-open without the permission of the Superintendent of Education.

SASKATCHEWAN FEDERATION SECRETARY IN IMPORTANT POST

SASKATCHEWAN teachers recently did a little purring when the Canadian War Services Incorporated announced the appointment of Mr. J. H. Sturdy (for five years secretary of the Saskatchewan Teachers' Federation) to a position on the overseas educational service responsible for directing the education of soldiers in the C.A.S.F.

The hope of the organization is that through practical education soldiers will be equipped to readjust themselves to civilian life after the war.

Mr. Sturdy has had a varied career (soldier, student, teacher, farmer, teach-

ers' federation secretary) to prepare him for his recently assumed responsibility. Saskatchewan teachers have a warm spot in their hearts for their secretary for his work in obtaining a minimum salary scale for teachers and in advocating the formation of larger school units.

VANCOUVER VICE-PRINCIPAL JOINS C.A.S.F.

ADDDED during December to the growing list of teachers serving with the active forces was the name of Donald B. MacKenzie, vice-principal of Templeton Junior High School, Vancouver. Commissioned as lieutenant, Mr. MacKenzie has been appointed to the position of Intelligence Officer and assistant to the Adjutant of the New Westminster Regiment, now stationed in the old Hotel Vancouver.

For nearly ten years Lieut. MacKenzie had been a member of the N.P.A.M. but had been placed on the reserve list while completing the requirements for the Master or Arts degree at the University of British Columbia.

NOTES FROM THE DEPARTMENT OF UNIVERSITY EXTENSION

FILM SERVICE

FOLLOWING the course given last year by Dr. Brodshaug in "Motion Pictures in Education," the film service division has grown very rapidly. Many new subjects have been added to the film library and a new catalogue has been prepared. The Department has now been made a depository for the National Film Society, thus further increasing the selection of films available. The following titles may be of particular interest to teachers: in home economics, "Foods and Nutrition"; in science, "Transfer of Power"; in social studies, "Island People," "They Made the Land" (agriculture), "Japan's War in China," "Arts and Crafts of Mexico," and "Glassmakers of England"; in vocational guidance, "Finding Your Life Work."

EVENING CLASSES

Evening Classes in the following subjects will be resumed on January 6th and 7th:

- Contemporary Literature: "From these Roots".
- English Composition.
- Current History: The Origin and Development of the Present War.
- Business Management.
- Amateur Gardening.
- Poultry Husbandry.

General Botany.

Teachers may register for the second term even though they have not attended the first, as classes have been arranged to make the material covered during the second term complete in itself.

Further information and registration forms may be obtained from the Department of University Extension.

RECORDINGS FROM THE CARNEGIE MUSIC SET

The Extension Department is preparing a list of recordings from the Carnegie Music Set which may be loaned to schools and other groups throughout the Province. This list should be available by January 1st. In addition, the Department has purchased the following symphonies:

- Schubert's Symphony No. 8 in B Minor (Unfinished)
- Beethoven's Symphony No. 5 in C Minor
- Tschaikowsky's "Nutteracker Suite"
- Mozart's Symphony No. 40 in G Minor
- Debussy's "Afternoon of a Faun," "Clouds" and "Festivals"
- Wagner's Prelude to "Die Meistersinger"; Prelude to "Parsifal"
- Bach's Brandenburg Concertos Nos. 2 and 3
- Haydn's Symphony No. 99 in E Flat Major
- Tschaikowsky's Symphony No. 4 in F Minor
- Beethoven's Symphony No. 8 in F Major
- Brahms' Symphony No. 2 in D Major
- Cesar Franck's Symphony in D Minor.

These recordings may also be borrowed from the Department, as well as small record players which may be attached to any modern radio set.

This is the first time that recordings from the Carnegie Music Set have been made available to the schools and it is anticipated that many teachers will wish to take advantage of this new service.

U.B.C. NAMES SUMMER STAFF

VISITING professors from various American and Canadian universities will be included in the staff of the 1941 summer session of the University of British Columbia, according to a statement recently issued by the Board of Governors.

Professor Lemuel Robertson will again act as director of the summer session.

Following is a list of appointments announced:

Biology and Botany: Dr. John Allardyce, Dr. Vernon C. Brink, Mr. Carson

McGuire, B.A., Principal, Junior-Senior High School, Chilliwack, B.C.

Chemistry: Dr. Robert H. Clark, Dr. William Ure.

Classics: Professor Lemuel Robertson. Economics, Political Science and Sociology: Professor Henry F. Angus, Dr. Joseph A. Crumb, T. H. Boggs, M.A., Ph.D., LL.D., Professor of Economics, Stanford University.

Education: Dr. M. A. Cameron; A. S. Raubenheimer, M.A., Ph.D., Dean of the College of Letters, Arts and Sciences, University of Southern California; John Macdonald, M.A., D.Litt., Professor of Social Psychology and Social Philosophy, University of Alberta; T. R. Hall, B.A., Vice-Principal, Vancouver Normal School.

English: Dr. Dorothy Blakey; Mr. John H. Creighton; R. S. Knox, M.A., Professor of English, University College, University of Toronto; E. Bagby Atwood, M.A., Ph.D., Instructor in the Department of English, University of Texas.

Geology and Geography: Dr. H. V. Warren; Bruce Rose, B.Sc., Ph.D., F.G.S.A., F.R.S.C., Professor of Geology, Queen's University.

History: Associate Professor A. C. Cooke; F. Lee Benns, A.M., Ph.D., F.R.Hist.S., Professor of History, Indiana University; R. L. Schuyler, A.M., Ph.D., L.H.D., Professor of History, Columbia University.

Mathematics: Dr. F. S. Nowlan; Associate Professor Walter H. Gage; Frederick S. Leonard, S.M., Ph.D., Professor and Chairman, Department of Astronomy, University of California at Los Angeles.

Modern Languages: Dr. Joyce Hallam; Assistant Professor Ronald Hilton; Dr. Charles E. Borden; Edouard Sonet, M.A., D-es-L., Head of the Department of Modern Languages, University of Alberta.

Philosophy and Psychology: Dr. Joseph E. Morsh; J. A. Sharrard, M.A., Professor and Head of the Department of Philosophy, University of Saskatchewan; Edwin R. Guthrie, A.M., Ph.D., Professor of Psychology, University of Washington; Melvin M. Rader, M.A., Ph.D., Assistant Professor of Philosophy, University of Washington.

Physics: Dr. A. M. Crooker, Dr. Harold D. Smith.

SCHOOL BROADCASTS EXTENDED

THE Road to Democracy" and "Art on the Air" will be the featured

programmes to be "aired" by the Canadian Broadcasting Corporation, according to a statement released by Kenneth Caple, director of school broadcasts for British Columbia.

Purpose of the "Road to Democracy" series (broadcast each Wednesday) is to make children realize that "if men and women are to live democratically they must give up aggression, they must respect the personalities of others, they must co-operate, they must obey laws."

Tracing the development of democratic principles through history, directors of the series will present the following dramatizations: "The Wolves Came" (siege of Samaria by Assyrians); "Freedom Remains" (Athens in 455 B.C.); "Sissy" (modern scene); "In the Emperor's Tent" (Marcus Aurelius); "Shell Out" (modern scene); "The Bailiff's Little Pig" (period of the Third Crusade); "Calling Lakeside Junior High" (modern scene); "Gunpowder for the Queen" (Queen Elizabeth comes to bat); "The Great Reform" struggle for First Reform Bill; "It's Up to Us" (understanding the issues of the present crisis).

Designed to promote aesthetic appreciation and creative expression, the series "Art on the Air" will appear on alternate Mondays. Even non-art teachers should be attracted by the programme headings: "Art and Potatoes," "Art and Ghosts," "Art in the Printer's Shop," "Art and the Indians," "Art in the Woods," "Art at the Pulp Mill," "Art at the Indian School."

"Your Visitor Today" (Mondays) and "Our Living World" (Fridays) are two other programmes to be released through the C.B.C.

Following is the complete list of school broadcasts for the spring term:

Mondays—*Art on the Air (alternate weeks), 9:30 a.m. (Grades 3-8.) *Your Visitor Today (alternate weeks), 9:30 a.m. (All Grades.)

Tuesdays — Junior Music: "Mother Goose," 9:30 a.m. (Grades 1-2.) "Alice in Melodyland," 9:45 a.m. (Grades 3-4, also 1-2.)

Wednesdays — *The Road to Democracy, 9:30 a.m. (Grades 5-12.) Newscast to Schools, 9:50 a.m. (Grades 6-12.)

Thursdays—Senior Music: Part One, 9:30 a.m. (Grades 5-6, also 7-8-9.) Part Two, 9:45 a.m. (Grades 7-8-9, also 5-6.)

Fridays—*Our Living World: Science Interviews (alternate weeks) 9:30 a.m. (Grades 5-9.) Language Arts, 9:30 a.m. (Grades 5-9.)

ENLISTMENTS FROM THE INTERIOR

FROM the interior comes news of the enlistment in the C.A.S.F. of Lieutenant Al. Loubister (Kimberley); Lieutenant George Walleck (Nelson); and Pte. Leon Rushcall (Ferne).

The B. C. Teacher would be pleased to obtain further particulars concerning the location of these teachers and others who joined the various branches of the fighting services.

EDUCATIONAL DEVELOPMENTS IN QUEBEC

(From C.T.F. Bulletin No. 2)

PREMIER GODBOUT of Quebec has started something. Here in the west one has to be very alert to learn much about it in the press, but we are delighted to know that the Premier has declared a policy of educational reform. It may be significant, too, that the *Montreal Star* and the *Montreal Standard* last month carried a feature article by our friend Leslio Gardon, entitled "Teachers Who Earn Less Than Labourers." The sonorous compliments of guest speakers at the Quebec Protestant Teachers' Convention are made the text for a recital of the conditions revealed in the C.T.F. Salary Report.

NUMBER OF PUPILS AGED 14 AND OVER IN PROVINCIALLY-CONTROLLED SCHOOLS, BY PROVINCES, 1936.

Province	Number	% of entire population	% of adolescent population
P.E.I.	4,324	4.6	32
N.S.	32,282	6.0	40
N.B.	17,735	4.1	26
Que.	98,298	3.2	21
Ont.	171,071	4.6	36
Man.	38,785	5.5	36
Sask.	59,454	6.4	40
Alta.	50,291	6.5	44
B.C.	38,315	5.1	42

The above table has been carefully compiled from data available in the *Canada Year Book 1938* and is presented with confidence in its substantial justice. (*C.Y.B. 1938*, pp. 136, 155, 986.)

The amount of adolescent training provided by a provincial public school system is a very significant measure of the vitality and modernity of the system.

This table therefore gives men like ex-Premier Duplessis (who are loud in praise of the Quebec educational service) a good deal of explaining to do. And it gives point to the following press cuttings:

The first is from the report of a radio

address, delivered by Premier Godbout, Nov. 16, 1940: "In the domain of education we desire that French-Canadians cease to mark time, because we intend that they play the preponderant role which belongs to them in the cultural and economic life of Canada."

The second is from an editorial, "Lost Ground," in *L'Evenement-Journal*, Quebec:

"Our inferiority in the economic field is plain; we are lacking in the competence which can make a profit out of our vast natural resources which make us truly masters of our productive wealth. That is agreed upon in more than one circle. Thus Abbe Arthur Maheux of Laval University noted in an article in *French Canada* the differences between French-Canadians and young English on leaving the higher institutions. The former are directed toward the speculative field, whereas the others are carried toward the practical, toward economics, toward the battle of life. Already the latter are showing themselves superior in the practical career upon which they have set out and in which they quickly leave their competitors behind. Messrs. Godbout and Perrier intend to make up lost ground.

"To compete more successfully our young people must know English better, the language of the immense majority of the people of this continent, the language of the majority in Canada. They must specialize in industrial and economic careers, following the courses of the technical schools, giving up their leisure to the study of the economic problems of the country such as the exploitation of natural resources, commercial relations and the conquest of foreign markets."

2,000 PROGRESSIVE GUINEA PIGS

(From *Time*, Nov. 25)

AT THE Carnegie Foundation on Fifth Avenue, Manhattan, 20 Progressive Educators gathered last week to draft a momentous report. It was to tell the results of the Progressive Education Association's famed "Eight-Year Study." The study had cost \$500,000 of Carnegie and Rockefeller money. On it, Progressive Educators had staked their reputations and possibly the future of Progressive Education. Last week they had a verdict.

Biggest obstacle to the spread of Progressive Education has been college entrance requirements. Progressives claim that these requirements: (1) keep

high-school curricula in a strait jacket; (2) are unfair to the five out of six high-school students who never go to college. Because colleges insisted that students could not cope with college unless they had prescribed doses of mathematics and foreign languages, P. E. A. eight years ago made U. S. colleges a sporting proposition: let them admit students without these requirements and see what happened.

Some 250 top-notch colleges of all types agreed to do so. A special P. E. A. commission, headed by painstaking Wilford Aikin, then headmaster of progressive John Burroughs School in Clayton, Mo., set up an elaborate experiment. Colleges were to admit without examination the graduates of 30 selected progressive high schools. Each of these graduates was to be paired, for comparison, with a graduate of a first-rate conventional school, of the same sex, race, age, intelligence, interests, family background.

First batch of the 30 schools' new products went to college in 1936. They were not identified as guinea pigs to their classmates. But selected college teachers periodically interviewed them, watched them closely at work and play. By this autumn, when the Eight-Year Study ended, the Commission had examined the college careers of nearly 2,000 progressively educated students, compared them with an equal number of conventional high-school graduates. Findings:

The Progressives had slightly better grades in standard college subjects.

The more extremely progressive the high school, the better its graduates did in college.

A group of 46 who deliberately avoided mathematics in high school surpassed their classmates in every college subject, including mathematics.

Progressive students went in for more extracurricular activities (except athletics), took a more active interest in politics and art, talked more, wrote more, listened to more speeches and music, read more books, went to more dances, had more dates.

Conventional students joined more social, religious and service clubs, attended more movies.

Progressive students did just as much worrying, had as many personal troubles as their fellows.

From these findings Wilford Aikin and his fellow commissioners drew only this cautious conclusion: Progressive schooling is at least no handicap to success in

college. But they believed that the implications of their conclusion were revolutionary: if traditional high-school courses had no advantages for the college-bound, why should not every U. S. high school be free to try new ways? Armed with this thesis, the Commission last spring began conferences with college officers. It proposed that colleges substitute simpler entrance requirements. A suggested plan: (1) recommendation of a student by his high-school principal, (2) the student's high-school record, (3) a scholastic aptitude test, (4) a comprehensive English examination (because a student needs to read and write).

Despite huffings and puffings, by last week nearly 200 U. S. colleges and universities, among them Columbia, Dartmouth, Cornell, had agreed in principle to the Commission's plan. Notable dissenters: Yale and Amherst.

RAILWAY Literature for Young People, 1940 edition, 31 pp. Association of American Railroads, gratis to teachers.

A well-prepared bibliography issued also by the Association of American Railroads is this pamphlet entitled "Railway Literature for Young People," which lists more than two hundred books, booklets and periodicals suitable for boys and girls ranging up to advanced high school age, and covering every subject relating to railway transportation, model railroading books, and general history of railroading. Its graded arrangement makes it easy to use. Both librarians and teachers will find it useful. Issued free on request to: The Association of American Railroads, Transportation Building, Washington, D.C.

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 12 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.

—F. MULLOY.



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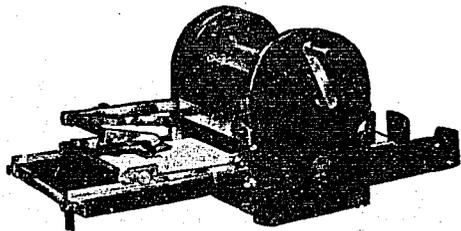
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