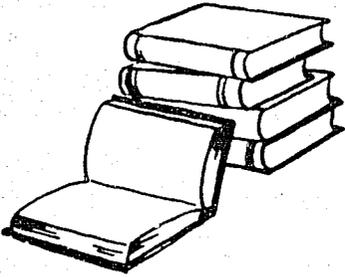


THE

B. C. TEACHER



OFFICIAL ORGAN OF THE B. C. TEACHERS' FEDERATION

VOL. XX., No. 6. FEBRUARY, 1941 VANCOUVER, B. C.

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THE B. C. TEACHER

Official Organ of the British Columbia Teachers' Federation

VOL. XX., No. 6

FEBRUARY, 1941

VANCOUVER, B. C.

RACIAL INTOLERANCE

IT is hard to work up a really satisfying quarrel over things regarding which the people concerned have a clear understanding of the facts. It is more than a mere accident that the words "quarrel" and "misunderstanding" are close to being synonymous. Which fact underlies common experience that the most serious quarrels (that are more than simply the clash of antipathetic personalities or the emotional concomitant of a scramble for valuables of which there is not enough to go around) relate to fields in which words remain ill-defined,—politics, religion, nationalism, racialism.

A request has come to the editor of *The B. C. Teacher* for such discussion as may help to clear up our ideas regarding racial problems. He is willing to do what he can in this connection, but submits that the thoughtful co-operation of numerous contributors, if it can be secured, would be more likely to be of value.

The problem is one of great importance to teachers, if we are right in interpreting our job in terms of training in and for democracy.

We sorrowfully admit that democracy still is an ideal, an unrealized dream; but it is a dream and ideal that tends to embody itself in social and political institutions and practices that deal with mankind as individuals rather than in wholesale lots.

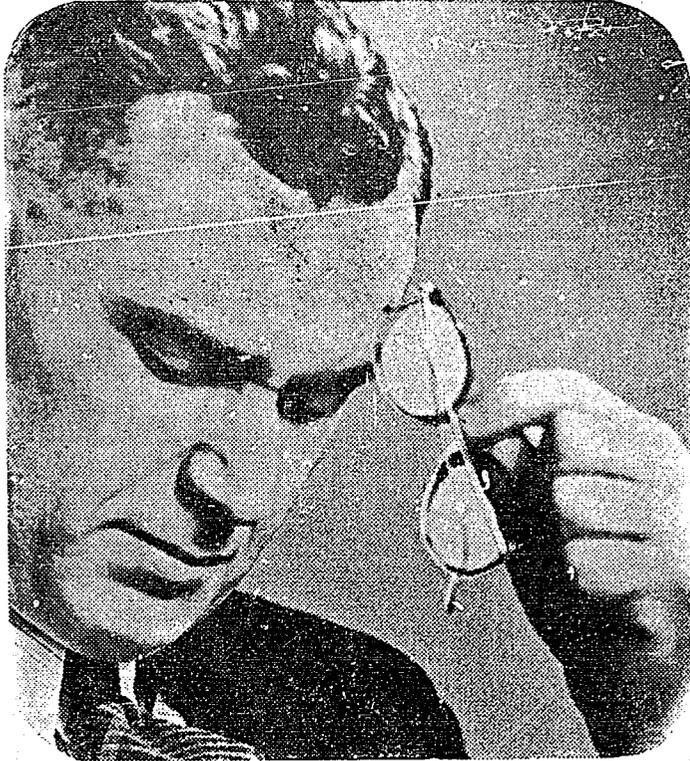
On the other hand, the minds of Hitler and Mussolini and their followers are obsessed by vague concepts of race and nationality and deal with human beings as discrete groups, vast and unwieldy, within which there is assumed to be no important heterogeneity and between which there are great gulfs fixed. Such assumptions are without support in the concrete world of experience, but they are contributing potent magic words to the incantations over the witches' cauldron of world politics.

One of these words is "race". It is convenient to apply it to any major branch of the human family but no competent ethnologist bandies it about as do the Nazis and Fascists. Even what should be the basis for distinction between races is highly debatable. For popular purposes such obvious attributes as complexion or the shape of the skull provide a working basis, but for scientific purposes they are admittedly inadequate. There is general agreement among scientists that the various human races have sprung from a common stock, but, apart from that, almost the only thing about which scholarly ethnologists are unanimous is that no "pure" race exists.

But whether or not we are justified in drawing hard and fast lines between races, there unfortunately can be no dispute as to the reality of racial prejudice. It is rampant in Europe. It flourishes in the United States and in South Africa. It exists in British Columbia and condemns to undeserved humiliation, frustration and isolation certain minority groups of native-born Canadians. Indeed, there are very, very few of us who are wholly free from the horrid thing.

How does racial intolerance arise?

It used to be thought that antipathies of this type are instinctive, but observation and experience have abundantly disproven that naive theory. Among children such attitudes are rare or unknown, unless fostered by



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adults. Nor have hereditary differences in capacity or character much, if anything, to do with it. It is a very awkward task, that of analysing humanity into superior and inferior races. Any serious student of the subject must be impressed by the fact that each of the major "races" includes both highly civilized people and also nations or large groups that must at least be classed as backward. A consideration of the facts makes it evident that the most important differences between races or nations, or other such groups, are traceable to environmental, social and historical influences and not to differences in the chromosomes determining inherited characteristics. Science and experience agree in teaching that in every large group of human beings, be it a race, or nation, or the chance crowd walking a city street at a given hour, there will be, in all reasonable probability, a certain proportion of brilliant folk, a certain proportion of morons, and a lot of people much like the rest of us; a certain proportion of lovable people and a somewhat corresponding proportion of unlovable people; a few all but unhuman saints and devils and a considerable number of very human sinners with occasional well camouflaged streaks of saintliness in each of them. However much difference there may be between Jones and Brown, there is not much difference between the Joneses and the Browns, if you group enough of these two subdivisions of the genus *homo sapiens* together. In other words, there is far more difference between individuals of the same race or nation than is likely ever to be demonstrated as between the races or nations to which they belong.

Again we ask, therefore, why all this racial prejudice?

Dislike of a nation or other social group may originate in deprivation, pain or humiliation inflicted by representatives of that nation or group. In the main, however, social hatred has its origin in the mind of the person manifesting it, rather than in any characteristic of the person or group that is its object.

It is notorious that racial prejudices flourish best in times of economic depression. If we have not enough jobs and dollars to satisfy reasonable and pressing needs, we become anxious and unhappy and puzzled and we find it easier to hate somebody than to solve our economic problems. Making faces is a form of argumentation in which we need fear no relevant rebuttal.

Of course, when representatives of different races live side by side in considerable numbers, certain difficulties are inevitable. Differences in traditions, modes of life and general outlook naturally make it harder for people to live happily together. Such unhappiness and resultant prejudice are common even if all the people concerned belong to the same race; intolerance is more likely to become vocal and dangerous if they belong to different races. But as a matter of fact the dislike is not based upon race but upon whether one's neighbours use too much garlic, or include their hands among their organs of speech, or wear too much cheap jewelry, or speak with an Oxford accent, or what not.

A fruitful cause of racial friction is the tendency of one or both the racial groups to manifest an offensive sense of superiority in relation to the other. Very commonly, and somewhat amusingly, this sense of superiority is mutual. The associated desire to preserve a maximum degree of racial purity, of course, interferes with social relations.

We have a natural aversion to folk whom we have wronged; that is a

reaction the basis of which is familiar to psychologists. If people of one race are deliberately attempting to supplant people of another race, prejudice grows up as naturally as grass on a roadside. In many parts of the world a minority group, representing a foreign or immigrant race, may be found deliberately exploiting the native peoples; naturally, the exploiters comfort their conscience with assurance that the exploited are a worthless lot.

Racial prejudice is indistinguishable from national prejudice, which is likely to arise between people fundamentally of the same race but differing in nationality, language or religion. A flock of blackbirds are likely to persecute to the death unlucky albinos. Dogs from the next street are the natural enemies of our dogs. The unfamiliar is always in danger of being the object of dislike. As the humorous Cockney proverb has it, "'Ere's a strynger; 'eave a brick at 'im".

In all this there is no justification for despair. People can be good neighbors even if their noses contrast in shape. That it is possible for people of different racial and national origin to live in friendship side by side has been demonstrated in many lands,—a fact of great importance to Canadians, since within our own Dominion the population is very mixed; but good relations depend upon the patience and constructive goodwill of the national or racial groups concerned. Fortunately, these are things capable of being fostered by wise educational procedures in the schools of Canada.

And we might do well to reflect a bit on a familiar story of the Shah of Persia. In the course of an interview he admitted a strong prejudice against foreigners—all foreigners, indeed. To the interviewer's question, "What about these Englishmen?" His Highness replied promptly, "Oh, the English, I know them, they are friends of mine, and friends are not foreigners".

CANADA'S DEBT TO SHELDON JACKSON

FROM time to time *The B. C. Teacher* receives from the Department of Mines and Resources a bulletin of recent information for which the authorities desire publicity. These valuable circulars are available for use by harrassed editors who are short of copy; indeed editors are informed in advance that all will be forgiven even should they reprint the data without crediting the information to Mr. Crerar and his cohort of experts; than which what more could one ask? The last received bulletin of this type ran an interesting story of Charlie Rufus, Canada's first independent Eskimo reindeer-rancher.

The Government loaned Charlie 950 deer a couple of years ago and by the next fawning time he will be able to return an equivalent herd and still have a thousand or more reindeer left as his private property. Before taking over responsibility for the herd entrusted him, our Eskimo fellow-countryman had served an apprenticeship of three years as a reindeer herdsman. He is a pioneer in whom we may well be interested.

But what about S. Jackson?

The words "reindeer" and "Jackson" are so intimately associated in the mind of the editor of *The B. C. Teacher* as to be almost inseparable.

But, we turn to *The Journal of Geography* for January and there read:
"Some time ago, in *The Journal's* Editorial Notes and News, brief

references were made to the Canadian government project of buying Alaskan reindeer and driving them to the Arctic feeding grounds of the Mackenzie River Region. This was done to provide the Eskimos with another way of making a living, in addition to that derived from their caribou herds. These imported reindeer and their offspring now total about 6,000 head. The main herd is on Richards Island, in the Mackenzie River mouth, under government inspection. The herd is being subdivided into smaller herds to be cared for by Eskimos trained in their care. The first of these herds, numbering 950 head, was turned over to an Eskimo herder two years ago. It now numbers 1,600 head. This fall the second graduate Eskimo herder was allotted 800 animals, which are to be driven 250 miles overland from the main government herd. The agreement between the government and the herder is that the herder must return to the government as many head as he received, leaving the herder entitled to the increase. This gives an incentive to keep the herds in a healthy state to give maximum increase, thus ensuring food and clothing to the herder. So far, most sales of meat go to the mining camps, mission centres, and other outposts of of civilization."

Valuable information, with Mr. Crerar's brand upon it, but what about Sheldon Jackson? Shouldn't somebody be saying something about him?

Oh yes, there have been other men whose names we should always associate with this intriguing reindeer project—Captain Healy of *The Bear*, who ferried the first sixteen reindeer from Siberia to Alaska almost an even half century ago; and Andy Bahr who served as Moses to the herd of reindeer that made its terrific journey from Alaska to the Mackenzie delta in the years 1929 to 1931; and others. However, in reindeer annals, the name of the Reverend Sheldon Jackson, like Abou Ben Adhem's in another category, leads all the rest.

It was back in the 'Nineties that the author of this article first learned of Jackson and his extraordinary doings. For a quarter of a century thereafter the present writer annually scrutinized with curiosity and admiration the reports of Jackson's reindeer project; then he secured copies of still earlier reports, included in the massive tomes published annually by the Commissioner of Education, Washington, D.C. (Perhaps the editor may be allowed to remark parenthetically that he got the better part of his professional education from the annually recurring study of those formidable volumes. The hint may be valuable to some younger man.)

The Reverend Sheldon Jackson was a Presbyterian clergyman. A great part of his life he devoted to missionary work on the fringe of settlement in western states. When the frontier reached Alaska, the Pacific Ocean brought him to a halt and he settled down as Superintendent of Presbyterian Home Missions in that enormous territory. In the late 'Eighties a territorial Board of Education was created and Mr. Jackson became its secretary and general agent. In the whole territory there were by 1887 only some eighteen hundred school children, mostly natives, and when, presently, Mr. Jackson became Superintendent of Education for Alaska, it might to some have seemed an appointment entailing very limited possibilities. Jackson, however, was one of those men who magnify their job till all the world can see how big it is.

As a missionary and educationist he was confronted by the facts that Alaska was very poor in known natural resources, apart from gold; that the aborigines were nomadic hunters constantly in danger of starvation; that the seal, walrus, and other creatures of the chase upon which the natives had for centuries been chiefly dependent for their food supplies, had been so decimated—as a result of the white man's arrival—as no longer to promise adequate sustenance; that communications were very difficult and the country devoid of any draft animal except the dog; that private property was unknown to the local Indians and Eskimos; that funds available for social services of all sorts were pitifully meagre; and that upon the financial resources made available by Congress there were constant heavy demands incidental to relief expeditions, since the numerous mariners who from time to time were shipwrecked on the inhospitable coasts of Alaska always included the danger of starvation among the perils encountered.

Jackson had the originality and genius to see in the introduction of reindeer a possible remedy for all these ills. Moreover, as a student of history he knew that some form of pastoral life provides the next step in civilization above the culture of a savage hunter. He knew that in parts of Siberia resembling his beloved but poverty-stricken Alaska reindeer had been domesticated since time out of mind.

His suggestion that reindeer should be imported into Alaska from Siberia was pooh-poohed by the "practical" people who knew all about such things. They reminded the theorizing dreamer that the superstitious Siberian natives would be unwilling to sell their stock and that, since these people knew nothing of money, his American bank notes would have no value in their eyes. It was explained to him in words of one syllable that such an animal as the reindeer was not adapted to voyaging over Arctic Seas. Moreover, he was assured if he did get any reindeer transported safely to Alaska, the coastal aborigines and their dogs would quickly bring their journeying to an end. Moreover, his politically minded contemporaries wanted to know how any rational government, thousands of miles away, was going to be induced to find the necessary capital anyhow.

But nothing could discourage the indomitable parson. How he did it remains somewhat of a mystery but he did get the necessary funds, partly through private subscriptions and partly through the generous interpretation of the law on the part of the Washington authorities. Every difficulty which the objectors had foreseen was in fact encountered; and overcome. When the first reindeer were brought across, Siberian herdsmen were imported with them to act as instructors to the American aborigines. As teachers they were good herdsmen but as herdsmen they were poor teachers, and intolerably homesick into the bargain. The whole scheme was again threatened with ruin but Jackson countered by importing other herdsmen from Lapland. One group of them got as far as Vancouver when they were practically wiped out by an epidemic of typhoid fever; but successors were found. Space does not permit us to rehearse the endless difficulties and disasters which Jackson weathered and the crushing criticism to which he was subjected. The present writer remembers hearing an exceedingly intelligent and well-educated representative of Big Business quote Jackson's record as an outstanding

example of the folly of entrusting public money to impractical idealists! Thank God for the Jacksons, who keep their eye upon their goal and do not understand the meaning of such words as discouragement and defeat.

We have no room to enlarge upon the ultimate significance of the introduction of reindeer into America but, be assured, it was the first step towards enlightened policies relative to the Far North and its inhabitants.

In the Commissioner's Report for 1898-99 we read the following statement:

"The success of the Government's introduction of reindeer into Alaska has attracted the attention of thinking minds in Canada and a public sentiment is rising in favour of a movement on the part of the Canadian Government to introduce the reindeer industry among the Eskimo population of the regions of Hudson Bay, Great Slave Lake, and, in fact, the whole of Arctic and Sub-Arctic Canada."

Thirty years later we really made a beginning; to date it is only a beginning; and when this initial task is completed it will prove to be only the beginning of one vastly greater and more significant. This journal hopes that the teachers of Canada are contributing to the creation of a public opinion that will ensure the success of these enterprises and help redeem the illimitable tundra of northern Canada. We shall find that important precedents have already been created over in Russia.

Meanwhile, when folk talk about reindeer, remember Jackson!

OBITER DICTA

THE teachers constitute a pretty typical cross-section of the citizenry in general and therefore represent all parties and shades of political opinion. These facts are illustrated by the reaction of teachers to the Sirois Report and to the short shrift it got at Ottawa.

THERE are teachers in British Columbia, as elsewhere, who consider the recommendations of the Royal Commission, as they understand them, substantially satisfactory; there are other teachers who think that those findings needed revision and re-statement and that the Ottawa Conference should have remained in session until what seemed like manifest defects in the recommendations of the Commissioners had been dispassionately demonstrated and a serious effort had been made to agree upon suitable amendments; and there are others again who support the attitude taken by the Premier of British Columbia, believing that the proposed financial set-up would seriously hamper educational progress in this province and make the education of our children altogether too largely dependent upon how much strong liquor or gasoline the people of British Columbia may choose to buy.

IN one respect all three groups of teachers referred to in the preceding paragraphs would be agreed. Premier Pattullo must be given ample opportunity to expound and defend his policies before final judgment is passed upon them. Teachers are specially committed to such an attitude, not only upon the basis of the general principles of fair play but out of consciousness of services rendered by Mr. Pattullo during a recent crisis when the teaching body certainly needed friends in high places.

EVERYBODY realizes that in the matter of establishing teachers' pensions upon an actuarially sound footing, we never could have got to first base but for Dr. Weir. If we have appeared somewhat restrained in our manifestation of appreciation, it has been because there are altogether too many people who think that goodwill as between a Minister of Education and the teachers of the province is conclusive evidence that the Minister has been doing something naughty! Dr. Weir doubtlessly understands.

* * *

WE never could have got to second base if Mr. Hart, with the approval and co-operation of his colleagues, had not put well over \$1,900,000 of government credit into the new set-up, to take care of the accrued deficit and of pensions already being paid when the new Act was placed in the statute book. Quite as well as most other people, teachers know that \$1,900,000 cannot be grabbed casually out of the air or a conjurer's hat.

* * *

IT is true that our chances of getting to third base would have been exceedingly meagre, but for the intelligent support given to the government's Pensions Bill by other cabinet ministers and by numerous members of the Legislative Assembly, representing, as we have remarked that teachers themselves do, every shade of political opinion.

* * *

BUT whatever support the just claims of the teachers had received at the hands of others, it is manifest to everybody that we never could have got safely to the home plate if our arguments had not appealed to Dr. Pattullo's sense of justice and had not secured his powerful support.

* * *

THESE are among the reasons why teachers, including even those who think that Dr. Pattullo's attitude at Ottawa was ill-advised, are awaiting with very special interest a more complete vindication or explanation of his dramatic rejection of the Sirois proposals. The Premier has earned the right to a fair and complete hearing. As far as the teachers are concerned, he will get it.

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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,

HAVING no particular desire for that boiling in printer's ink we promised ourselves last month should certain magazines be neglected much longer, we hasten at once to mention some of these "forgotten" periodicals:

FIRST of all, our good neighbour, *Washington Education Journal* (707 Lowman Bldg, Seattle; \$1.50) can always be counted upon in each issue to furnish several lively articles. "Within the Law" in November tells of a Room Court in which young Johnny is sentenced by a jury of his peers to miss an important football game because he pulled Mary's pigtails and tapped his pencil during the reading of a story. The December copy contains "Silas Squigley of 'Deestrick' 27" in which Silas is at a loss to understand the logic of a young teacher who insists upon the Squigley children being at school during harvest time when Silas needs them at home and later during the winter requires that they remain home for scarlet fever (Silas calls it "a slight rash") when the father has no earthly use for them around the farm.

PENNSYLVANIA *Public Education* (Harrisburg) reports in October that one of the most outstanding developments in public education in Pennsylvania is the trend of the standard of teacher education toward four years of post-secondary education as the minimum level for all grades in the public school. It should be noted that in November the name of this publication became *Pennsylvania Public Instruction*.

PENNSYLVANIA *School Journal* (400 North Third St., Harrisburg; \$2.00) "Teacher, Your Country Calls You" defines Democracy vs. Totalitarianism as follows: "To give a working definition of totalitarianism is easy indeed for it is simply that type of government which applies to the whole economy of a nation the methods commonly employed in forming and ruling a conscript army. The state is the end, the repository of values in the service of which the lives of all citizens are instrumental. Democracy, on the contrary, makes the person the end, the

primary locus of values that the state is designed to serve. The state is made for man, not man for the state."

THE *Journal of the N.E.A.* (1201 Sixteenth St., N.W., Washington, D.C., \$2.00) is especially noteworthy for its inspiring editorials, carefully selected leading articles and special departments such as "Pedagogy thru Pictures." The November magazine lists the major publications of the National Education Association and its departments and committees published during the last decade and currently available in stock.

THE *Akron Journal of Education* (308 Y.M.C.A., Akron, Ohio; \$1.00) contains, beside many interesting articles on pertinent topics, the following permanent features: President's Page, Notes from Here and There, and What They Say. We admire especially the A. A. A. Safety Features appearing in every issue. Vancouver could do with similar illustrations in its daily papers to keep down the traffic toll—particularly of child pedestrian fatalities.

THE *Bulletin of the San Diego Teachers Association* (603 Commonwealth Bldg.) is somewhat "local" in most of its pages, which of course it has a perfect right to be. Two features, however, which even an "outsider" may be permitted to admire are the original cover design and the department "Two on the Aisle." Concerning the content of this last mentioned section we almost smack envious lips over the dainty fare presented to San Diego audiences. First there is Lily Pons, next four lectures on the general topic of "Today's Men of Destiny", then Cornelia Otis Skinner, La Argentinita, Tallulah Bankhead, and finally Katherine Hepburn herself in "The Philadelphia Story." Never mind, though, we can snoot right back with our own Alfred Lunt and Lynn Fontanne in "There Shall Be No Night." Paul Robeson is also "old stuff" with us. So there, smarty.

NEXT and last (we hope) on our "neglected" list comes *El Padre*, official publication of the Santa Clara

County Teachers' Association. This magazine is particularly outstanding in the matter of its photographic illustrations. Each picture is definitely of salon quality. The December copy of *El Padre* is dedicated "to those teachers, who because of their broad vision, pioneered in fashioning for us an association which has always held that organization is important to our professional welfare and necessary to the best interest of our schools."

AND now that we are safely out of the before-mentioned bubbling inky cauldron perhaps we can relax for a moment and examine at leisure a few more publications, some well-known to you, others not quite as familiar.

FATE can be very ironical at times. It appears now that education wasn't the only thing that had to "fight for its life" last month. In fact education is still very much alive, which is more than can be said for the unhappy Sirois-Rowell Report. For people who haven't time to study the full report the main proposals of this Royal Commission are summarized in a graphic, easy-to-read treatment found in the January *Canadian Business* (F. A. Dunlop, 110 Shelly Bldg., 119 Pender St., Vancouver, B. C.; \$3.00). A synthesis of present trends in business, finance, war and government to show what they will make of the new year is given in "Pathways to 1941." Of similar import is "Leading Executives Give the Outlook for Business in 1941." In this connection we are struck with the inconsistency that no Western names are included among the thirty-seven business leaders! One of the most interesting articles we have recently read is "A Business Man's War Diary" by F. L. Payne which describes the daily life of one of the millions in London who carry on through fire and bombings.

OF special importance to any teachers interested in visual education are two recent pamphlets from the pen of R. S. Lambert. One is "Films in School," the other, "Where Are You Going, My Pretty Film?"

Films in School (Shell Oil Co. of Canada, Ltd.) enumerates the many educational uses of such pictures as "Oil from the Earth," "Transfer of Power," "Protection of Fruit," "Children at School," "Heritage," "Drifters," "Night Mail," and "The Plough That Broke the Plains."

Where Are You Going My Pretty Film (The Canadian Association for Adult Education, 198 College St., Toronto; \$1.10) explains how Hollywood entertains Canada and demonstrates that the outstanding force in the Canadian motion picture theatrical world is Famous Players Canadian Corporation, which is controlled by the United States company, Paramount Pictures. Thus, Canadian film-goers enjoy little or no opportunity to see anything beyond the standardized product of Hollywood. Incidentally, Canadian schools, with few exceptions, Vancouver being one of them, are definitely backward in making use of films.

HERE'S to a magazine that is absolutely fearless in saying exactly what it thinks, a magazine that never pulls its punches, a magazine that is firmly against anyone "in Search of Dividends" to the exclusion of more worthy objectives, a magazine that is distinctly humanitarian in its attitude to "the white man's burden." Here's to *The Transvaal Educational News*, Johannesburg, the official organ of the Transvaal Teachers' Association.

AND now that we are on the subject of free speech let us have a look at what *The Canadian Forum* (28 Wellington St. W., Toronto; \$2.00) has to say in December and January. In December the Sirois Report comes in for considerable discussion—mostly favourable. In an article entitled "Education," Eric Wiseman states "Education's stake in the Powell-Sirois report is a big one. . . . In the compilation of the report certain provinces showed a marked unwillingness to co-operate."

SPACE is becoming limited and the old problem again arises—shall we describe a few more publications in some detail or would it be wiser to give brief mention *all* of the publications still left to review. We decide upon the latter course. Anyway, by this time most publications in question are such old friends that we don't even have to open the covers to know, in general, what each contains. For example, teachers in search of the most recent results of experimental investigations can do no better than subscribe to the *Journal of Educational Research* (A. O. Barr, University of Wisconsin, Madison, Wis.; \$3.70.) Administrators interested in knowing the latest and best in school equipment

should consult *School Progress* (37 Bloor St. W., Toronto, Ont.; \$1.00.)

Alumni of Queen's University, of course, have *The Queen's Review* (General Alumni Assoc., Douglas Library, Queen's University, Kingston, Ont.; \$3.00.) Teachers Associations across Canada have their own official publications, such as *The Educational Review* (Barnes & Co. Ltd., St. John, N.B.; \$1.50) of New Brunswick, devoted to advanced methods of education and general culture; *The Bulletin* (Room 406, 30 Bloor St. W., Toronto) published by the Ontario Secondary School Teachers' Federation and *The Bulletin* (201 Bank of Montreal Chambers, Saskatoon, Sask.) published by the Saskatchewan Teachers' Federation.

For teachers of many subjects in small schools, elementary or high, we can recommend no better Canadian periodical than *The School* (371 Bloor St. W., Toronto; \$1.50.) This important publication comes in two editions, an elementary and a secondary. Both editions delivered to one address cost \$2.25 per year.

Teachers of elementary subjects, particularly in primary grades, need have no hesitation in subscribing either to *The Instructor* (F. A. Owen Pub. Co., Dansville, N. Y.; \$2.50) or to *The Grade Teacher* (The Ed. Pub. Corp., Darien, Conn.; \$2.50.) Both these magazines are absolutely "tops" in their special fields.

The Magazine of Art (The American Federation of Arts, Barr Bldg., Washington, D. C.; \$5.00) and *School Arts* (Printers Bldg., Worcester, Mass.; \$3.25) do not interfere with each other although both have similar topics. The former journal, in fact, dedicated to quite advanced classes in art appreciation while the latter publication is definitely creative in terms of what younger children can be inspired to accomplish. Both serve useful and cultural purposes in their own realms.

Turning to the subject of music we are again offered a choice of two periodicals: *Music Teachers' Review* (45 Astor Place, New York, N. Y.; \$1.00) a bi-monthly publication keenly engaged in an active crusade against elemental "swing" music, and *Music Educators' Journal* (64 East Jackson Boulevard, Chicago, Ill.; \$1.50) issued six times a year by the Music Educators' National Conference in the interests of music education. The last mentioned magazine, however, appears quite willing to hear both sides in any

discussion regarding the pros and cons of jazz music.

Next we consider two more educational publications still both on the same subject—this time social studies. First there is our own *World Affairs* (224 Bloor St. W., Toronto; \$1.00), a magazine for Canadian students of current events and then there is *The Social Studies* (809-811 North 19th St., Philadelphia, Pa.; \$2.00) a magazine containing several particularly informative departments such as International Forum Illustrated Section, and Motion Picture Departments.

Coming to the subject of language we find it claims at least three outstanding journals. *The English Journal* (University of Chicago, Ill.; \$3.35) is the authorized professional magazine in the teaching of English in secondary schools. *The Classical Journal* (George Banta Pub. Co., Menasha, Wis.; \$2.75) is published by the Classical Association of the Middle West and South, with the cooperation of the Classical Association of New England and the Classical Association of the Pacific States. Last but not least comes *The Modern Language Journal* (450 Ahnaip St., Menasha, Wis.; \$2.50) published by the National Federation of Modern Language Teachers. This magazine has just printed a Jubilee Issue for January in celebration of twenty-five years of notable service. May we, good friends, add our sincere felicitations on such a happy occasion and wish you many more years of prosperous existence!

Lastly, since health and physical education are of such importance on our curriculum, we do not intend to ignore their special magazines. *Your Health* (555 Howe St., Vancouver; \$2.00) is the official organ of the B. C. Tuberculosis Society and, although primarily concerned with the eradication of "the white plague," it is also interested in the maintenance of general good health as well. *Pro-Rec Bulletin* (604 Hall Bldg., Vancouver, B. C.) issued by the B. C. Pro-Rec Centres, has a new editor, Basil Robinson, and in January informs us that Ian Eisenhardt, provincial director, has joined the Canadian (Active) Army and so has been granted leave of absence for the duration.

Before signing off this month, however, we must not forget extra-curricular activities. Such things as dramatics, debating, various clubs and allied organizations have an efficient vehicle of expression in *School Activities* (1515 Lane St., Topeka, Kansas; \$2.00).

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 CONSIDERS

WHEN the Membership Committee meets on a Saturday morning there is always a time of racking brains and furrowing foreheads. Miss Clayton always has ready a little folder of "snags"—letters to the Membership Committee to which there seem to be no answers—and the committee tries to find diplomatic ways of suggesting that the Constitution does not consider this year's dues acceptable when last year's are still in arrears. That is always the centre of the problem. Everyone who is in arrears has a reason for believing that his case is different. Perhaps that is not quite fair. We did have one case of a teacher who wrote to say she could not pay this year as she was in default for last year, and, amazingly, when we checked we found she had paid up last year. But that was so rare. Usually the "snags" are oh, so much the same, and instead of working out ways and means of building up new membership Saturday mornings, that are also rare and all too short, go in trying to solve the "snags".

In the last few minutes just before we have to rush away before the bank closes, we spend a few minutes in looking for ways to get new members. "And why", someone may ask, "should we trouble ourselves with new members? Aren't the old ones good enough?"

"Good enough?" we answer glibly; "there are none better! But, alas, there are not enough of them. There will never be enough until every teacher in the province is an old member of the British Columbia Teachers' Federation".

"But why should I try to get members for the Federation? I pay my fees and attend meetings of my local, come to the Easter Convention and attend all the sessions of the Annual Meeting. Have I not done my share? What is it going to buy me to get Jack Jones from Punkin Corner to join the B. C. T. F.?"

"And that, my boy, was just the question we hoped you were going to ask. In fact we were leading around to that all the time. These are the reasons for spending some of your shop talk time with non-members in trying to sign them up:

Because the B. C. T. F. is the recognized organization of the teaching profession of British Columbia. Every time that its membership increases, the weight and value of its opinions increases.

Because every new member pays fees and that extra money reduces possible deficits and increases the ability of the Federation to increase its services.

Because every new member in your Local Association gives its salary committee that much more backing in dealing with such matters.

Because it provides you with a way of saying thank you to the B. C. T. F. for its work in the past—security of tenure, pensions, sick-pay allowance, provision for salary negotiations, and so many other services.

* * *
PRICIPALS, are you proud of having 100 per cent B. C. T. F. membership on your staff? Do you give the Staff Representative a few minutes to speak at your Staff meetings? Many up-to-date principals are doing it.
* * *

* * *
EXECUTIVE Members of Local Associations, we commend your professional spirit in giving your time and energy to Federation work. Be sure that your own membership fees are paid so that it will be easier to ask others to pay.
* * *

* * *
MEMBERSHIP Committees of Local Associations, why not invite non-members to your next meeting and having it so packed with interest and enthusiasm for a live programme that they can't refuse to sign up?
* * *

CONVENTION CASTS ITS SHADOWS BEFORE

AS the groundhog came out to look over weather conditions with a view to returning to or leaving behind his winter quarters, Mr. E. W. Whatmough, general chairman of the 1941 Easter Convention, begins (or began) to have queer sensations in the pit of his stomach.

Looming up on the horizon is the annual convention, again to be held in Vancouver, and, as yet, section chairmen

are all too delightfully vague about the shape of things to come. Committees are meeting. Speakers are being "got in touch with". People are asking for accommodation. But Mr. Whatmough finds it difficult to pack his aides-de-camps into a corner and extract definite answers.

However, the chairman is merely experiencing the usual trial by ordeal, and *The B. C. Teacher* is convinced that by February 14th he will receive a valentine in the form of a complete statement of activities of each convention section.

Latest Convention Bulletins

Elementary Section: Committee working; not talking to reporters.

Secondary Section: Committee working; not talking to reporters.

Rural Section: Committee working; not talking to reporters.

Other Sections: as above.

Round Table Discussion

Messrs. E. W. Ewing, W. R. MacDougall and P. N. Whitley are laying plans for a round table discussion complete with question period—with the subject of the discussion soon to be released for publication.

While chairmen dealing with intellectual matters of a stratospheric nature consult their crystals, the various business committees have already issued statements concerning procedures which help to lubricate convention machinery.

Pooling

Without casting any personal slurs, Mr. G. H. F. Johnson, registrar, announces a new pooling arrangement which will assure that only B. C. T. F. members actually attending sectional or business meetings will participate in the pooling scheme. Mr. Johnson announces:

1. Teachers who wish to share in the "transportation refund" must request a separate "pooling" card at the time of registering at the convention. This card will be presented and punched at the door of each meeting attended and will be the bearer's record of attendance.

2. The "pooling" card must be presented to Mr. E. J. Irwin when claims are made for transportation refunds.

3. Members requesting refunds must be paid-up B. C. T. F. members for the current year; must have attended at least five business or sectional meetings; must have (when claiming refund) a separate pooling card punched.

Registration

1. In order to relieve congestion at the convention desk, teachers are urged to pre-register.

2. Those who cannot pre-register and who do not intend to be present at the convention should contribute \$1.00 to the pooling fund. In this way, every teacher could make at least a minor contribution to the success of the 1941 gathering.

3. If a teacher contributes \$1.00 and later decides to attend the convention, the \$1.00 would, of course, be applied to his registration fee.

Incidentally, *The B. C. Teacher* expects that every convention section will be well represented in the detailed statement of the 1941 Convention which will appear in the March issue of this magazine.

Consultative Committee

THE Consultative Committee with the President, Mr. P. N. Whitley; the General Secretary, Mr. H. Charlesworth, and ten members present, met at the Federation offices on Saturday, January 11, from just after nine in the morning and sat until 5:15 in the afternoon.

In connection with "Co-ordination of National Services re War Activities", discussion arose as to objectives and ways and means of contributing, and the following suggestions were considered: purchase of Spitfires, purchase of mobile canteens, rehabilitation of bombed areas, and the possibility of having funds used under direction of the National Union of Teachers and Educational Institute of Scotland.

It was finally agreed that the teachers of British Columbia be asked to contribute towards a fund for "the relief or benefit of children in devastated areas", details to be left in the hands of the Federation Committee for National Services re War Activities; contributions to be sent to the Executive of the National Union of Teachers and the Educational Institute of Scotland for best disposition along the lines indicated, this to be done through the channels of the Canadian Teachers' Federation, and other provincial organizations notified of this decision.

The President next read letter from the Director of Publicity of the Canadian Teachers' Federation, and also exhibited a special brief prepared for presentation by the Research Committee of the Canadian Teachers' Federation to the Dominion Conference with the Provinces to consider recommendations of the Rowell Commission on Dominion-Provincial Relations. This brief will be

considered by the Committee appointed re Federal Aid to Education. At the December 21st Executive Meeting, the appointment of this Committee was left to the President, Past President and General Secretary.

A number of Committees were completed as follows:

The Teacher-Training Committee: Mr. G. H. E. Green, Chairman; Mr. H. C. Gilliland, Mr. A. T. Huukin, Mr. A. B. Thompson, Mr. W. Alsbury, Mr. B. Thorsteinsson.

The Teacher Exchange Committee: Mr. H. Charlesworth, Chairman; Miss Ethel Brown, Mr. E. M. White, Miss Elsie Frost, Miss M. Leeming, Mr. P. N. Whitley, Dr. N. F. Black.

The Provincial Salary Committee: Mr. T. S. Byrne, Chairman; Mr. R. E. Mountain, Mr. A. G. Creelman, Miss G. I. Mockridge, Mr. F. J. McRae, Miss C. E. Maxwell, Mr. T. W. Woodhead.

President Whitley next gave a brief outline re Dominion Representative Conference, which was held in Ottawa for the purpose of discussing unified efforts to foster the development of Canadian citizenship through the schools of the Dominion. Dr. H. B. King represented British Columbia at this conference. The Consultative Meeting was advised that a conference will be held with the Department of Education on this subject.

The General Secretary explained difficulties arising from varied interpretations of Article 5 (a) dealing with deductions from salary after the allowed number of days on sick pay allowance have passed, and pointed out the possibility of ambiguity. The point at issue is whether the "maximum of thirty days" referred to in the article include, or exclude, the period of sick pay allowance on full salary. The General Secretary indicated that he would seek a ruling from the Department on the matter.

After a review of the question of financial assistance to the Rural Teachers' Association, it was suggested that the request of that association to the rural teachers of the province for voluntary contributions had probably been due to a misunderstanding, the result of which had been that subscriptions had been received from teachers who were not members of the Federation. Since the constitution of the B. C. T. F. does not provide for the acceptance of funds from non-members, it was agreed that the sum of twenty-five dollars be forwarded to the Rural Teachers' Association executive to enable them to return these con-

tributions and that the joint committee on Rural Teachers affairs make arrangements for the financing of the R. T. A. for the remainder of the present Federation year.

Mr. E. H. Lock, of New Westminster, was nominated as Teachers' representative on the Board of Reference for the residue of the term for which the late G. W. Clark was appointed.

Discussion of matters in regard to the Easter Convention followed and it was agreed that Professor H. F. Angus be asked to speak at the public meeting on the subject "The Rowell-Sirois Report", and that Dr. Max Cameron be asked to speak at one of the general meetings, preferably on some subject connected with "Educational Finance".

Mr. V. A. Wiedrick was appointed chairman of the Resolutions Committee and Mr. Donald Capon, secretary.

Mr. D. G. Morrison was added to the Convention Committee to represent the Rural Teachers.

Respecting a request from the Library Section of the Provincial Secondary Association asking that the Department of Education create a Library Department under a qualified head, after discussion and explanation of the situation as it exists at present, the committee resolved that this policy be not endorsed.

After a review of the history of the Committee on Sabbatical Leave it was agreed that Dr. Black be asked to report at the next Executive Meeting concerning future action in this regard.

The General Secretary next submitted the following suggestions for a Central Co-ordinating Committee:

There should be a small Directing Committee to consist of the President, the Vice-President, the Past President, and the General Secretary.

This group would constitute the constant means of contact between all committees and the Federation, and would be the channel by which Federation matters and suggestions and information would be referred to the various committees, and by which also progress reports, and requests for information, assistance, etc., would be received from the various committees.

This Directing Committee would thus have knowledge of what the various committees were doing, and where necessary could see that where separate committees were dealing with problems with overlapping aspects, each should be acquainted with the views of the other,

either by written statements, or by joint meetings.

As will be seen the composition of this Directing Committee gives it the necessary continuity, with the provision for change of one member each year.

A Co-ordinating Council which would consist of the chairmen of the main Federation Committees and Departments, as follows: Finance, Membership, Pensions, Constitution and Bylaws; Sick Benefit, Group Insurance (Life and Sickness and Accident), Benevolent Fund; Provincial Salary Committee and Education Finance, Federal Aid, National Services, Larger Administrative Units, Teacher Training, Teacher Exchange, Sabbatical Leave; Editor, *The B.C. Teacher*, Provincial Principals' Association, Provincial Secondary Association, Provincial Elementary Association, Provincial Rural Association, Provincial Shop Association, Provincial Home Economics Association, and Representative, University Senate.

Final and progress reports of all Federation Committees or activities would be submitted to this Co-ordinating Council for information, as far as is possible and reasonable, before final action is taken on such reports, either by the Executive or the Annual General Meeting.

This Co-ordinating Council would meet either as a whole, or by section, according to the nature of the business to be transacted. If such business concerned all committees or groups represented thereon, it would be a full meeting of representatives. If, however, the business concerned only certain committees or groups, then the necessary smaller body comprising representatives of such certain committees and groups would be called.

It should be clearly understood that neither the Directing Committee nor the Co-ordinating Council has Executive or authoritative powers as such regarding the work of the various committees. The sole object of this set-up is in order to co-ordinate and facilitate the work of the various committees, and to assist in bringing about concrete, successful and acceptable solutions of their problems. The committees are still to be directly responsible to the Executive Committee, the Consultative Committee, or the Annual General Meeting, as the case may be, and as indicated by the Constitution or the official records of the Federation.

These recommendations were approved and adopted by the meeting.

Mr. H. Charlesworth was appointed to continue as the Teachers' Representa-

tive on the Teachers' Pension Board under the new Teachers' Pensions Act.

The Nominating Committee for the Annual Meeting was appointed as follows under the chairmanship of Mr. J. H. Sutherland, Mr. G. H. E. Green, Victoria, Miss Emily Mayhew, Vancouver; Mr. D. B. Turner, New Westminster, and Mr. R. E. Mountain, Langley.

As the concluding business of the meeting a number of resolutions received from local associations were forwarded to the Resolutions Committee or to other appropriate committees of the Federation.

LESSON AIDS COMMITTEE

READERS of *The B.C. Teacher* are reminded that all correspondence intended for the attention of the Lesson Aids Committee should be addressed to its Secretary, Mr. Harry G. Boltwood, 3486 W. Second Avenue, Vancouver.

CONVENTION RESOLUTIONS

ALL parties concerned are respectfully urged to forward convention resolutions in time for insertion in the March issue or, failing that, to get them into the editor's hands by Saturday, March 22. The April issue of *The B.C. Teacher* will go to press a week early so that the magazine may reach the members of the Federation before they assemble for the Easter Convention.

GROUP INSURANCE COMMITTEE EXPLAINS AGAIN

THE B.C. Teachers' Federation, as one of the services provided for its members, has made available Group Health and Accident Insurance. The insurance is not restricted to Vancouver but is available to members of the Federation anywhere in the province.

The primary purpose of Health and Accident Insurance is to provide a continuation of at least a portion of your income, should sickness or an accident deprive you of your income derived from teaching; ordinary living expenses go on just as usual in spite of illness.

The second purpose is to assist in the payment of the major items of expense incidental to sickness or accident; these items are considered to be hospital fees, nursing fees and operation fees.

The Group Policy covers both purposes. Indemnity for loss of time for sickness is payable for 26 weeks and 50 months for accident. Hospital and nursing fees are payable for 10 weeks and

operation fees are paid according to a schedule of operations.

In order to give you the essential protection at the lowest possible cost, the non-essential items, such as medical fees or the cost of medical treatment, have been left out of the policy as these do not usually present a particularly grave problem as long as your income is not seriously disturbed.

The Group Health and Accident Policy IS in effect and will remain in effect as long as it has the support of the Federation members. That the policy is of value is proven by the number of claims paid monthly. During January, 1941, claims paid and pending are as follows:

Accidents: Sprained Ankle, Strained Shoulder, Strained Back, Serious Leg Burn.

Sickness: Influenza (two claims), Bronchitis, Tonsillectomy (two claims).

Full information concerning the policy may be obtained from the B. C. Teachers' Federation, 1300 Robson Street, Vancouver, B. C.

CASTLEGAR LAYS PLANS

THE Castlegar District Teachers' Association is putting on a St. Valentine's Day dance on February 14th, at Castlegar, in aid of the Red Cross. The proceeds will be distributed to the Red Cross through the Castlegar Patriotic Society. A cordial welcome is extended to all Nelson, Trail and district teachers, and their support will be very much appreciated.

Plans for the dance were discussed at the last meeting of the Castlegar District Teachers' Association, held on January 15th, at the Brilliant No. 1 School. At that time it was also decided to invite Mr. A. B. Thompson of Trail to speak at the next meeting on the subject of pensions. One new member was welcomed, Mr. Spearing, who has come to the Robson High School from Ymir. Delicious refreshments were served at the close of the meeting by the hostesses, Miss Elizabeth McKinnon and Miss Beatrice French.

The officers of the Castlegar District Teachers' Association, as elected at the Annual Meeting, are: Ross Whittaker, Castlegar, president; Gordon Hughes, Castlegar, vice-president; Miss Elizabeth McKinnon, Brilliant, secretary-treasurer; Miss Victoria Robinson, Castlegar, auditor. The district representatives were appointed by the President: Miss Winnie Coleman for Thrums, Glade, and Shoreacres, and Miss Winnie Jardine for

Ootishenia. Miss Betty Bowman is the Castlegar representative to the District Council in Trail.

There have been several staff changes in the district. In November, Miss Beatrice French, principal at the Ootishenia School, was transferred to Brilliant No. 1 School, succeeding Miss Anne Holoboff, who has resigned to be married. Miss French's position has been taken by Miss Marion Olstad of Kay Creek. The vacancy at Kay Creek has been filled by Miss Betty Houston of New Westminster. Miss Houston was formerly on the staff of the Peace River Rural Administrative Area. At the beginning of this term, Mr. Spearing took the place at Robson of Miss Nancy Ramsay, who resigned in December.

N. W. FRASER VALLEY

THE regular meeting of the North West Fraser Valley Teachers' Association was held in the Coquitlam High School, Austen Road, on January 27. Mr. Charlesworth, Mr. Whitely, Mr. McDougall, and Mr. Miller, representing the B. C. T. F., attended the meeting and were able to give our membership chairman some valuable suggestions for increasing the number of paid-up members in the local. Miss Thelma Griffin presented a report of the Fraser Valley District Council which was held recently. Mr. Robert Davey, president, then submitted his resignation. Miss Elaine Spencer of Port Moody was elected unanimously to the presidency, and Miss DeBou of Port Coquitlam was elected treasurer, the office previously held by Miss Spencer. After the visitors had had an opportunity to inspect the school plant, refreshments were served in the Home Economics Department.

RURAL TEACHERS' ASSOCIATION

WE are very pleased to be able to report that an extremely successful meeting was held on Jan. 25 in Nanaimo, of the Rural Teachers' Association Executive with the committee appointed by the B. C. T. F. Executive to confer with us on the affairs of the Rural Teacher. Two main topics were discussed:

- (1) The definition of a Rural Teacher so as to define membership in the R. T. A.; and
- (2) The aims and objectives of the R. T. A. as expressed in the R. T. A. circular.

As regards the latter, the joint committee were unanimous in approving our

objectives, after some discussion and explanations. On another page of this issue will be found several resolutions dealing with these objectives. Your job as a Rural Teacher is to read these over, and if you agree, make sure that you endorse them by instructing your delegates to vote for them at the convention.

In regard to the definition of a rural teacher, the committee were in complete agreement of four classifications, as follows:

(1) All teachers in Rural Districts as in the Act with the exception of Powell River, Ocean Falls and Kimberley.

(2) All teachers in the Larger Administrative Areas (Peace River and Sumas-Matsqui-Abbotsford).

(3) Any teacher who teaches in any Elementary School where any teacher on the staff teaches three or more grades.

(4) Any teacher in a High School of four or less divisions.

The committee realized that this would not include all those whose problems were predominantly rural, but were unable to come to any agreement on other classifications, particularly in regard to

those in rural municipalities. Amongst the resolutions sent in by the R. T. A. is one which deals with this matter. The committee decided that the best way to decide who would be considered a Rural Teacher for membership in the R. T. A. was to present a resolution to the Annual Meeting.

We would like your ideas on this matter. Read the R. T. A. resolution, and if you have any suggestions send them in.

Remember:

(1) Read the R. T. A. resolutions.

(2) Instruct your delegate to endorse them if you agree.

(3) Send in your own resolutions if you don't agree.

(4) Join the B. C. T. F. and the R. T. A.

I would like to take this opportunity to express our thanks to the B. C. T. F. Committee who met us to discuss the Rural Teachers problems. It is through co-operation of this kind that the teacher in both urban and rural districts will benefit. — E. R. G. Richardson, President, R. T. A.

ATTENTION TEACHERS

RE G. A. FERGUSSON MEMORIAL AWARD

1. Nominations are kindly requested for the Ninth Annual G. A. Ferguson Memorial Award.
2. Nomination of candidates for the Award may be made by any Federation Member, or by any Local Association of the Federation.
3. Nominations must be received by the undersigned at the Federation Office, 1300 Robson Street, Vancouver, B. C., not later than Saturday, April 5th, 1941.
4. Each nomination should be accompanied by a description and supporting evidence of the work for which the Award is claimed. Meritorious work on behalf of the Federation, or any Association, may rightly be included.
5. The conditions provide that the Award shall be made annually to the Federation Member (or ex-member who is no longer eligible for membership), or to a Member-Association, who (or which) has made, in the judgment of the Trustees, an outstanding contribution to education.
6. The Trustees particularly desire to have for such an outstanding honour, a good list of nominations, truly representative of all teachers of the province, and they therefore urge that all Associations and Members give this matter their early and serious consideration.
7. The present Trustees are:
Mr. George S. Ford, New Westminster (Chairman)
Miss Florence Mulloy, Vancouver
Mr. L. B. Boggs, Penticton.

On behalf of the Trustees,

Vancouver, B. C.
February 5th, 1941.

(Signed) HARRY CHARLESWORTH,
Honorary Secretary.

Ramblings of Paidagogos

ON KEEPING STILL

"A MAN'S thoughts"—so runs an old and respectable half-truth—"are his own". Of the two senses in which this can be taken, the first is palpably wrong. The ratio between my own and my borrowed thoughts is about one to ten million, and if I had to pay back my debts I should be reduced in a trice to mental bankruptcy. But in the second sense the saying is true enough. No one can see into my mind. So long as I keep still, my opinions and appraisals are subject to neither scrutiny nor criticism.

Now this is a very fortunate circumstance, as anyone with a nickel's worth of experience will attest. There is a play called "Nothing but the Truth"—or something of the sort—that brings out the point rather well. The characters say exactly what they think, and the most dreadful results follow. If we are wise, we keep still. For social life is composed in the main of small exchanges, and not one in a thousand of them is sufficiently important to be made an issue.

To preserve our self-respect and at the same time the goodwill of our associates, we have therefore invented politeness—which is nothing more nor less than a fabric of pleasant fictions. These fictions soothe everybody and deceive nobody. We ask, "How do you do?" without the least fear of being told; and say, "I enjoyed your singing so much, Miss Belleau" without any sense of having rendered an artistic judgment. And why not? The alternative of downright rudeness is not to be contemplated. Politeness is not lying. It is merely a device by which we are agreeably enabled to keep still.

Some people—and their society is rarely sought—have no knack with fictions. They blurt their opinions right out and lose all their friends. So they console themselves with the belief that their bluntness is a form of honesty. Alas no. The truth about a person of this sort is quite otherwise. Either his ego is a little out of focus and he takes "too modest a view of his own insignificance", or he has no facility with words. His only salvation lies in observing three simple rules, to wit: (1) carefully consider whether the remark needs to be made; (2) carefully select the best form of words in which it can be phrased; (3) and then refrain from making it. In brief, if he cannot keep still in the fictional way, he had better keep still in the literal one.

In this connection it is interesting to note that increasing bluntness is a sign of old age. I refer, of course, to old age in the mentally decadent sense—a sense in which it is not nearly so common as most young people suppose. Waning of intellectual power is often accompanied by a decline in social sensitiveness—clearly seen in unblushing soliloquy—and the old man or woman becomes notorious for an acid tongue. Ordinary inhibitions fall away. Facts are stripped from their ameliorating content and stated with a sort of elemental crudity. So we struggle with our embarrassment and say, "Pay no attention to Grandfather—he'll be ninety next April, you know". And Grandfather chuckles very indelicately until he is brought up short by a racking cough.

But keeping still can be far more than a matter of politeness. It can be a way of acquiring a tremendous reputation for wisdom. Nothing is more overpowering than silence.

I remember a school trustee who was a master of this taciturn art. He was a grave man to begin with, and by dint of sustained silence he came to dominate the board. He simply sat. To borrow an epigram: no one could possibly have been as wise as he looked. And how splendidly his method worked! The other members of the board talked themselves into a state of mental and verbal prostration competing for his solemn nod. And when he finally brought himself to a laconic acquiescence, the question, whatever it was, was decided.

There is a story—quite different from the above but with the same implication—told by Douglas Jerrold, the famous wit. As he relates it, he once attended a banquet and found himself seated beside a large sober-faced man who could be drawn into no small-talk whatsoever. So formidable was this man's silence that Jerrold came ruefully to the conclusion that he was sitting cheek by jowl with one of the great intellects of the age. But the appearance of a dish of oysters destroyed the illusion. With sudden gleefulness, the man laid hold upon his knife and fork and cried out: "Oysters, by jingo! Them's the jockeys for me!"

If there is a moral in this, and I suppose there should be, it must have something to do with the odd relationship between ignorance and wisdom. The two are by no means opposed. Indeed, the wiser a man becomes, the more ignorant he acknowledges himself to be. As his vision expands, his certainty contracts. He is less and less satisfied with the neat little explanations that formerly contented him, more and more aware of vast reaches wherein his feeble rushlight merely makes the darkness visible.

In saying this I do not indulge in metaphysical talk. Language is not the private preserve of the metaphysicians. What I am trying to convey is that no man, however broad and deep his insight into physical and human nature, can embrace within his own mind more than a scintilla of science or art. Not only does his ignorance keep pace with his knowledge, it outruns his knowledge. It increases not in arithmetical but in geometrical ratio, until in the end everything he learns is a tiny pointer indicating an infinitude of things yet to be learned.

So the wise man is he who keeps his opinions within the confines of his own enlightenment, pretending to no additional authority. And on occasions without number, his wisdom will consist in keeping still.

IMPORTANT NOTICE

RE MAGAZINE SUBSCRIBERS' LIST

In order that the Magazine expenditures may be kept within the budget allowance—it will be necessary to limit the mailing list of the remaining issues this year (March to June) to those teachers whose membership and magazine fee (or whose enrolment card for same), has been duly received at the Federation Office.

To prevent disappointment—or inconvenience—please attend to this urgent matter at once.

Treasurers and Staff representatives who may have recently paid fees (or enrolments) still on hand can assist us very materially—if they will forward such fees (or enrolments) at the earliest possible moment. Otherwise magazines may be inadvertently withheld from members and subscribers in good standing.

HARRY CHARLESWORTH,
General Secretary.

Education For Civilization

SELF REALIZATION AND DISCIPLINE

By FRANK WILSON, *Mission High School*

RUNNING through the series of essays of which this paper is the third there is the basic assumption that man likes order and harmony and is distressed by chaos. It is also true that, both in the case of man and of the community, there is little chance of harmony within the whole apart from wise and effective control. A wise ruler and an effective system of law and order are essential to any community; a knowledge of the self, clear aims and habits of self-discipline are essential in the integration of the personality.

A very popular educational truism of today is that, "the only discipline justifiable in the democracy is self-discipline", which statement is, I believe, profoundly untrue. A community is composed of individuals of all grades of intelligence, of self-control and of maturity. The well being of the individual depends upon a stable and orderly social fabric within which he may function securely. It is therefore absolutely necessary to impose order.

Certainly we should not be satisfied with a merely imposed order. The sound community must have the active cooperation of its members rather than grudging conformity. The problem is one of method. If we study social organisms in which *esprit de corps*, efficiency and smooth operation are important, we find that order must first of all be imposed. To get a new school, a hospital, a battleship or a business running well, it is absolutely essential that the head should know exactly what he wants and tolerate no slackness or carelessness. The new pattern must be imposed vigorously and with determination.

When this has been well done with fairness it is not long before the members become proud of belonging to an organization which manifests such smooth efficiency. Its continued excellent operation becomes a matter of interest to the individual, his self-esteem comes to be bound up with it. When this happens, his loyalty and enthusiasm take him well beyond the external demands of the man in charge. He has become a free man very much as the craftsman became free by transcending the demands of necessity. But just as the craftsman cannot pursue excellence unless he knows what his function is,

unless definite demands are made of him, so a member of a community cannot give that extra loyalty and enthusiasm unless he knows just what is required of him.

Self realization for most people does not mean complete freedom to do what they want. Such freedom implies the absence of those definite demands which the ordinary person needs to integrate his energies. Self realization for all but the supreme genius means work within one's powers in which one can take a pride and pursue quality. Even in the fine arts the freedom of having no function is destructive. The painters of the Italian Renaissance were apprenticed as tradesmen and were employed by the Church to express certain religious concepts in their paintings. Shakespeare wrote most of his plays and Bach most of his music to order, for specific occasions. The modern "Surrealist" is free to express himself without let or hindrance. Obviously, the definite demands of the earlier periods were a challenge and a stimulus helpful to self realization. The complete freedom of today too often becomes mere futility.

Architecture provides similar examples. The medieval builder, engaged in the construction of his mighty cathedrals, chateaux, and guild halls, worked with two major materials,—stone and wood. In using wood, moreover, he avoided, whether from preference or necessity, the use of nails. Under these conditions he was called upon to meet very difficult problems, problems for which perhaps only one satisfactory solution was available under the circumstances. How might walls be built strong enough to support the weight of a great leaden roof and still allow of the introduction of extensive windows? How might the window openings themselves be constructed out of stone? The flying buttress and the great Gothic arches represent the solution of problems in statics rather than aesthetics. The nature of his structural problems forced the builder to the discovery of real Form, thus giving his building a basic beauty of structure which might be embellished by the affectionate decoration of devout and skilful workmen.

The modern builder is not so fortunate. He may work with wood, steel girders, concrete plain or reinforced, stone, or

even glass. No ordinary building problem compels him to discover a logical, inevitable structural solution. He can, and sometimes does, make a structure which could emerge only from the tortured dreams of a neurotic mind. It was no accident that the discovery of the steel "skyscraper" had much to do with restoring architecture to health and vigor. Here were new problems to be solved which could not be side-stepped. The designer was compelled to think in terms of mechanics, in terms of the intrinsic quality of his structure. He had to return to the logic of efficiency and the discipline of function. Building thus became sufficiently difficult to absorb the full intellectual energy of brilliant men, with the result that the old slack decadence was left behind and the discovery of new and vital Form began once more.

The artist usually finds his freedom when he is given a significant job to do and is inclined to disintegrate with few exceptions when told, "do as you wish". In much the same way the happy home is that in which each person has his job and knows that no slackness or shirking will be tolerated. The happy community of any kind is that in which the individual knows what is expected of him.

The firm demands of the community become the fixed points around which life may be organized, just as the piers placed on bedrock provide the foundations from which the great arches of a bridge may reach out. To refrain from making definite and clean cut demands upon the individual in the interests of his freedom is like asking the engineer to build a bridge upon shifting sands. One cannot solve problems without data. The demands of society are the data which define the problems which the individual must solve.

Of course, there is the danger that

discipline may degenerate into stupid tyranny. The safeguard is to be found, I think, in the concept of function. Discipline which arises out of the task to be performed is seldom resented. To be held to high standards of accuracy and thoroughness is perfectly healthy, for slovenliness breeds contempt, and contempt greater slovenliness. So long as the task calls for a measure of skill and intelligence, we come to accept these high standards which are at first imposed, and adopt them as our own.

It would be no hardship to our young people if society decided that certain things were required of them and insisted that these requirements be met. To feel that one is needed, that one has an essential function is a basic factor in unifying the personality.

I have already stated that education should be strenuous and that conditions of modern living amongst people with comfortable incomes, particularly in cities, do not exact strenuous reaction from the young. A high standard of comfort is a condition in which most of the adaptive mechanisms of the body are permitted to atrophy unless positive steps are taken to prevent this. Strenuous activity and some hardship must be deliberately imposed upon young people if they are to develop endurance, well knit physique and sound nervous systems.

No leisured class in the history of the world has been able to maintain its health and vigour without deliberately taking steps to counteract the degenerative effects of ease, comfort and plenty. A Spartan regime imposed upon the young and the acceptance of ideals of fitness, hard effort and self-discipline on the part of the adults are minimum essentials to the survival of a leisured class. And almost all of us belong to a leisured class today.

Art and the Normal Schools

By C. DUDLEY GAITSKELL, *Powell River Schools*

IN the November issue of this magazine there appeared an article of mine dealing with art and the universities, and particularly with the University of British Columbia and its relation to art instruction in this province. This present article may be regarded as a sequel to that dealing with the universities.

In the essay published in November it was shown that the University of British Columbia offers only one short course for the training of students who

may teach art in the several schools of this province. It was also shown that the university has never seen its way clear to offer any credit course in art to undergraduates however much they may desire such courses. All this, of course, does not tend to promote efficient art instruction in the province as a whole.

It may then be asked, what other machinery have we in the province to promote an efficient system of art instruction? One immediately thinks of the

Vancouver School of Art in this connection. Unfortunately, although this school produces a few highly trained art specialists from time to time, it cannot be said to have a very wide direct influence on most teachers. It seems to have little or no connection with the normal schools, and its enrolment of teachers during the summer months is relatively small.

At all events, the two provincial Normal Schools seem to exert more direct influence upon art instruction in our schools than does any other institution in the province. The Normal Schools accept most of the direct responsibility for producing teachers with sufficient knowledge and ability to teach art in the majority of British Columbia classrooms. It will be well then to review the work being done in the Normal Schools.

Students come to the two Normal Schools from all parts of the province. There seems to be a great diversity among them as regards their background of art training. In reply to the question: "What is the general ability in art of students entering the Normal School?" one instructor replied as follows:

Ability very varied. Majority have done nothing since first year high school. Many are quite good draughtsmen but have little background in the general field of art.

The other instructor stated:

The students who come to this school from small rural high schools have as high a standard of efficiency in art appreciation as the boards of school trustees have been able to provide them with. You, yourself, know how limited are the funds at the disposal of the school boards.

The ability of each student to express himself graphically naturally varies with the standard of instruction prior to his entrance here.

These replies were made about two years ago. At that time a student was required to have taken Art III prior to his entrance into Normal School. Along with others, this restriction has been lifted so that Art III is no longer considered a prerequisite for entrance into Normal Schools. It will be noticed in the above quotations it is stated that the "majority have done nothing (in art) since first year high school". "First year high school" doubtless refers to Art III. This is an important statement for it is another evidence that proportionately few students in the high schools of this province choose art as an elective for

the Junior Matriculation Certificate. The reader will be aware that the course, Art III, is of a very elementary character. But since the prospective student of a Normal School is no longer required to have taken Art III, the art instructors at the Normal Schools can now expect to enrol students in their classes with even less training in that subject.

It is clear then that the students of the Normal Schools in most cases will require very thorough courses if they are to become successful teachers of art. Many will require extra classes in graphic expression. At the same time the students must be instructed in art appreciation. This means they must be reasonably well grounded in an aesthetic philosophy since no one can appreciate intelligently, particularly with a view to teaching, without a fairly extensive code of aesthetics. They must also understand something of the child's outlook and capabilities in the realm of creative expression. Also they must learn certain of the crafts including clay modelling, linoleum block cutting and printing, light woodwork, cardboard construction, sand-table projects, needlecraft, raffia work, weaving, bookbinding, and perhaps others. Finally, they must acquire considerable knowledge of the various methods of art teaching. Keeping all this in mind, one realizes the task which confronts the Normal School instructors in art.

The Normal School instructors in art have a gigantic task. At Victoria, the smaller of the Normal Schools, the instructor has approximately 40 hours in which to accomplish it, while at Vancouver the time allotted is about 90 hours. The time allotted to art appears small, but actually it is generous when compared to the total number of hours in the complete course at the Normal Schools. This is particularly so in the case of the Vancouver school where art is allotted more time than any other major branch of activities. Also, with the stress on the integrated programme, it is reasonable to assume that considerable art activities are carried on in some of the other classrooms.

But the integrated programme makes the art instructor's task more difficult. It is one thing for the prospective teacher to have a narrow knowledge of art as such. For the teacher-in-training to receive sufficient knowledge of this great branch of activities,—a knowledge broad enough to allow him to weave it into other classroom activities with the pur-

pose of building up unifying experiences in the daily life of the child, is something much more difficult to acquire.

The Normal School instructors in art were asked whether they considered their students well equipped to teach art after having received their training at the Normal Schools. One instructor replied as follows:

The graduates of this school are as well equipped to teach art in rural schools as the time will permit. Some time is devoted to all phases of graphic and pictorial arts. There are only 60 periods of 45 minutes each throughout the year for the art course.* Anyone who tries to judge the teaching ability of the average graduate must keep this fact in mind.

The other instructor writes:

I do my best to give them (the students) a general background and to interest them in the subject

The instructor adds elsewhere in his communication:

I imagine that teaching (in art) is somewhat haphazard and that the pupils often do well in spite of the teacher.

It will be seen that these instructors lay no claim to the production of efficient teachers of art. How much of this attitude may be attributed to modesty is difficult to determine, but it seems significantly apparent that their communications appear to show that they tend to hold an opposite opinion. In order not to rely on these opinions alone in reaching any conclusions, it might be well to refer to other opinions. The situation will be clarified by referring to the base of operations—the classroom where art is being taught. The art teaching in various schools of the province has received comment from time to time by inspectors writing in the Annual Reports of the Department of Education. These reports are to be had from 1874. They have been carefully read with an eye to the art-teaching situation. A study of the reports reveals that, with the exception of certain urban centres, art scarcely ever has been taught in this province to the satisfaction of the inspectors of schools reporting on the art activities in their respective areas.

In recent years inspectors have ceased to make general appraisals for the reports of the work being done in their inspectorates. Accordingly, some inspectors were asked by letter for their

*This was written prior to the 1940-41 allotment of time.

opinions of the art work which they saw in their most recent tour in their districts. One inspector writes:

Little art work was being done in the schools. The drawings that were being done consisted for the most part of conventional design, renderings of cubes, prisms, etc., and some nature design. The teachers seemed to draw the majority of their ideas from the textbook. From this book a large amount of copying was done. Indeed, very rarely did one see original drawings being produced by the students or being encouraged by the teachers. It may also be stated that art appreciation was not taught and that the majority of teachers believed that to stress manual dexterity with pencil and brush was the sole aim of art instruction.

The above quotation refers to two inspectorial divisions. Another inspector writes:

The art work tended strongly to consist entirely of instruction in drawing with some colour work. . . . In other words, the primary aim was the acquiring of some skill in graphic representation. This is, of course, a worthy aim. . . . The work done varied a great deal according to the skill of the respective teachers. . . . A fundamental point is whether we are to try to train the pupils in drawing or in art. If the latter, we shall usually fail unless some way can be found of furnishing periodic help to teachers-in-service.

From the foregoing, it does not seem unfair to infer that the Normal Schools do not find it possible to produce as efficient teachers in the field of art as they would desire. This statement in no way implies criticism of the work of the Normal School instructors, nor of the internal organization of these schools. It is undoubtedly true that even in the short period of teacher-training, the students receive extremely beneficial training. But the task, first of giving lessons to improve manual dexterity, general knowledge of art, and hence appreciation, and second, of presenting lessons on how to teach that which has been absorbed, seems logically impossible if any degree of general efficiency is to be obtained.

The question then arises as to whether some solution can be found whereby the graduates of the Normal Schools are doubtless giving a maximum of time to art instruction. Certainly this seems to be the case in one of these schools, if not

in both. But if the time could be, say, doubled, it is doubtful whether the Normal Schools even then could overcome the difficulties attending art instruction in our school system.

It seems apparent that before the Normal Schools can produce more efficient teachers of art, at least two major changes must be made. In the first place, applicants for Normal School training must have a fuller background in art. Some will immediately say that this has been attempted previously and was not a success. They will point to the fact that Art III was made compulsory but that the regulation was only a nuisance and had to be withdrawn since many students arrived at the Normal School who, for several reasons, had not taken even this elementary course.

Of course, students will arrive at the Normal School without even an Art III background until art is offered freely and on equal terms with other major fields in the high school curriculum. Some may argue that it is. Only recently the writer made the statement that high school students found it most difficult to select art if they intended to proceed towards a Junior High School Certificate. An official high in educational circles took exception to the statement that art instruction receives any kind of adverse discrimination, and he stated that students could elect up to fifteen units in art during their high school years if they so had a mind. The writer made the statement in one of the larger centres of population. In the entire school system of this city, only fifteen high school students including both Junior Matriculation and High School Graduation students are receiving instruction in art. Similar conditions can be found throughout the province. The fact that the Normal Schools withdrew the restriction with regard to the art course is but another manifestation of these conditions.

Why do high school students not elect art in larger numbers? The answer has been given elsewhere.[†] It was shown that the policy of the university in connection with art instruction has an unfortunate effect both on students proceeding towards a Junior Matriculation Certificate, and hence to the Normal Schools, and also on teachers attending summer schools.

Not only then must the students entering Normal Schools have a fuller background in art, but the graduates of these

schools apparently must receive, for at least the first few years of their teaching service, some kind of additional help in art instruction. Some will say that this is the function of the summer schools. But it must again be pointed out that very few teachers attend the art classes of the summer schools for reasons which have already been stated. Teachers-in-service must logically require additional help in art after their Normal School courses. This is not the case with many other subject fields. In mathematics, the sciences, languages and so on they have had, in most cases, a three-year high school training, and probably one or two years of university instruction as well. In art, many have had nothing since Grade VIII, or, in some cases one could cite, even less.

Art activities are important and we cannot afford to neglect them. They are a manifestation of integrated human development. Who can hope to understand historical development without referring to the artists of all the ages? Again, taught properly, the arts undoubtedly help develop what Jacks has called "the whole man". And so one could run through an almost limitless list of cultural values of art instruction until the economic values are reached. The *Putnam-Weir Report* mentioned the fact that art should be stressed in all our schools because of its economic values and drew a picture of a Canada which prides itself on being an industrial country but which so far has failed to develop a feeling for good design that is typically Canadian. It showed how we borrow from other countries and yet hope to compete on a design basis with such countries as Japan and the United States. Today, England will maintain her vital export trade in such lines as china and fabrics in direct proportion to the thought and effort she has given to fostering design.

People of other times and other nations would be amazed at our present arrangements in art. Languages, mathematics, sciences compulsory for all students both male and female, but art can be taken only after these requirements have been met. Art can be taken, that is, if there is time and a teacher who feels he is capable to teach high school art,—often with a background of Art III or less!

In summarizing, it seems fair to say that the Normal Schools play a relatively large part in fostering art education, but that from the evidence at hand, it seems unlikely that under our present arrange-

[†]"Art and the Universities", *B. C. Teacher*, November, 1940, p. 127.

Our New Reports

By BERTRAM P. THOMAS

DO you remember your report card, the one you had in the Third Reader? It was a simple little paste-board; the most mysterious thing on it being *Times Tardy*, a mystifying symbol which I always took to mean some reprehensible form of untidiness. I recall that I finally settled on this definition—to my own satisfaction—on the day when Miss Beaman took me to task for my failure to produce a handkerchief when it was most distressingly necessary. Because that was the same day we got our reports and Miss Beaman asked me to point out to my mother that I had been guilty of that horrible social lapse, to wit, *Times Tardy*, to the tune of a neat little figure 1; and would my mother please see to it that Miss Beaman would, in future, be able to confine herself strictly to O's in that column. To the amazement of my mother, I next morning fulfilled the spirit of this request by reminding her that I must not forget my "hanky".

Ah! Those were the days. If we were good in arithmetic we used to get our 90 per cent. Nobody ever asked "90 per cent of what?" If we were poor we got 40 per cent and a licking. Oh, so simple! And so honest.

And, in British Columbia, those days extended right up till three years ago. True, the 90 per cents and the 40 per cents had gone some time before, to be replaced by A, B, C, D, and E,—not forgetting C+ and C—. But the interested parent could still tell whether Johnny was leading or trailing in the race for knowledge.

Then in Teachers' Common Rooms throughout the province, rumours were heard of a Report Card which reported not on Johnny's ability to add, but rather on whether Johnny liked to add, or would he prefer to play football during that period; a Report Card which reported on the inner Johnny, not simply on that Johnny who came to school and behaved like a rather mischievous and very likeable boy. These rumours persisted throughout that whole wet winter and were accepted without undue apprehension. Something new? Good! Last year the new Course of Study came out.

ments they can ever produce what British Columbia so seriously and obviously requires—a corps of teachers

Now History and Geography are called Social Studies, but who is the worse for that?

The new school year started in September and the reported report rumour was reaffirmed by our principal. October came and went. We didn't have to put out reports because the new forms hadn't arrived. Alas! This should have prepared us for the worst. Give the powers-that-be that much time and who knows what subtleties they will ponder, or what monstrosities they will create. But, no, we were too busy congratulating ourselves on missing, with an easy conscience, one full issue of reports.

Finally the forms arrived. The express drove up to the school and unloaded stacks of very broad white cards. The next day the principal called a staff meeting. With a report card in hand and an awed look on his face he proceeded to tell us how to fill in the New Reports.

With regard to arithmetic, no monthly tests. Simply tell whether Johnny's work is satisfactory. How? Probably we had better keep a record of the daily quizzes. Add them up, compare the results with Johnny's intelligence as revealed by Mr. Otis, allow for his home environment, then fill in the space: "*Works with accuracy and reasonable speed*" with a check, a plus, or the letter N.

Did that dispose of the arithmetic? It did not. There was also the space *Reads and thinks out problems carefully*. How handle this? Well, probably we had better keep a record of all Johnny's problem work in order to make a good job of that.

Oh, yes, and the third space under the heading *Arithmetic: Is beginning to see the use of arithmetic in daily living*. The principal wasn't sure what we should do about that, but he hinted that it might be wise to lurk about when Johnny was in the middle of financial transactions at the confectionery store.

With regard to deportment we were told to take our little checks, pluses, and N's, and distribute them over the 12 spaces on the left-hand side of the report under the main headings: *Health Habits*, *Social Habits*, and *Work Habits*. Indeed, it would probably be advisable to keep

capable of teaching art with adequate success in the elementary schools and high schools of this province.

another little chart (a little chart with 40 names, 12 spaces for each, for 20 days). This should take care of Johnny's health, social and work eccentricities.

It did seem that the New Reports would be a little more work than the old, but, after all, think what it was going to contribute to Johnny's future, and to home-school relationships generally.

But sad to relate, Johnny's father does not take kindly to the New Report. He insists that Johnny does *thoughtfully observe the world of nature*, so what's the big idea of marking this space with the perfidious N? So I point out that Johnny is an unusual child. He could observe the world of nature even more thoughtfully, and, furthermore, that N means that "A child of his ability should do better".

But Johnny's father still balks, so, with a sigh, I take out the key, which the principal in his mercy has given us.

KEY TO NEW REPORTS

SCIENCE—

Thoughtfully observes the world of nature: Johnny's attitude to the study of science.

Is guided by the facts in drawing conclusions: Johnny's science mark as indicated on the monthly test.

ART—

Is developing good taste: Johnny's drawing mark.

SOCIAL STUDIES—

Can obtain information by himself: Johnny's history mark.

Can organize and apply information: Geography mark.

Is developing desirable attitudes towards others: (You should see the development of Johnny's father towards me by this time).

But don't think that the New Reports, mine, at least, don't give any accurate information. By solemn and secret agreement, I now have agreed to fill in the space marked *Pupil shows special ability in*, with remarks like "Spelling—poor, Arithmetic—he doesn't know his tables, Geography—fair". In return for this information, Johnny's father has agreed not to have the entire staff discharged for misinformation and contradiction among the checks, pluses, and minuses of the other 90 per cent of the New Report.

Mobilizing the Teachers*

By ISABEL THOMAS, York Memorial Collegiate Institute, Toronto

AS our civilian population becomes mobilized for the total war the schools must adjust themselves to suit the demands of society. In H. G. Wells' famous race between catastrophe and education, catastrophe has at present won; and this fact has far-reaching implications for education.

Curtailment of Grants for Education

One of the first demands to be made upon the schools will be a reduction of educational expenditures, and it is well-known that a reduction in these expenditures invariably implies a curtailment of educational opportunities. Instead of our provincial governments gradually assuming an increasing proportion of educational costs they have actually in some instances already taken the reactionary course of reducing these grants to the local municipalities. There is no longer any hope of the provincial governments assuming 50 per cent of the costs of education as is done in Great Britain; nor can we reasonably hope that in the federal field the recommendations of the

Sirois Report will be adopted, thereby setting provincial government funds free for education. The federal government will be more reluctant than ever to assume any responsibility for educational costs. More than ever the local municipality regardless of its economic status will be required to bear the major share of educational costs with all the resulting inequalities of educational opportunity. Increasingly will it be true that the child brought up in an impoverished community will receive a much poorer education than a child brought up in a prosperous community.

Lowering of Salaries

The most obvious effect of a reduction in provincial grants for education will be the inevitable reduction of teachers' salaries. Already we observe various measures being taken by school boards with this end in view. The attack upon women teachers' salaries has already gathered considerable momentum and has become one of the most potent planks in election platforms of such candidates for school boards as are more interested in tax reductions than they are in educa-

*Reproduced by permission from the September issue of *The Canadian Forum*.

tional services. Such salary reductions can by no means be expected to affect women teachers only—they will result in time in a general lowering of all salaries. We shall thus be faced in the schools with a two-fold obstacle to improving the profession—the lowering of salaries and the withdrawal for military purposes of many of our best young men. The important feature of such movements will not be the economic effect upon the teachers themselves—much as that will be felt in a time of mounting living costs and income taxes—the most serious result will be the effect upon our whole educational structure and the educational opportunities afforded our boys and girls. This is something in the nature of suicide for a democratic society at a time such as this when democracy is fighting a life and death struggle.

Attacks on New Curriculum

The new curriculum, now in process of being adopted all across Canada, will come under fire. The charge will be made that under these curricula we do not make good mechanics and good soldiers. Society will probably require the schools to abandon their efforts to make free citizens, fitted to live happily in a free society and will demand an exclusively utilitarian and vocational education. The danger here lies not in the schools becoming too vocational. It is generally conceded that there is a dearth of vocational education outside of the larger centres. The cause of this does not lie in the curricula so much as in the increased cost of providing facilities for vocational education. We have in the past overloaded our smaller schools with academic subjects because these subjects can be taught at a minimum of cost. Now we shall be asked to reduce costs further, with at the same time a hue and cry being raised against the teaching of purely cultural subjects. We shall therefore be faced with the danger of losing these subjects without any compensating gains in the vocational field because of the cost involved.

The New Discipline

In eight of the nine provinces within the last few years reforms in curriculum long overdue have been introduced. These reforms have been accompanied by a new discipline. In an attempt to spur the child on to a more vital and more effective educational effort the old formal disciplines have been abandoned. But every teacher knows that parents generally interpret this merely as "weak discipline". Every parents' night, fathers and

mothers urge the teacher, "You just *make* my boy do so-and-so". The collapse of the European democracies is going to be ascribed to lack of discipline and the blame will be given to the schools and particularly to the new "weak" concepts of education. At the very time when a modern philosophy of education is struggling for realization, the public will demand and many teachers will condone a sabotaging of the whole scheme.

Dangers in National Unity

As the pressure for national unity becomes more intense there are several dangers which must be guarded against. One of these is the tendency to betray the cause of truth in the interest of national advantage. Attempts will be made to suppress textbooks which are not strongly nationalistic or which express faith in internationalism. Teachers of alien descent and those whose national loyalty fails to take certain forms will be dismissed. As teachers attempt to stem the tide of war hysteria, as they try to base their opinions and attitudes upon reason they may be subject to charges of disloyalty. Particularly will this be true of university teachers. The best guarantee of academic freedom in war time would be a strong union of teachers.

The Functions of One-Big Union

Let us now consider how one-big union of educationists might be influential in checking these four trends which are definitely injurious to education. Public opinion must be moulded if we wish to preserve our democratic system. In England, where all teachers are organized under The National Union of Teachers, the English government has increased its grants this year by approximately one million pounds, but in Canada no effective voice has been raised against government reductions. If all teachers in Ontario were unified there would be 20,624 members; if all teachers in Canada formed an organization similar to the National Union of Teachers in England there would be a membership of 53,287. This does not include teachers in the universities or in the Catholic schools. The value of a national teachers' organization may be seen in the role of the teachers in the war effort. In England teachers commanded such public confidence that the work of evacuating the children was done chiefly by them; but in Canada the offers of teachers' organizations to assist in the placing of English children in Canadian homes were not given even a reply and individual teachers functioned under

other auspices. It is obvious that if the profession commanded public confidence in Canada the whole educational machinery might have been used to do the national registration. The opening of schools might have been delayed three days and principals, teachers and classrooms might have been utilized. Such a scheme would not only have given teachers the opportunity for national service which they desire but it would also have saved enough public money to make reductions in government grants for education unnecessary.

Teachers' organizations especially in eastern Canada are so small and disunited that they bow to public opinion instead of moulding that opinion. Lacking power they seldom try to use it. An example of what can be achieved by organization was shown in Saskatchewan last year. After teachers had taught through years of the depression for ridiculously low salaries which often were not even paid, the federation announced that no teacher would accept a position at a salary less than \$700. They had no reserve fund to assist any teacher who was without a position for this reason, but they were able to carry public opinion with them so that the legislature established \$700 as a legal minimum salary. 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 for Quebec and merely a \$500 minimum in Ontario. Actually in Ontario in 1939 there were nearly 1000 teachers who taught for less than the minimum wage for factory girls.

In peace times teachers struggle for salaries not only because of self-interest but also because they realize that a country that wants good teachers must offer high salaries. In war time, however, teachers themselves, especially women, believe that it is unpatriotic to struggle against salary decreases. Small groups of teachers bargaining with local school boards are helpless, and they can be helped only by a strong organization that can influence public opinion as the Saskatchewan teachers did.

The law replaced the payment of teachers on a national schedule—the Burnham scale. Army surveys revealed the inefficiency of education in impoverished areas, and such inefficiencies were felt to be a national menace from the military point of view. Just at the end of the war a committee headed by Lord Burnham and composed of repre-

sentatives of teachers' organizations, local authorities and the national government drew up a schedule of salaries so that all teachers in England, exclusive of the London County Council which already had a schedule, are paid on the same schedule. The desire for military efficiency led to a national salary schedule in England; if the war continues for some years something in the nature of a national salary schedule will be necessary in Canada because the educational standards in impoverished communities will be below army requirements.

In moulding public opinion with regard to education the federations have been handicapped by the absence of the university teachers. The prestige which these men carry would increase the effectiveness of the federations, while the large numbers of the secondary and elementary teachers would help gain a hearing for the progressive ideas of university teachers of all age-levels are joined in one federation and a very happy co-operation has been established between the various groups. Mergers of men's and women's groups, mergers of elementary and secondary federations are long overdue and in all provinces except Alberta the organization of university teachers is yet to be accomplished.

A one-day union of educationists could defend the new curriculum in two ways. (a) by educating teachers and (b) by interpreting the new curriculum to the public more effectively. In the United States there is a serious cleavage between the progressives and the essentialists but as yet the extremes of opinion are not expressed in Canada. The average teacher, educated and trained under the old system, is asked to switch his whole educational philosophy and finds himself confronted with an impossible task. Many of them complain against the new curriculum not because they do not believe in it but because they know they lack the techniques and are ignorant of the methods to be used. Already many university professors are complaining that the products of the high schools are not as well prepared for university life as they were ten years ago, and high school teachers complain that the graduates of the elementary school are not so well trained as previously. Obviously a closer co-operation between teachers of the various age-levels is needed.

One type of activity for such a union would be the organizing of educational workshops. For the past six years

workshop movement in the United States has been growing with great rapidity sponsored chiefly by the Progressive Educational Association. For six weeks in the summer teachers of various levels meet in a University centre where libraries and recreational facilities are available. General sessions discuss changing philosophies and methods, and smaller special interest groups are gathered around outstanding teachers so that each teacher can discuss his and her particular problem. Such self-help schemes especially in war-times when summer courses are severely curtailed would fill a long-felt need.

Another advantage of one-big union to the teachers themselves would be financial. The benefits of all schemes for group insurance increase with the size of the group involved, and many new forms of insurance might be undertaken by a large group.

Mobilizing Education

In the whole scheme of mobilizing the civilian population for the war effort, of re-shaping our schools to fit the changed society and of teaching the more aggressive democracy that the crisis demands the teachers' voice should be heard

in no uncertain terms. The cause of democracy abroad is truly desperate, and teachers can do little to help, but the fate of democracy at home lies chiefly in their hands. Disunited and unprepared they will let their cause be defeated. They will allow irresponsible party machines to defeat them in their task of creating well-educated citizens fit for democratic life.

Our hope lies in united action. An organized body of teachers, comprising all teachers from kindergarten to university, organized on a provincial basis but federated into a strong national body is an imperative and immediate necessity. Since we must carry on education on a greatly reduced income let us pool our resources, let us re-allot the money wisely. Since our educational machinery must be modified let us see that educationists do the planning. A lessening of educational activity, a cleaning of the house, a discarding of unessentials may not be a bad thing if the work is done by people who understand the issues involved. If we are to perform the function which is peculiarly ours in this time of national danger a much stronger and larger professional organization is needed.

Armies of Free Teachers

By W. Y. McLEISH, *King Edward High School, Vancouver*

THE title of this brief article is a crib from that of a book of unusual and timely interest published lately. It is called "Armies of Freemen", and the author is Tom Wintringham. This small volume gives a racy account of many of the great military battles of the past including Thermopylae, Crecy, Lexington and the final routing of the Germans in World War I.

Without going into a review of the book it is sufficient here to state the author's thesis: that whenever men in the past have been free to experiment, free to organize themselves, free to use to the limit their God-given powers, free to work without compulsion, restriction or conscription, they have invariably achieved miracles. The English long-bow men from the old village greens where they competed in archery and experimented with the bow, the ragged, bob-tailed "colonists" who swept away the hordes of mercenaries at Lexington, the grand army of mechanics (not soldiers in the regular sense) who manned the British tanks in the last war, — these and

other examples are material for reflection when we contemplate our own task of educating our youth.

Let us consider this great motive force, this principle of freedom.

It is often assumed, especially in large schools where five or six teachers may be doing the same course, that uniformity of examinations for all classes is a desirable aim. Immediately this decision is put into operation there are inevitable and unfortunate results. First, as to the teacher, arises the rather puerile yet natural desire to have one's classes show up well; this encourages the teacher to stick firmly to the course outlined, doing neither more nor less than the required "limits of work". Next, the student who knows that his success or failure depends upon the examination mark will not worry unduly about the quality of the regular exercise work he turns in. He is too often willing to gamble on the magic effort of a final "cram". Bad habits are thus encouraged.

But there are still more serious results. We read in our modern texts on

educational psychology of the falsity of the old ideas of mental discipline and the transfer of training; and in other texts of the importance of integration of our school studies so that they may enable our students to "see life whole". Now I am quite ready to admit that the training we are giving *under present conditions* is not likely to be applied or transferred to other conditions or situations of life. But this is not to say that such transfer is impossible. If we desire it we must train the student for it; and that in turn implies time, leisure or freedom to wander from the subject to other fields in order to give demonstration and practice in such transfer.

If I give a geometry lesson and demonstrate the essential nature of proof therein, I may get good results in examinations, but I have not done my whole duty. I should extend the idea to other fields. I should show the necessity of gathering reliable data on, say, the Sirois report, and of examining the steps in reasoning necessary to arrive at a "reasonable" opinion on the matter. Not that it is necessary to undertake all the detailed arguments on so complex a problem—that is where integration with the Social Studies department should come in; but certainly the students should be made aware of the parallelism of the nature of proof in such problems with the proof of the geometrical proposition. Simpler problems of more personal interest might easily be formulated, data sought, and arguments arranged almost in the form of a theorem. This demands time and freedom.

A corollary to this conclusion is that the teacher must be *trusted*. By all means let us have an outline of studies for the guidance of teachers whose experience is too limited to allow them to wander and experiment. But the vast majority of our teachers are sincere, and a large proportion of them are experienced. In my own acquaintance with hundreds of teachers over many years I know only two, besides myself and Paidagogos, who were really loafers. What a waste of good teacher-power, what a suppression of initiative and experiment must have lain behind this regimentation of our teaching body if the story is true that a one-time official boasted that, given a certain day and hour, he could tell you what was happening in every class-room in a certain city!

Moreover this freedom should be extended to principals of schools as well as to "subject" teachers. The old joke: "Who wants to be a colonel with an

eagle on his shoulder when he can be a private with a chicken on his knee" represents, (figurative application only), the attitude of many assistants toward the prospect of principalship. Why should one school be the "deadspit" of another? Is a principal with all the implied experience and wisdom always to remain chiefly an office man knowing little or nothing of the boys and girls of his school and having no time to participate in and encourage the actual educative work of the classroom?

We are supposed to be teaching for democracy, whatever that means. If we accept the postulate that initiative, critical reading and individual thinking are essential, we must get away from dictatorship in the classroom. If we wish our students to grow up into men and women who do not accept slogans, political dogma and patent medicine advertisements at their face value, we must begin by giving them time to think in school.

Our National Research Laboratory at Ottawa is doing marvellous war work—because its workers are free to range. Our leading doctors and scientists and mathematicians do great pioneer work only when they are unhampered by time limits and the necessity of producing results at a given date. Can we not follow this in our schools, trust our teachers, encourage experiment and think more of the value of the teaching process itself than of the achievement of "limits of work"?

We can, and we should. The first step is freedom for the teacher. The ultimate goal is a nation of Free Men.

ESSENTIALS OF STUDENT GOVERNMENT

THERE are four essentials of Student self-government:

1. The principal must be thoroughly in sympathy with the idea.
2. A teacher of citizenship should give all his time to the work just as a teacher of English or science.
3. All the teachers must give co-operation and constructive criticism.
4. There should be such a liberal atmosphere in the school that a demand for student self-government will come from the students themselves and be carried out by them under proper guidance. First be sure of the spirit and let the details develop as need arises. Each pupil should feel: "This is our school and we're doing it;" later he will feel: "This is our democracy and we're doing it".

—From Student Self-government.
By Welling.

Group Guidance

By MOLLIE E. COTTINGHAM

"Who is the happiest of men? He who values the merits of others, and in their pleasures takes joy, even as though 'twere his own'".

WHEN our boys and girls learn, in their teens, that true happiness is found in service to others, they form a habit of limitless value for adult life as members of a free democracy. The youth who lives happily with his school companions, and who learns to give and take from them is ready to meet the pleasures and the duties of community life. Even the laziest and the most retiring student needs but the opportunity to develop personality and talents which are the heritage of all. Teachers realize this. Guidance teachers, especially, are entrusted with the responsibility of motivating such opportunities.

This is an account of the activities of a Girls' Club in an Interior school during the first year of its organization, a year in which every girl from Grade IX to XII, had occasions to lead and follow in one or many ways.

In September, every one of five guidance classes was organized as a club, with chairman and secretary elected anew every four weeks, so that as many as possible might experience the responsibility of conducting discussions and carrying out the routine of business meetings. In these classes was sown the idea of a Girls' Club. Enthusiasm and plans were worked up for a general meeting of all the girls which took place toward the end of the month. At this meeting, four officers with good personality for leadership were elected to guide the year's activities of the club. Then committees were formed so that every girl's special abilities would be known, and her services readily available, whatever project was on hand, decorating, entertaining, typing, sewing, art work, etc. Sheets of foolscap headed with the names of ten committees, entertainment, art, refreshment, publicity, flower, music, typing, decorating, personality, ways and means, with brief explanations, were posted for three weeks. During this period, every girl had ample time to put her name down for three committees. She could even change her mind several times before her final decision, her activities were not to be confined to one sphere yet she was not encouraged to undertake too much, so that all might

share alike in the work to be done. Each committee elected its chairman and did its work as need arose in the school year. The reader will presently see the purpose of each one.

The principal and the school board very kindly co-operated in putting at the disposal of the girls a former physics laboratory. The first work was to transform this into a common room.

After much planning and many hasty rehearsals, the girls presented a short concert for students and teachers one afternoon after school in October. The Art Committee had made advertisement posters, the Entertainment and Music Committees had arranged the programme. With this money (\$19.50) and a loan of \$25 from the Students' Council, began the transformation of the room. Bubbling enthusiasm and persuasive tongues induced mothers to give old furniture lying unused in attics at home. In this way, a long table, two lounges, a lamp, a radio, a gramophone and records made a good beginning for the furnishings. The school board kalsomined and painted the walls, and covered the blackboards with wallpaper. The Decoration Committee worked at home and at school on Saturdays to embroider and hang full-length curtains, make slip covers and cover cushions with gay chintz for the three lounges (a third was purchased), paint the tables, mount and put up pictures and committee lists, each with suitable illustration. The goal of completion was not reached until Easter, when the girls entertained their mothers and friends there at a series of three teas. At that time this was indeed a comfortable looking room, gay in maroon, jade and cream, with bookcase for guidance library, and notice board, where the Personality Committee posted clippings on new clothes, make-up, entertainment. There were masses of flowers arranged by the Flower Committee, a table for magazines and occupational material to be read in spare periods or consulted for guidance class reports. A huge cupboard had been built by the janitor for storing records and concert costumes. Last, but not least, the girls' counsellor had her desk and records in this room and found it a pleasant environment for private interviews, committee meetings with the girls, or for talks on sex education to small groups, which from time to time

asked her to talk with them about their doubts and problems. Such discussions were never held unless asked, and then only to very small groups.

The usefulness of such a room in the life of a school cannot be over-estimated. In November and December it was used regularly for rehearsals for the school concert. On the nights of performance this was the dressing and make-up room. This concert gave girls' committees another occasion for service; they helped to design and made many costumes, and took charge of pressing the garments and dressing the performers for each show. In this room, too, gathered many groups of enthusiastic Social Studies students, boys and girls, to hear news broadcasts during the first tense year of war.

Meantime the debt to the Students' Council remained unpaid. Permission was obtained for the Club to sponsor two school dances, a Christmas dance and the Co-ed in February. These gave the girls experience in advertising, making all the necessary arrangements for music, novelties, decorations, and acting as hostesses charged with the responsibility of seeing that everyone had a good time.

With the opening of 1940 came an intense desire to be doing definite war work. Wool was obtained from the Red Cross, distributed during guidance periods, and arrangements were made for experienced knitters to teach the novices. By the close of the term nearly one hundred sweaters and scarves were well on the way to completion.

Two projects occupied the spare time of members of the Ways and Means Committee. The first, completed in March, was to choose a design, send for, and distribute pins and rings for club members who wanted to purchase them, —rings for the graduating class, pins for all the others. In May conscientious members spent long hours working out a merit system, which, before completion, was presented and discussed in Guidance classes prior to its final adoption. Here were listed and evaluated every possible service that a girl might render through the year, from fulfilling a responsible executive office to playing on a sport team, teaching small children to skate at rink, singing in a choir, or taking library duties. Twice during the year, in January and June, in Guidance classes, students were given a period in which to review what they had done, and each made a list of her own activities. The girls were

encouraged to be assertive without claiming credit which they did not deserve. These lists were entered by the committee in a large loose-leaf record, containing a page for each student. The counsellor then checked these carefully before the committee chose fifteen girls whose merits were outstanding. With club money, small mementoes were purchased, wrapped, and presented to these students.

On three consecutive Saturdays in April, mothers and friends were invited to teas served in the clubroom. Committees for preparing programme, food, serving and greeting the guests, provided every girl in four grades with some task which she performed willingly and well, and many happy faces shone with pleasure and pride when they could welcome their own mothers in this comfortable flower bedecked room. These were silver collection teas. The money was used in part for the merit awards, but the bulk purchased candy and smokes which were sent with notes and old school and city papers in three huge parcels to the men overseas. Many girls are still receiving letters of thanks from the soldiers.

As proof of the splendid spirit engendered by these activities, a group of the girls during the summer arranged another dance, so that they could have money in the fall to send Christmas parcels overseas.

It must not be concluded that this club took the place of all regular routine of guidance work. It was merely the supplement, the outlet for that abundance of youthful energy which can, alas, be so easily wasted. Throughout the year the girls conducted discussions in regular classes on methods of study, when examinations were approaching or just past, on social courtesies when dances or teas were about to be held, on careers and the preparation for them, on moral and civic or educational guidance whenever other aspects of school life indicated that such classes would be useful.

And so passed ten pleasurable months of community life, made possible by support and co-operation of students and staff. The record is not without flaws and gaps, but these disappointments would be avoided the following year, and they were more than compensated by the joy of successful accomplishment. There were differences of opinion, hurt feelings, and, sometimes, even open quarrels. The girls learned to smooth these over and forget, and every one of nearly two hun-

National Defense

By LOUISE R. RORKE, Editor, in the November number of *The Canadian Teacher*.

NATIONAL Defense has a wider application than that which we are ready to give to it. It does not consist alone in the activities of our armed forces. In a time of national danger no merely physical defense can be enough. A constructive understanding and appreciation of British institutions and British ideals must exist in the minds and hearts of the people. England, Canada, the British Empire stand for something more than area and those material possessions which area can embrace. England, and, let us hope, Canada, stands for democracy; for fair-play, between individuals, nations, and social classes—in short for the principles of Christianity which we all profess to honour. These things can be defended only through convictions which are clear and courageous. Army and navy and air men defend our territory, but educationists stand in the forefront in the battle for our convictions. They, too, have their great share in national defense.

Just how we may best act in this national service is a question which should concern us all. Its answer will to a certain extent vary with the individual; but there are certain activities open to all teachers.

First of all they can give the pupils under their charge wide opportunities for thoughtful study and discussion of British institutions and ideals, of the growth of democracy in Britain and in the world at large, and of the present threats to its survival. Teachers might well form clubs or groups among the adults in the community to carry on this kind of study. Connected with it, and springing from it there should be the development of that sense of civic responsibility so lacking at present in the majority of Canadians.

Physical and mental health as the basis of efficiency and of *morale* should be, so far as possible, developed in the school, and its value should be unremittingly taught. Your school may become a centre for enlisting the co-operation of public health agencies, churches, clubs, newspapers, and public recreational activities

not only in stressing the value of physical and mental health, but in providing facilities for its maintenance and development.

In this connection such matters as water supply, traffic safety, fire protection, public utilities, may be studied in order to increase efficiency in public services. You can do this with your pupils; perhaps it can be done with adults of the communities. If you cannot stir up concern regarding these things, or if you dare not because of inimical private interests, comfort yourself by remembering that the boys and girls you teach to-day will be the voters of to-morrow.

A third way in which our schools may take a leading part and one which contributes materially to our national defense is in constructive work for better understanding of the foreign-born in our communities. Their appreciation of British traditions and their understanding of the problems of their adopted country should be developed, and the participation of friendly foreign-born in civic affairs should be encouraged and acknowledged. Your pupils and your community should understand that registration of aliens is a means of protection for the friendly alien, as well as a measure of national defense. The school could well begin an educational programme regarding the position of the foreign-born (and the Canadian-born of immediate foreign descent), and their contribution to our country that will counteract the enmity and suspicion with which the uneducated in our communities are likely to regard all foreigners, and will encourage discrimination between friendly- and enemy-aliens.

These things will have an immediate effect in building up a wise and stable enthusiasm and in holding the *morale* of Canadian people no matter what of testing they may face; and will tend to keep for us the loyalty of our foreign immigrants, whom we have done much to alienate by our disregard. They are all things in which every teacher may participate.

dred students made new friends and enjoyed the pleasure of new social experiences with them. Perhaps others in

the same field will find it interesting to compare these activities with those in their own school.

Voice Consciousness

By ELFRIDA M. WEBB, L.T.C.L., M.R.S.T.,
Teacher in Charge of Speech Classes, Vancouver School Board

MUCH has been both written and said on the subject of the speaking voice. Therefore this article is not a theoretical discourse but rather a heart to heart talk with the teacher on this all important, but oftentimes overlooked, part of his education. The speaking voice is the instrument through which we give forth knowledge, for we still believe with the Greeks of old, that what is best worth knowing can best be learned through the spoken word and not through lifeless symbols. Yet this instrument, in use at all times and on all occasions, is the most misused and ill-treated of all. If the reaction to the contents makes the reader more "Voice Conscious" than the objective has been achieved.

At one time we called the study of speech "Elocution", which according to the dictionary means "manner, style, art, of oral delivery". However because Elocution is now understood to mean declaiming from a platform in a highly artificial and unnatural manner, the term "Speech Training" or "Speech Arts" is more frequently applied. The study of this art therefore, should be directed towards obtaining "Good Speech".

The speaking voice is, or should be, one of our greatest assets, instead of which it is sometimes a liability. What constitutes a "Good Speaking Voice"? Let us take note of some of the faulty methods of speaking we hear every day; mumbling, the all pervading weakness of slovenly speech which seems to be characteristic of our generation and which is due to laxity and lack of effort in the formation of words; poor vowel sounds, due to incorrect position of the tongue and incorrect opening of the mouth; high pitched, loud, weary, and monotonous voices; lastly, tension of the throat muscles, the avoidance of which is of the greatest importance to the teacher. A good speaking voice then has none of these failings. It is clear, distinct and well modulated with a pleasing variety of inflections; it is musical and pleasing to the ear, at the same time being perfectly natural.

The cultural value of a good voice is admitted by all thinking people, but a well produced, audible and pleasing voice is also of the greatest advantage educationally, physically, and economically.

Educationally we are improved by the general culture gained through knowledge of words, and appreciation of beauty in the choice of the language used. We thus increase the understanding of and love for the best in our literature. Then too, we learn to express thoughts intelligently and in a pleasing manner. In the physical field, the advantage is not commonly realized and is one that I should like to bring to the attention of every teacher. The foundation of good tone is correct breathing which also includes good deportment. Nerve control and lack of any tension in the production of sounds is also necessary in order to avoid "clergyman's sore throat",—a common complaint of many who use the voice constantly which might well be called "teachers' sore throat". The advantages economically are decidedly of importance in these days. To succeed in the professional or the business world we must have self-confidence, which in turn gives others confidence in us. A man or woman who speaks in a firm confident tone will create much more confidence in his ability than one who may be equally clever, but whose delivery is halting and uncertain. It can easily be seen that a nervous diffident person would be at a very great disadvantage.

Mr. Arthur Burrell states in his book *Clear Speaking and Good Reading*, "There never was a time, perhaps, when a clear, good, sweet, persuasive, incisive and intelligent voice was of such importance as it is today. Yet it is not too much to say that many who are by profession speakers appear to be ignorant of the rudiments of their art, and that the number who study their voices as the means of communicating thought easily and forcibly is, considering our vaunted improvements in education, absurdly small".

Mr. Burrell further states that the art of good speech "requires the preservation and careful training of that elegance of voice which Nature bestows on almost all of us. . . . The voices of some of our friends, as we mentally run them over, are harsh, commonplace, affected, strident, feeble, fluffy, sloppy, grating, silly. . . . And of other voices, as we mentally run over them—what words are too beautiful to describe them? Stir-

ring and enthusiastic voices; soft and persuasive voices; mysterious, penetrating, illuminating voices; voices that hold up to us the meaning of poet and speaker as one holds out fruit to a child; voices with the 'natural gift' preserved and not wasted. This natural beauty of the voice, quite distinct from intensity or quality, must be saved or won back again".

To attain this desired standard it is necessary to train the ear to such an extent that it will immediately recognize a discordant note in the speaking voice, and to exercise the organs of speech to enable them to move with ease and flexibility. For this purpose a short time should be set aside daily for practise. The following exercises are designed to correct some of the faults already outlined and are chiefly intended for the benefit of those teachers who are so situated as to be unable to obtain qualified assistance.

Mumbling

Practise should be done before a mirror. Repeat the initial sound of M, B, P, W, several times with considerable energy, this will give more flexibility to the lips. Repeat M-ah, M-ay, M-ee, M-aw, M-eh, M-oh. Slowly being careful that the mouth is well shaped for the vowel sound. Repeat with B, P, W, T, D, F, V, L, N, S. When reading aloud, which is excellent practise, care should be taken to sound the end of the word clearly.

High Pitched Voice

The speaker with the high pitched thin voice is probably using the wrong register. The speaking voice should always come from the chest register as the tone will then be much fuller, much more musical and take considerably less energy to produce. This is where ear training is essential. Practise speaking to notes on the piano using the long vowel sounds for this purpose and keeping within easy range, gradually introduce more notes developing the lower ones rather than the upper. The speaking voice should be capable of covering an octave on the piano with ease. This exercise is also recommended for the speaker with the weary or monotonous voice.

Tired Throat

In this case the speaker is, in all probability placing his voice incorrectly. Words should be placed immediately behind the front upper teeth. Practise the long vowel sounds preceded by M, lightly hum the consonant and throw the vowel out, as it were, against a far wall. Hum-

ming by itself helps to bring the voice forward and also relaxes the tired muscles, when doing this, however, a vibration should be felt on the lips otherwise the hum is too far back. The muscles of the throat being controlled mentally must be relaxed immediately any tension is felt.

There are many and varied exercises similar to those mentioned. Steady persevering practise will bring its own reward and the speaker will discover unthought of possibilities in his voice and will find fresh fields of experimentation open to him through the variety of pitch and inflection at his command.

In closing may I remind you of the well known lines from Hamlet:

"Speak the speech, I pray you, ; I pronounce it to you

Trippingly on the tongue. But if you mouth it,

As many of my players do, I had as lief the town-crier spoke my lines".

Age

By GEO. K. SANGSTER,
Livingstone School

I HAVE a friend, a dear, dear friend;
He comes to me with wrinkled brow,
And shows me in his gentle way
The where and when and why and how.

He walked with me when as a youth
I chided at restraint and laws;
He taught me through experience
To reason from effect and cause.

He guides me in the greying years,
With wisdom borrowed from the past,
Through this uncertain maze of life
That I may find myself at last.

Sometimes my friend will lean on me;
If I complain, then he will smile;
If I grow weary he will say,
"Be patient yet a little while".

At times my rebel spirit chafes
And spurns the wisdom of his choice,
But always in humility
I seek again his guiding voice.

Thus as we journey hand in hand,
He teaches me by lessons sage
The safe philosophy of life
He only knows, my dear friend, Age.

When in the mellow autumn years
The ripened fruit hangs on the tree,
The harvest and the shortening days
I pray will bless my friend and me.

Some Verses from a Rural School

By LEE GIDNEY, *Gabriola Island*

I.

When I came back the schoolroom was very quiet;
 Quiet, and so cold and detached, it existed bare
 Of all life. It was not ready for the riot
 Which children make of the flying days, and the rare
 Magic moments when, silent, enchanted, they see
 The thing you're talking of alive, made manifest
 Before their eyes. The room was friendly there with me
 And no one else within. I held this closely lest,
 Suddenly, before I was ready for them, they
 Should come, should arrive betimes, and quickly entwine
 Me with their eagerness, and so take all away
 The quiet of this room which now is only mine.
 I have come back to "gladly teach", but now I'm here
 I would have just these slender moments for me, clear.

II.

People have gone from me again. Once more I have
 Lost touch. Now it will be only books that I'll see.
 People in books talking swiftly to me will salve
 This bleak aloneness. With Mann's Herr Settembrini
 I shall talk of human bondage, and with him sing
 The sweet sanities of democracy. And then
 Doctor Francis Rabelais will, belching, laughing,
 Tell me with a sound wit and honest about men.
 And after, Auden and Spender and Herbert Read
 Shall of poetry, its formal beauty, relate
 Me things whose very truth, enthralled, I shall indeed
 Believe, and even try, look you, to emulate.
 Alone with books I shall to mental tallness grow,
 But of living?—pray you, of this, what shall I know?

The Question Box

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

One of the most important questions of the last few months has been, "What is a Rural Teacher?" This question has already been discussed at considerable length, but with little unanimity, and will be further discussed at the Easter Convention. Part of the difference of opinion is due to the two-fold nature of "rural conditions." Is a teacher who teaches in a consolidated school where urban teaching conditions but poor salaries prevail, a rural teacher? Does the name apply to a teacher receiving a good salary but teaching in a definitely rural set-up; for example, where that salary is determined by the annual meeting of the district?

To be specific, is it salary or teaching conditions that is to be the criterion? In another part of the magazine you will find some suggestions which were made at a joint meeting of the R. T. A. and a committee chosen by the B. C. T. F. executive. Have you read these? Do you think this basis is satisfactory? Too wide?? Too narrow? Would you prefer having each teacher make his own definition and thereby include or exclude himself in or from the rural organization? Can any useful purpose be served by a clear-cut definition? Are these questions sufficiently provocative to secure your

assistance? Let us have your opinion before the convention.

At the request of the R. T. A. we are pleased to include in this column the following letter from Mr. Richardson.

To All Rural Teachers: More and more letters and support are arriving in every mail. Ten District Associations have endorsed our programme. We feel that there are many more associations and individuals who are in sympathy with our objectives who have neglected to write in to us to support our campaign. Do this at once. We want to know whether you are behind us or not. This is what we want you to do:

1. Join the Federation.
2. Let us know that you are supporting the R. T. A.
3. Send in your resolutions and ideas at once so that we can have them ready for presentation at Easter.

One of our objectives has been achieved. At the last Executive Meeting of the B. C. T. F. the R. T. A. was recognized as a Provincial Department of the B. C. T. F., and your president now has a seat on the Executive. This enables us to take your problems directly to the Executive.

Let us hear from you. Besides messages from associations, we have had many letters from individuals. Here is a typical quotation from a letter: "However, since hearing from you I have rejoined the Federation, and shall watch with interest the progress of the R. T. A." (The italics are mine). Send in your resolutions; support the R. T. A.; and join the B. C. T. F. so that the rural teachers can speak with one voice at the Easter Convention.

Before turning to the Question Box proper, here is a word regarding the tentative Convention Programme for rural teachers. First, the most important meetings will be on Tuesday, April 15, when there will be two meetings for the rural teacher. Second, if you are not an official delegate, you can crowd your convention into one day, for teaching demonstrations and section meetings have also been arranged for Tuesday.

The rest of this column is largely the work of the Chase District Teachers' Association who have done a splendid job. Suggestions are also included from Miss McAlister of McBride.

* * *

RECORD CARDS

There are three important ways in which Progress Record Cards are valu-

able. First, the records kept are essential for the Graduation Certificate, and as a future source of reference. Secondly, in many districts there is a fee charged after twelve years free education, and the record can be used for this. Most important of all, the record cards supplement the new report cards. The present reports give no statement regarding the pupil's exact ability. When a pupil transfers to another school, the record card can thus give a much clearer picture of the pupil's ability and past achievement than the report alone could give. An unsatisfactory mark coupled with a B grade, for example, would indicate above average intelligence. In small schools the letter grades should not be made to adhere to the 5% A, 20% B, etc., but to some fixed scale such as that used by the University Entrance Board; i.e.,

A	86 — 100	C-	50 — 56
B	73 — 85	D	40 — 49
C	66 — 72	E	0 — 39
C	57 — 65		

In small schools don't expect too many A's or B's. Brilliant pupils are not common and some pupils of rural schools are later handicapped by their former easily-earned high marks.

By the way, how do you interpret the heading on Progress Record Card — "School Citizenship, etc."?—Christopher Wright, Chase Superior School.

* * *

SILVER PAPER

To stimulate interest in collecting silver paper for the Junior Red Cross, have the children make flowers of it to decorate the classroom. We made very simple but very effective ones from the paper used to wrap chocolate bars. These were slashed all around the edges in a very hit and miss fashion, gathered together at the centre, and pinned with common pins to the branches of snow berries. When we grew tired of his decoration, we added the paper to the Red Cross Box.

(EDITOR'S NOTE: We recently saw silver paper used to cover flower-pots. It made an attractive covering, and helped to retain moisture for the plants in a dry room).

* * *

ARE YOU TEACHING A DRY SURJECT?

An excellent project to teach syphoning to primary children, or even older boys and girls, is the making of root beer in the classroom. The children collect bottles for weeks ahead. I procure a

bottle of "Hires" root beer essence; all the necessary instructions are contained with it. The children volunteer the ingredients required and utensils to work with. The enterprise is brought to a satisfactory conclusion with a picnic.—Margaret E. Fenwick, Chase Superior School.

* * *

STIMULATING INTEREST IN SPELLING

I have found a team contest useful in spelling where there are many grades in one room. An added advantage is the fact that it need not interfere with whatever system the rural teacher may use in covering the spelling work of all grades. Grades IV to VIII were grouped together, and the group elected two captains who selected names for their teams and chose sides from the remaining pupils. Since the children were chosen more or less in the order of their respective spelling abilities, the younger pupils were not placed at a disadvantage. A large chart was made to record, by means of line graphs, the average percentage of correct words attained daily by each team. A small cup was provided for weekly competition. The pupils were very keen about the game, and soon the better spellers were helping their less fortunate team-mates. If properly organized, the daily tabulation of results and averages need take only a minute or two of each spelling period, and the increased skills more than justify the time.

* * *

A BOOK ON FOODS AND DIET

The making of a book on Foods and Diet is a useful project for the smaller type of rural school, especially where a good library is not available. To be practical, the book should be large—about 14"x18". The cover boards can be made of heavy corrugated cardboard such as that used in shipping grocery products. If bookbinder's linen is not available, the cardboard may be covered with material from a discarded window blind. This material makes a good base for either water colours or poster paints. The back may be bound with the treated cloth that is used to bind one corner of large cardboard shipping boxes. We found it practical to make the book thicker than required for immediate use, as clippings, articles, and food tables could be added whenever available. In at least one case a book of this type grew into a useful reference book.—M. J. Binkley, Chase.

"LEAD-UPS TO READING AND ORAL LANGUAGE

1. *Nonsense syllables, etc.* Such combinations as—big, bag, bog, flitter, flutter, flatter, ceny, meeny, miny, mo—will encourage the child to listen to, and distinguish between, different sounds and different inflections of the voice.

2. *Nursery rhymes.* These may be said after the teacher, a line at a time, the class may copy the teacher's enunciation and expression; or it may be done in a conversational question and answer way. Some suitable rhymes are—"High, diddle, diddle!", "There was an old woman tossed up in a basket!", "Tom, Tom, the Piper's Son."

3. *Why Is It Silly?* Using the stickman method, the teacher quickly sketches a truck with three car wheels and one wagon wheel, a cat with a dog's tail, a tree with both needles and leaves. By acquiring the habit of "spotting" what is silly the child is acquiring a habit of discerning small differences which will carry over and help him to unconsciously notice differences in word or letter forms.

4. *Was It You?* This drills on the correct response to the query and at the same time gives scope for the imagination.

Teacher: Was it you, Jack, that I saw riding a bucking bronco?

Pupil: No, it was not I. I was helping the North Wind to bring the snow.—Louise McAlister, McBride.

TESTING THE CURRICULUM

IN the school where social ideals are recognized as objectives and knowledge as the means of attaining them, every step will be tested in terms of resulting attitudes. At present too many teachers ask, "Will this step help my pupils to pass the examination?" In the new school the teacher will ask, "Will this step lead my pupils to desire social welfare? Will it cultivate tastes and interests which will enrich their personalities, and in turn enrich the society of which they are a part?" More information will be imparted than at present, for there will be more desire to solve the problems. But for every item of information the test will be its contribution to the realizing of ideals. The content of the curriculum will be selected on the basis of its value in strengthening wholesome social attitudes and interests on the part of the children.—H. S. Tuttle.

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.

WHEN AN ENTERPRISE IS AN ENTERPRISE

At last a Canadian writer has written an authentic book upon modern education. For many years Canadian teachers have been dependent upon American writers, and to a lesser degree upon British writers, for books dealing with the science and philosophy of education. There has long been a recognized need for books on education in which the universal problems of teaching are viewed in Canadian perspective. Dr. Donald Dickie of the Provincial Normal School, Edmonton, Alberta, in the new book, *The Enterprise in Theory and Practice*, (W. J. Gage and Company), has done what has been needed greatly, and has written a book from the point of view of Progressive Education, with the Canadian scene and Canadian possibilities kept in mind. Her book should be studied carefully in all of the Canadian provinces.

The "enterprise" is a word that has been adopted in the reorganized curricula of Alberta and Ontario. While the term has had a sporadic use amongst American writers, it was first given extensive use in the Hadow Report in Great Britain. It has the general significance of "project" when this term is used in the larger sense of a comprehensive, integrating activity. The enterprise is thus the "purposeful activity" of our own British Columbia Programme of Studies. Dr. Dickie's exposition of the enterprise is therefore as useful to teachers of British Columbia as to teachers of her own province.

How may one select, initiate and carry through an enterprise? If one teaches through activities, how are the fundamental skills to be learned and perfected? Is it possible to teach otherwise than in traditional fashion in a school-room in which are assembled pupils of all or most of the first eight grades? Is it possible to have anything but textbook learning in a school ill equipped with books and material? Dr. Dickie gives the answers to these questions, and she gives concrete illustrations of what has been done in unfavourable circumstances in rural schools in Alberta, Ontario and Nova Scotia. Resourceful British Columbia teachers who read her book will feel challenged to emulate the creative-

ness of the teachers whose work is described.

A scholarly introduction by Dr. Wilfred Wees, and photographs of pupils engaged in purposeful activity add to the worth of a book moderately priced at \$2. Every elementary school principal and teachers in British Columbia should buy this book. I should like to see them follow it with J. A. Wrightstone's "Appraisal of Newer Elementary School Practices" (Bureau of Publications, Teachers College, Columbia University, New York).

WHAT OF THE MORROW?

BABES in the Darkling Woods; H. G. Wells. New York; Alliance Publishing Co.; 1940. 409 pp. \$3.00.

On January 6th, 1941, Mr. Churchill announced the setting up of a committee on post-war reconstruction. We as teachers must give lively thought to such a problem. For what brave new world are we preparing our charges? Obviously the problems of distribution of goods and of the allotment of the time that people must spend on the one hand to obtain those necessities, and, on the other hand, to devote to pursuits of leisure, will shape the world that issues from this upheaval.

In this book Mr. Wells introduces us to a likeable and intelligent young couple, Genini and Stella, in the summer of 1939. They are attractive but priggish in their ideas of their role in the world. Then as clay in his hand, Mr. Wells uses people and events to mould them. He brings them into contact, first with repressive people such as Stella's fretful mother and Genini's magisterial father, "The Cadi of Clarges Street", then with sympathetic people such as Stella's professorial Uncle Kentlake and Genini's intuitive mother, Dione. To bring this couple from their academic ivory tower to meet the world as it is, Wells immerses Genini in the shockingly dreadful events of the Polish catastrophe. He almost kills his hero, in fact. However, it is with the thoughts of these people that Mr. Wells is concerned. His preface informs us that this is "a novel of ideas". The unlikeable people speak for the old world, the likeable for the brave new one. Dr. Kentlake obviously propounds his creator's philosophy. Consequently this Cambridge don is justified

in giving long expositions on education, and in using psychosynthesis to effect Genini's cure where psychoanalysis failed. For Mr. Wells believes a man must develop his own personality by bringing about the closest synthesis of his heritage and his environment. Mental illness thus is not a splitting of the personality. It simply means the synthesis has not been attained. And here the author, in depicting Dr. Kentlake's life as a failure, calls down condemnation for inaction on himself! On the other hand, Genini and Stella, because they enter wholeheartedly into the day by day work of our titanic struggle and yet continue to plot the outline of the reconstruction,—to plan the world of the nineteen fifties, sixties, seventies,—they find personal happiness, and give promise of developing their full stature. The world they work for is the world federation run by supranational commissions, the air commission proving the key to all others.

For many of his seventy-odd years has Mr. Wells preached his faith that scientists can make this a brave new world. Here we see in action a man who has a working philosophy that has grown out of an encyclopedical grasp of science. In language as clear and strong as ever he presents for the layman a plan for the post-war world. We cannot ignore such an authority.—M. H. L.

VISIT TO LILLIPUT

HAVE you read Cherry Kearton's *The Island of Penguins*? (Robert M. McBride & Co., New York; 1931; 100-75; 248 pp.) I did so yesterday and with such pleasure that I wish to call the book to the attention of my friends, particularly those responsible for school libraries, since this is a book that will interest adults and fascinate younger readers as well. In his capacity as a professional naturalist Mr. Kearton spent several months upon an isolated storm-swept islet in the southern seas, a chief breeding place of the "Blackfooted Penguins". These absurd and intriguing birds assemble there in millions in their breeding season and Kearton dwelt among them in intimate neighborly relations as a kindly crude observant Gulliver among a harmless, friendly Lilliputian race. He found them unfailingly entertaining and lets the reader share his entertainment. The book is in popular style—one could wish that certain sentences had been re-written—but all lovers of living things and particularly those attracted by the curious and unusual will

read it with gratitude and learn many things that will stick in the memory and be worth thinking about in subsequent hours of leisure.—N. F. B.

EDUCATION FROM 1920 TO 1940

THIRTY-FIFTH Annual Report of the Carnegie Foundation for the Advancement of Teaching; 1941; The Foundation; gratis; 170 pp.

This report of the Carnegie Foundation for the Advancement of Teaching has much in it of interest to teachers. The president, Dr. W. A. Jessup's report entitled "Education and Turmoil" is particularly stimulating. He contrasts German, French and English higher education from 1920 to 1940 with that of American institutions.

Of German education he says that in the twenty years that followed the Treaty of Versailles "A nation, a people, was made over, and one of the principal instruments in that process was the annihilation of educational liberty and the forcible intellectual feeding and emotional conditioning of both scholars and students.

In France there was a violent struggle between teachers' associations and the Government, in which the Left wing elements of the teachers urged that they be allowed right of freedom of speech and freedom to teach. This position was vigorously attacked by the Government. Nevertheless, "the purpose of French higher education remained what it had always been, the selection and training of an elite".

In Great Britain the concept of education had always leaned toward the utmost diversity, the English not being fond of centralized governmental control. A system of scholarships prevailed in which the recipient was expected to render public service. Dr. Jessup sums up the British conception of democracy in education by saying that it "includes provision for equality of opportunity for gifted children at and from every social level. The English democratic impulsion is implemented by a highly selective educational system which reaches downward into the mass of the people to provide a clear path from bottom to top".

During the period of expansion of education after the war in the United States many new schools were established and admission requirements were greatly simplified, on the theory that opportunity to attend school and college should be extended to all. Scholarships were increased in number and granted on the

basis of need rather than intellectual ability. In spite of the depression, states Dr. Jessup, "no serious attempt to limit college or university attendance or to restrict educational opportunity" was made. "Never in its history has a nation adhered more tenaciously to its purpose of providing an education open equally to all youth".

Included in the report is the finding of Mr. W. S. Learned after a seven-year record of college graduates, that knowledge gained in college sticks much longer than is commonly believed. His conclusions on "Learning and Forgetting" are very interesting.

Reports of grants for research, treasurer's report, and statements of retiring allowances and pensions, in which it appears that over thirty-eight millions were spent for retiring allowances and widows' pensions of which one hundred and sixty-one of the recipients lived in Canada, are also included. The report concludes with obituaries of seventy-three distinguished scholars who died during the year.

Copies of this report and of any other of the publications of the Foundation now in print may be had without charge on application to the office of the Foundation at 522 Fifth Avenue, New York City.—E. E. T.

FRENCH-Canadian Backgrounds—A Symposium; printed by the Ryerson Press, Toronto, with a foreword by R. C. Wallace; price \$1.00.

Numbers of Canadians, mostly of Anglo-Saxon origin, vaguely picture a future Canada in which the two main elements of Canada, French and Anglo-Saxon, will be fused, or merged, or blended, or in some other way will lose their complete individual identity.

However, in the opinion of the authors of *French Canadian Backgrounds*, such a blending or fusing process is not part of Canada's destiny.

Although to French-Canadians the Dominion is *leur seule Patrie*, their civil and religious traditions are so deeply rooted that sacrifice of them in any measure is unthinkable. Their civilization "is a mixture of Greek, Latin and Norman traditions, mellowed and enlightened by the Catholic faith". This civilization the French-Canadian intends to retain.

To French-Canada education is not independent of but subservient to religion. There is no such thing as secular education. Hence any attempt to divorce

education from religion would meet with unalterable opposition from the Roman Catholic Church. The three aims of the French-Canadian educational system are "to form Christians, cultured gentlemen, and true Canadians".

An occasional non-French-Canadian might question the argument of the authors that their people should have the privilege of maintaining throughout Canada complete autonomy in educational matters. In other words, the separate school question is still a vital matter to French-Canadians with a Catholic background.

Teachers should find *French-Canadian* an illuminating exposition on the literature, song, art and education of a province whose leaders desire "to cooperate with (British Canada) in maintaining and developing Canada as a free, self-governing Dominion, one sovereign nation with two distinct nationalities; a truly bilingual country where the offspring of the first settlers are able everywhere to learn and to speak French; a Canada possessing a true national unity, where Canadians of all creeds and of all origins realize that they are all the sons and daughters of the same mother, Canada, their only country; a Canada, united physically, yes, but above all possessing one national soul."—F. C. Hardwick.

FOR TEACHERS AND PUPILS

THE Teacher's Book of Social History by Margaret Elliot, B.A.; J. M. Dent & Sons (Canada) Limited; pp. 96; \$1.25.

The title of this book suggests that it is suitable for the use of teachers only. This impression is dissipated by a perusal of its pages. It contains information which is presented in such a fashion as to be equally attractive and useful to Grade VII or VIII students and to teachers.

The conciseness of the book will appeal to busy teachers. Its 96 pages offer a social history of England from the time of the Norman Conquest to the conclusion of the First World War. Each of the eleven chapters is divided into sections dealing with home life; amusements; education, crafts, shops, and trade; and transport and roads. These sections, in turn, have sub-headings which aid in the location of any desired facts. The book also has a complete index. Though so much knowledge has been crowded into so few pages, the book is profusely illustrated. Every double page

has at least one cut and the majority of them have two or more pictures which are accurate representations of life in England from 1000 A.D. to 1918 A.D. Its brevity and accuracy, then, make this a valuable text for teachers.

Pupils also will like this book. Its pictures will attract their interest and the clarity and simplicity of its language place it well within the scope of their comprehension. It is especially valuable as a source book from which material for short oral or written reports may be procured.—R. K. Found.

WORLD LEADERS

RULERS of the World by Maurice Crain; illustrated by Louise Costello; New York; Crowell; 1940; 335 pp.; \$2.50.

Fourteen of the most outstanding personalities of the world today are dealt with in this attractive volume. Handsome in format, printed on heavy cream-coloured paper; and illustrated with excellent portraits by Louise Costello, this book is an attractive addition to any library. It is simple in style and easily understood by Grade VIII or IX pupils and should find a place in Junior and Senior High School libraries. Many teachers will wish to own a copy for themselves as it is very useful to have such a group of biographies gathered together and provides most interesting reading.

Although published in 1940 the book goes up only to the initial stages of the Second World War, but since it is the characters of the world leaders themselves, and not the political course of events that is the main object of the book, this is not a serious drawback. One could wish, however, that Mr. Crain had not frequently made use of the term "we" in referring to the United States and in comparing European and American institutions, but had kept a more impersonal tone to his writing. The author, a newspaper man brought up in Texas and now working in New York, has tried to be very fair in his character delineations and has kept his work free from exaggeration. His chapters on Winston Churchill and President Roosevelt are particularly interesting. It is strange to reflect that each of these men was connected with the navy immediately before the First World War and that each strove to build up the naval strength of his country as they realized the threat of war more clearly than their contemporaries. There has been little attempt to sum up the contribution of each man but merely to relate his character and history to date.

Contents: Winston Churchill, Franklin Delano Roosevelt, Lazaro Cardenas, Neville Chamberlain, Eamon de Valera, Benito Mussolini, Adolf Hitler, Eduoard Daladier, Francisco Franco, Kemal Ataturk, Ibn Saud, Chiang Kai Shek, Mahatma Gandhi, Josef Stalin.—E. E. T.

When you are planning your Annual do not forget to tell those in charge that they will be assured of a good job at a fair price if they place the printing with Wrigley Printing Company Limited, 578 Seymour Street.

Correspondence

KIND WORDS FROM THE EAST
Toronto, Ont.,
January 23, 1941.

Editor, *The B. C. Teacher*:

I want to express my appreciation for the excellent magazine which you have been producing in British Columbia, *The B. C. Teacher*. We have appreciated it very much here and consider it the best teacher magazine we receive. Don't be surprised if, now that I have been appointed editor of *The Bulletin*, you find us imitating some of the features of your magazine.

Yours very truly,
J. W. NOSEWORTHY.

CORRECTION
OFFICE OF KING'S PRINTER
Victoria, B. C.,
January 30, 1941.

Editor, *The B. C. Teacher*:

I note by the January issue of *The B. C. Teacher* (page 209), that the new 'teachers' Pension Act has been listed at 15c per copy.

While we have been selling this Act at 15c to interested parties who have written in and enclosed 15c for same, the Act is really a 20c Act and we have it listed in our new 1941 Price List at 20c per copy.

Would you kindly have this change made in the next issue of your magazine so as to draw the matter to the attention of the teachers.

Thanking you, with kind regards,
Yours truly,
C. F. BANFIELD,
King's Printer and Comptroller
of Stationery.

CALLING ALL LATIN TEACHERS
444 Wesley St., Nanaimo.
January 16, 1941.

Editor, *The B. C. Teacher*:

Through *The B. C. Teacher* would you please call the attention of all Latin teachers to the need for whole-hearted co-operation in answering and returning the Latin questionnaire to the chairman of the Latin Section.

Yours respectfully,
M. JANET MOASE,
Secretary, L. S. B. C. S. T. A.

LESSON AIDS COMMITTEE
3486 West 2nd Avenue,
Vancouver, Jan. 31st, 1941.

Editor, *The B. C. Teacher*:

I really have no report for the magazine this month, as things are just routine at present.

Next month I hope you will be able to find room for a report upon our display at the Convention.

Would you mind putting in this month my address, in the usual part of the magazine, as several letters for me have lately been sent to the Federation Office, and one or two to your address? This would save trouble.

My committee has asked me to thank you very sincerely for the very generous space you have given us this year. I am sure the space given to it is well worth while, as we have distributed approximately 3000 units of work since the term began.

Very sincerely,
HARRY G. BOLTWOOD.

THAT INVITATION TO
TEACHERS OF ENGLISH

Magee High School,
Vancouver, B. C.,
January 30, 1941.

Editor, *The B. C. Teacher*:

As all teachers of English VI will be interested in the reply from the Department on the matter of University Entrance Examination in English, may I ask space to remind teachers of English of Resolution 23, and the departmental reply thereto, published in the October number of *The B. C. Teacher*?

"23. ENGLISH:

"Whereas it is desirable to utilize the experience of teachers of English VI in setting University entrance examinations;

"Be it resolved that (a) the matriculation examination in English VI should be set by a University professor with the assistance of three teachers of English VI; or (b) that the teachers of English VI throughout the province submit to the Board of Examiners a list of suggested questions, from which list the examination should be compiled".

REPLY:

"Past experience has shown that it is not advisable to have teachers of English in the high schools of the province make or assist in making examination papers for University Entrance or Senior Matriculation. There is merit, however, in the recommendation that teachers of English VI throughout the province submit a list of suggested questions which might or might not be used in the final examination papers. If such questions are sent to the Department they will receive the careful attention of the person or persons who are invited to make the examination papers in this subject".

If teachers are to act upon the above official invitation there is need for expedition on the part of those interested.

Reconsideration of the half dozen other resolutions endorsed last Easter by the English Section but not approved by the Department and the early framing of recommendations for consideration at the approaching convention would also be in order.

Yours truly,
MARION H. LANGRIDGE,
Secretary, English Section,
S. S. E. T. A.

WANTED: FAIRPLAY ALL
AROUND
Armstrong, B. C.,
January 28, 1941.

Editor, *The B. C. Teacher*:

While reading the text *Educational Psychology* by Charles Skinner of New York University in connection with one of my Education courses, I came across this gem of a paragraph which I felt might be of interest to many of the elementary school teachers who read our worthwhile journal.

"In spite of the importance of the early years of schooling for the stimulation of mental growth, the crystallization of emotional patterns, and the development of broad abilities like problem-solving, educational practice still favours the secondary level in the training and salaries of teachers, and the general enrichment of the educational process. *It is time we showered blessings on the elementary schools.*" (The italics are mine).

It is time that there was more recognition of this fact in the compiling of salary schedules. Who first decided that there should be such a difference between the salaries in the two levels of teaching? At one time there was a certain justice in this, but not today when it is realized that there is room for specializing in both schools. I realize that the secondary school teacher must have his degree but surely the difference in salaries makes up for this extra output in at least five or six years. Are elementary school teachers to be discriminated against always for *being* an elementary school teacher? We elementary teachers are proceeding also to degrees (at a different rate of speed) and it is becoming more and more of a fact that, without that degree, you won't go very far, even in the elementary schools.

As a matter of fact, the part of the book that I have quoted above was the only part that I thoroughly enjoyed,

although it was very educational, but that part seemed apt. I hope that, if I am off on the wrong slant on this, someone will write *The B. C. Teacher* and correct me.

Also many thanks for your appropriate editorials and the easy-to-read "Rambblings of Paidagogos".

Yours sincerely,
ALEC F. CLARK.

OUR HERITAGE OF SONG
CANADIAN BROADCASTING CORPORATION
Vancouver, B. C.,
January 24, 1941.

Editor, *The B. C. Teacher*:

The Canadian Broadcasting Corporation is inaugurating on Sunday, February 9th, a new programme series which we think will have special interest for the members of your Federation.

This series has been arranged in co-operation with Mr. John Murray Gibbon, whose earlier series "Canadian Mosaic" and "New World Ballads" were such successful presentations. In the new series which will be called "Heritage of Song" we will feature Miss Frances James, soprano, and William Morton, tenor. The programmes will originate in Toronto. They will be thirteen in number and will be carried locally from 11:00 to 11:30 each Sunday morning. There is a possibility that we may record these programmes for later broadcast.

The series will consist of the presentation of the best and most familiar musical settings of work of the English poets. The thirteen broadcasts will be presented under the following headings:

Elizabethan (other than Shakespeare).
Shakespeare.
Early 17th century poets.
Robert Herrick.
The poets of the Restoration and the second half of the 17th century.
18th century poets.
Early 19th century poets.
Byron, Shelley and Keats.
Poets of the later Victorian age.
Tennyson and Browning.
Irish poets.
Scottish poets.
Living English poets.

We feel that this series should be of very special interest to the teachers and school children of the province, bringing together, as it does, the arts of literature and poetry.

Yours sincerely,
CANADIAN BROADCASTING CORPORATION,
I. DILWORTH,
B. C. Regional Representative.

News, Personal and Miscellaneous

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

ERNEST J. GILLIS

WITH the passing of Ernest J. Gillis, the teaching profession has lost a valuable member. He died on Christmas Day in Kamloops.

Mr. Gillis was a patient in the Tranquille Sanatorium and after being discharged, returned to take up the duties as instructor to the patients who, under medical supervision, are permitted to carry on their studies while taking "the cure".

He was well liked by everyone, both patients and staff, who miss him greatly.

A spokesman of his colleagues in the teaching profession, *The B.C. Teacher* joins in the expression of the sense of loss and of respectful sympathy for the members of Mr. Gillis bereaved family.

VANCOUVER TEACHER IN WAR POST

FRIENDS and colleagues of Mr. Francis J. Townsend, vice-principal of MacKenzie Elementary School, Vancouver, are congratulating him on his appointment to the position of field staff officer in charge of the Western Canadian section of the Canadian Legion Educational Services.

Mr. Townsend recently left for Regina which will be his headquarters for the duration of the war. There he will supervise educational services among the troops. A considerable part of the work will be carried out by personal instruction in the various encampments of military units. When it is impossible to obtain instructors, educational services will be carried out by means of correspondence.

RADIO PROGRAMMES

IN recent issues of *The B.C. Teacher* reference has been made to the activities of the newly organized British Columbia School of the Air, directed by Mr. K. R. Caple.

This month we have pleasure in advertising two programme series which should meet with considerable approval not only from teachers of English and music but also from the teaching body as a whole.

Teachers who pursue the intellectual heights with Charlie McCarthy from 5 to 5:30 each Sunday might swing the

dial over, after Charlie has said his say, to their C.B.C. station, and listen to the "Theatre of Freedom" starring several of the finest of contemporary actors.

Even the most assiduous of Sunday morning church devotees may be excused for sleeping-in on the day of rest—with the radio on downstairs—and listening to the new series "Heritage of Song". Theme of the series will be the union of music and poetry (which reminds the writer that a brief article on this subject appeared in a previous issue of *The B.C. Teacher*).

THEATRE OF FREEDOM

The motive of freedom and the struggle for freedom bulk largely in the literature of drama. Surely there can be no better encouragement in these times than the classics of the stage concerned with freedom. Therefore the C.B.C. is presenting a "Theatre of Freedom" season beginning Sunday, February 2nd, at 5:30 p.m. P.S.T. A number of the most distinguished artists of the stage and screen have promised their services without fee.

In the foregoing statement the General Manager of the C.B.C. recently announced a new season of drama which is to bring famous stars to Canada this winter and spring. The detailed list of plays and players as completed to date include:

February 2: "Seems Radio Is Here to Stay" by Norman Corwin; Sir Cedric Hardwicke, Lady Hardwicke.

February 9: "Saint Joan" by George Bernard Shaw; Helen Menken.

February 16: "This Precious Freedom" by Arch Oboler; Raymond Massey.

"The Flying Yorkshireman" by Eric Knight; adapted by Arch Oboler; Charles Laughton, Elsa Lancaster.

"An Enemy of the People" by Henrik Ibsen; Paul Muni.

"Strife" by John Galsworthy; Douglas Fairbanks Jr.

"Valley Forge" by Maxwell Anderson; Philip Merivale.

"A British Subject I Was Born" by Merrill Denison; Ivor Lewis and all-Canadian cast.

"Abraham Lincoln" by John Drinkwater; Walter Huston.

"Victoria the Great" by Sir Robert Vansittart; directed by Herbert Wilcox, Anna Neagle, George Sanders.

"Hellas" by Percy Bysshe Shelley; Herbert Marshall.

"Fall of the City" by Archibald MacLeish; Orson Welles.

Rupert Lucas, in charge of the C.B.C. Drama Department, will supervise the series.

Referring to the "Theatre of Freedom" Gladstone Murray said: "All these distinguished actors and actresses will come to Canada for the productions. The plays will be given on Sunday evenings from 5:30 to 6:30 p.m. P.S.T., this being considered the best listening period in the week, taking into account the various time zones across the country".

THOSE THIRTY GREAT PLAYS

THE remainder of an interesting series of radio plays to which reference has already been made in *The B. C. Teacher*, are as follows:

13. January 5, 1941: The Restoration Drama; Original radio script.
14. January 12: Barber of Seville; Beaumarchais (1775).
15. January 19: The Rivals; Sheridan (1777).
16. January 26: Summary of Early American Drama; Original radio script.
17. February 2: The Mikado; Gilbert-Sullivan (1885).
18. February 9: Rosmersholm; Ibsen (1886).
19. February 16: Cyrano; Rostand (1898).
20. February 23: Summary of Victorian Age; Original radio script.
21. March 2: The Climbers; Fitch (1905).
22. March 9: The Well of the Saints; Synge (1905).
23. March 16: The Swan; Molnar (1924).
24. March 23: Survey of Drama 1920-40; Original radio drama.
25. March 30: Robert E. Lee; Drinkwater (1923).
26. April 6: Servant In The House (Easter Sunday); Kennedy (1908).
27. April 13: Beggar on Horseback; Kaufman-Connelly (1924).
28. April 20: Trelawny of the Wells; Pinero (1927).
29. April 27: Pride and Prejudice; Austen-Jerome (1935).
30. May 4: Prologue to Glory; Conkie (1938).

All correspondence pertaining to the "Great Plays" Series should be addressed to: Blevins Davis, "Great Plays, National Broadcasting Company, 30 Rockefeller Plaza, New York City, N.Y.

The Drama Guide, prepared by Blevins Davis, which gives background material, synopsis of each of the thirty plays, and important information concerning all of these productions, is published by Columbia University Press, New York. The cost of the Drama Guide is 25 cents each.

S. S. T. A. L. M.

EVERYBODY familiar with the Secondary School Teachers' Association of the Lower Mainland should know by now that when it stages a banquet or other meeting, those who are unable to attend are due for a disappointment. The old tradition of good-fellowship, good eats and good speaking was well maintained at the dinner meeting held on January 23. The famous doublequartet was short one man—and a very important and much missed man—but acquitted itself to the delight of everybody, in songs both grave and gay. Their ancient topical song has acquired several new stanzas that tickled the audience; one of them here, follows:

If some misguided soul had died
How sweet this life would be.
Before his new reports were tried
How sweet this life would be.
How all day long and half the night
We teachers write and write and write.
If some folks weren't so goldarn bright
How sweet this life would be.

Prestidigitator MacLean gave a clever performance which provided plenty of hilarity and disturbed one's convictions about the things one knows to be so. Provided just as a good sleight-of-hand show should do.

The chief guest speaker was Professor Sedgewick, who was in excellent form. He reminded us of the wave of reaction against verbalism that swept across the country some thirty or forty years ago, bringing with it such excellent things as manual training, domestic science, better laboratories, and so forth. Perhaps, however, words ceased to have even the attention they properly demand, and the generation that has risen since those days is thereby the worst equipped to deal with the spate of words that currently inundates us. Certainly it is true that people—even educated people—use important words very loosely and with disastrous effect. The speaker brought to the attention of his audience numerous examples of quarrels and blunders, thus originating and making an impressive appeal to teachers to re-establish respect for the accurate use of words.

ENGLISH

GRADE VIII

REAL ADVENTURE (50c). Eleven thrilling experiences as related by Major Evans, Rex Clements, Scott, Tschiffely, Belloc, Fitzpatrick, Fairbridge, Younghusband, Shackleton, and others.

CREATURES OF THE WILD (50c) Eleven fascinating animal stories by Eardley-Wilmot, A. A. Pienaar, Axel Munthe; Cherry Kearton, Millais, F. T. Bullen, Fairbridge and others.

GRADE IX

SHORT STORIES OLD AND NEW (50c) Ten short stories by Thackeray, Dickens, Hawthorne, Trollope, Poe, Bret Harte, Doyle, Saki, Quiller-Couch, Ambrose Bierce.

JIM DAVIS by John Masefield (50c). A splendid story of action and adventure among smugglers and coastguards in early 19th century England.

GRADE X

REAL ACHIEVEMENT (50c) Incidents in the lives of men like Dr. Barnardo, H. G. Wells, Marconi, the Wright Brothers, Sir Ronald Ross, Baden-Powell, and others.

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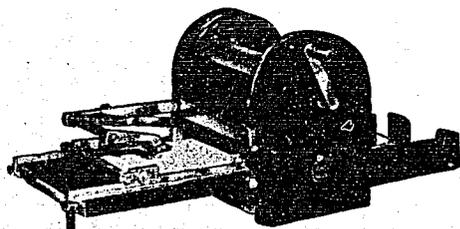
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