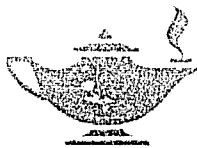


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VOLUME XXVII, NO. 2

NOVEMBER, 1947



Judgment Day

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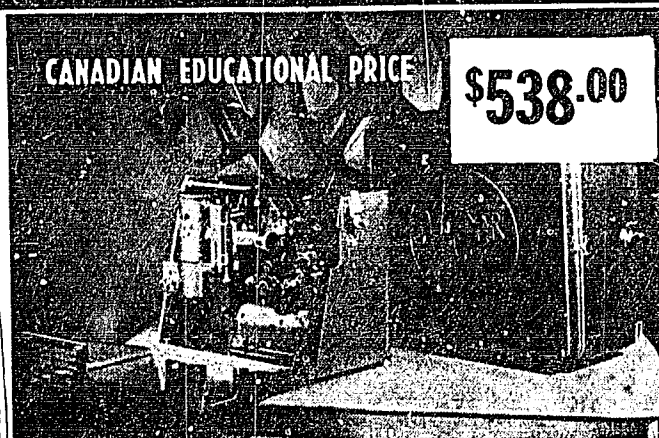
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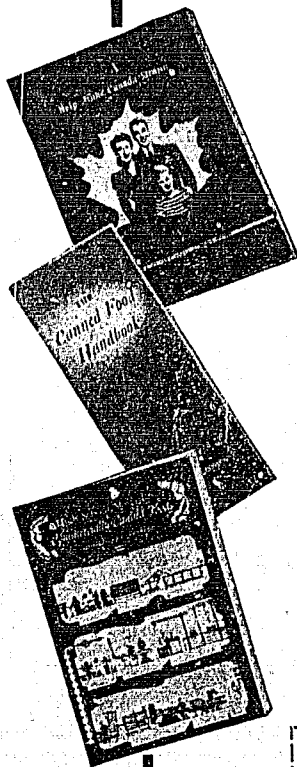
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NOVEMBER,
1947

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THE COVER PICTURE

The cover picture, taken by the Visual Education Department of the Vancouver School Board, shows students of John Oliver High School, Vancouver, as they appear on "Judgment Day"—deep in thought over Departmental Examinations.

(See article page 56)

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Editorials

OF MORE THAN ACADEMIC INTEREST

There was a time when Federal Aid for education was looked upon rather abstractly in this province — as being a measure sound in theory indeed but of no real significance to wealthy British Columbia.

This attitude is rapidly changing as it becomes generally recognized that increasing demands on education will bring about the necessity of a much broader system of educational finance.

A few years ago the teaching profession was forced to the conclusion that greatly increased provincial grants would be necessary before salaries, working conditions and school buildings could show any real improvement. Provincial grants doubled and there was a general advance which looked very encouraging statistically.

But what of today? Consider the matter of teachers' salaries, which are still far from a professional level. A man could teach for a lifetime in an elementary school on the B.C.T.F. scale and still never draw the annual remuneration rejected by the street railwaymen! Even a high school teacher with all his five years of university training would have to put in nine years before making as much as a motorman or conductor and would have to serve nearly twenty years before his position gave him any financial advantage from the standpoint of average earnings over that period. Nor is this to say that street railwaymen's wages are too high; it is to say that teachers' salaries are too low. Any increases that have been made have been largely wiped out by the soaring cost of living. There are higher costs for school boards to meet in the offing; they cannot justly be denied.

Similarly with school building. A few very fine structures have been erected throughout the province during the past year but most are still in the blue print stage. By-laws have been passed, only to prove insufficient when tenders are opened. And yet the buildings must go ahead, so

rapidly have enrolments increased. More costs for school boards despite the government's 50 per cent grants!

Not all school districts have reached the limit of local resources, but on the whole there is an imperative immediate need of still further assistance from the provincial government. But the time will come when even provincial coffers are drained dry and, provincial revenues being relatively fixed through agreements with the Dominion, they will not easily be replenished. There is no permanent solution to the problem of educational finance here.

Only the Federal Government has sufficiently wide taxation powers adequately to provide for education. Public opinion must be roused to the point that it will insist that these powers be used. In this connection the B.C.T.F. will have to back to the full the policy of the Canadian Teachers' Federation for Dominion grants for education. Federal Aid is of more than academic interest now.

A LEGACY OF NEGLECT

At the convention of the B. C. School Trustees' Association held at Harrison Hot Springs recently one of the delegates, Mr. James Clark, representing the Peace River South School Board, made the statement that the problems his district had to face were greatly magnified by the fact that a legacy of neglect had been inherited from previous administrations.

Mr. Clark could have added, equally pertinently that the same statement would hold true for a good many districts in the province. It was penny-pinching neglect of teachers' salaries — depression wages were still being commonly paid as late as 1940 — that largely brought about the present shortage of qualified personnel. It was failure properly to maintain school plant and to anticipate increasing enrolments that has forced school boards into building programmes at a time when costs are at an all-time high. It was complete disregard of even the common courtesies involved in

(Continued on page 48)

B.C.T.F. NEWS

PRESIDENT REPORTS ON TRUSTEES CONVENTION

In his report to the B.C.T.F. Executive on his attendance at the convention of the B. C. School Trustees' Association, held at Harrison Hot Springs in late September, President F. P. Lightbody stated that it was encouraging to note that the trustees of this province on the whole are keenly

EDITORIALS

(Continued from page 47)

employer-employee relationships that has made certain districts an anathema in the minds of many teachers.

To their eternal credit the large school districts are attempting to rectify long-standing deficiencies. Just an example, one rural school now annexed to a large municipal district was given last year more equipment and supplies than had ever been provided in any previous ten-year period. And there was not one item in the list that could have been labelled unnecessary; that would not be found in any reasonably adequately equipped city school of the same size. The regrettable point is that in the process of paying for past neglect current educational costs are being magnified beyond their true proportion.

With some notable exceptions, the worst, but certainly not all, the offenders were the old-type small rural school district. Here, where complaints against rising school taxes are the loudest, a significant part of the increase in school costs come about in many cases through the insistence of trustees with vision on educational standards that should have been enforced, and accordingly paid for, all along.

The above fact is, of course, merely incidental to the main thesis of this editorial. The thought I wish to express is that economy pushed to the point of neglect tends to become extravagance. Education is one of the essentials of any social system; ultimately society suffers, and pays one way or another, if it is neglected.

interested in improving the system of education.

"There is evidence", he remarked, "that the B.C.S.T.A. is becoming an increasingly strong and effective organization."

"It was very noticeable", he added, "that a greater number of young men and women have assumed the responsibility of school trustee."

Mr. Lightbody drew the attention of the executive to a number of resolutions passed by the convention which affect the teaching profession. Subject matter of these resolutions is summarized as follows:

1. Support for the principles of the Cameron report was reaffirmed; it being urged, however, that grants be brought more in line with increased costs.

2. An effective provincial salary scale for teachers was favoured (a highly controversial issue in our opinion), government salary grants to be based on this schedule.

3. Considerable opposition was shown to the U.B.C.M. proposal of a sales tax as a means of financing education.

4. The Department of Education was asked to derive some system whereby an increment withheld in one district because of unsatisfactory service would also be denied to a teacher if he transferred to another district.

5. Power is to be sought to appoint an inexperienced teacher for a second year on probation, with the approval of the inspector and principal.

6. Strong support was voiced for an improved system of teacher training and selection.

7. An amendment to the tenure laws was urged, providing specifically that teachers may be dismissed for unsuitability—(actually no change is required in the School Act to provide this).

Newly elected president of the B.C.S.T.A. is Mr. James Sinclair of the Vancouver School Board, retired principal of the Vancouver Technical School. Mrs. H. A. Beckwith of the Greater Victoria School Board was named vice-president.

FEE DEDUCTION PLANS GAIN SUPPORT

Trustees and teachers in fourteen of the seventy-five larger school districts have reached agreement on plans to deduct from salary cheques B.C.T.F. fees for the school year 1947-48.

In each case fees are to be taken off the teachers' November salary cheques and remitted to the B.C.T.F. office by secretary-treasurers of the school districts.

Among the districts in which a fee deduction scheme is now in operation are: Armstrong, Alert Bay, Ashcroft, Nanaimo, North Vancouver, Howe Sound, Abbotsford, Creston, Kimberley, Fraser Canyon, Peace River South, Peace River North, Prince Rupert, and Mission.

Other local associations which have gone on record as supporting the measure and which are seeking to have a deduction scheme inaugurated this year are: Burnaby, Victoria, Revelstoke, Kootenay Lake, Salmon Arm, Arrow Lakes, Courtenay, Richmond, and Prince George.

EXPERIENCE SOMETIMES A HANDICAP

Now that salary schedules give full credit for teaching service in any part of the province, inexperienced teachers are finding it difficult to move from one district to another.

Some school boards are showing a decided reluctance to employ teachers whose experience places them at or near maximum on salary schedules.

In the better districts school boards are interesting themselves only in capability. They hire the best teachers they can find regardless of schedule placement so that those with really excellent inspectors' reports can still get positions. Those whose reports are only average are really handicapped and those below average stand in time to be frozen out of the profession altogether.

Two solutions to the problem that have been advocated are the narrowing of the

gap between minimum and maximum and the increasing of government salary grants at maximum.

M.S.A. OFFICE SET-UP CHANGED

In an effort to eliminate complaints as to lack of speedy attention to correspondence from members, the B.C.T.F. Medical Services Association has inaugurated sweeping changes in its office practice.

All incoming correspondence is entered daily in a special journal. Outgoing correspondence is checked daily by the General Secretary of the B. C. Teachers' Federation.

Hospital and doctors' claims that are being held up awaiting return of case forms are kept in an open file for follow-up attention.

There is absolute proof that a certain amount of correspondence goes astray in the mail. Members who do not get a prompt reply should write again either to the Medical Services Association or to the B.C.T.F. General Secretary directly.

SALARIES AND THE COST OF LIVING

In the hope that the cost of living would remain relatively stable the last B. C. T. F. Annual General Meeting voted not to increase the minimum salary schedule but rather to concentrate on getting it accepted in every school district of the province. With rapid rise in the official index—9.8 points from April to September—following the lifting of government price controls, the central executive at its October meeting was forced to reconsider Federation policy in this respect.

On the recommendation of the Provincial Salary Committee, the same committee that favoured no change last Easter, the Executive decided to revise the schedule upward to prevent a decrease in the real earnings of teachers that would otherwise inevitably occur. Amount of increase voted was "at least \$200 in all categories."

Principals' Allowances

A basic scale of principals' allowances was also discussed at this meeting. Consensus of opinion among delegates at the Easter Convention was that lack of such

a basic scale had seriously handicapped negotiations over principals' salaries last year and that on the whole the responsibilities of principalships had not been adequately recognized. The Executive, through the Salary Committee, was instructed to approve and adopt such a scale as soon as possible. This work was completed at the October meeting, which passed the following schedule of allowances in excess of placement on the assistants' scale:

Elementary Secondary

- | | | |
|--------------------------|-------|-------|
| (1) One roomed school .. | \$100 | \$200 |
| Two " " .. | \$200 | \$300 |
| Three " " .. | \$300 | \$400 |
| Four " " .. | \$400 | \$500 |
- (2) For all schools larger than four rooms (i.e. four or more teachers supervised) both elementary and secondary.
- (a) Administrative allowance of \$200 elementary, and \$300 secondary.
 - (b) Supervising allowance of \$75 per teacher supervised up to eight and \$25 per teacher supervised for all over eight.
 - (c) Three increments of \$100 each to be paid for each year of principals' experience after receiving such appointment, and commencing when the increments on the assistants' scale have ceased.

Post-Graduate Training

Further to the matter of salaries, the Executive considered complaints received from a number of Associations that post-graduate degrees were not recognized in the Department of Education's S.A. grant classifications. It was resolved that Federation policy on this matter be that all certification and advanced training in excess of Academic be recognized or else none at all. Representations on the matter are to be made to the Department of Education.

LOCAL ASSOCIATIONS

Terrace District T. A. met in Hazelton on Saturday, October 4, for its 1947-48 organizing meeting. Mr. J. L. Burtt of Hazelton was elected president and Mr. J. C. Neale of South Hazelton, secretary-treasurer. The vice-presidents are to be elected from the western end of the dis-

trict. Plans have been made to hold alternate meetings in Hazelton and Terrace.

* * *

Enderby teachers were hosts on Thursday evening, September 25, to the teachers from District 21 at a meeting in Fortune School. Election of officers for the coming year resulted as follows:

President—Mrs. H. Sidney, Armstrong.
Vice-President—Mr. F. Caswell, Enderby.
Secretary—Miss A. S. Winskill, Armstrong.

Members of Salary Committee—Mr. F. Snowsell, Armstrong; Mrs. E. S. Buhler, Enderby, and Mr. C. P. J. Ward, Grindrod.

At the close of the meeting refreshments were served in the lunchroom to the twenty-seven teachers present.

* * *

The Oliver District T. A. held its first meeting of the new term on September 24 in the Home Economics room of the Oliver High School with thirty-seven teachers present.

The agenda included a report of the Evaluating Committee given by Mr. E. H. Bowering, Mr. F. W. Flick's report on salaries, and a discussion of the O.V.T.A. Convention Plans.

The meeting was chaired by the President, Mr. R. J. Shannon. Each principal introduced the members of his staff. After adjournment of the meeting refreshments were served.

* * *

Kimberley and District teachers, at their September meeting, elected L. H. Garstin, vice-principal of the Kimberley Junior-Senior High School, the 1947-48 President of their association.

Other officers elected include: J. Lukas, Vice-President, and Miss P. Lucas, Secretary-Treasurer.

Staff representatives are: Miss M. McKay, High School; Miss L. Jones, Central School; Miss R. Palmer, Blarhmont; and Miss G. Evans, Chapman Camp.

L. H. Garstin and L. Costley were named delegates to the East Kootenay District Council.

Committee members named were: S. Muraro, publicity; Miss M. McKay, Miss

T. Clark, Mrs. B. Mattson and Mrs. T. Felkar, entertainment.

* * *

The annual meeting of the Prince Rupert District Teachers' Association was held in the Civic Centre on the evening of October 7 with more than thirty teachers present.

The President, Mr. J. S. Wilson, welcomed the newly appointed teachers and gave a resume of the work of the Association during the past year. He reported on the Fall Executive meeting of B. C. Teachers' Federation held in Vancouver on October 4 and attended by himself as representative of Northern B. C. Mr. Wilson expressed the hope that closer relationships could be established among the teachers of the Prince Rupert, Terrace and Hazelton centres.

The election of officers for the year resulted as follows:

President—J. S. Wilson, re-elected.

Vice-President—R. D. Cleland.

Secretary—Mrs. Kullander.

Other executive members elected were—

Mrs. K. Stone, A. M. Hurst, J. Church, A. Dunsmore, J. Evans, Miss M. Anstey, Miss House, Miss Sweeney and Miss McBeath.

* * *

Burnaby Assistant T. A. held its annual meeting on September 29 in Burnaby North High School.

The agenda included election of officers, financial report, and a report from the geographical representative, Mr. L. J. Prior, who spoke on the Teachers' Federation and current problems.

Officers elected were: F. Parr, President; N. Well, North Burnaby, and W. James, South Burnaby, vice-presidents; D. Thomas, secretary-treasurer.

* * *

J. C. Loomer, Nelson High School, was elected President of the Nelson District Teachers' Association at the annual meeting of the organization held in the Nelson Central School on September 26.

Other officers chosen were: Fred Middleton of Salmo, Vice-president; Miss K. M. Porter, Secretary, and A. Rempel, Treasurer. Delegates to the West Kootenay Dis-

trict Council will be Mr. Loomer, Mr. Middleton, J. M. Morley, F. Gower and F. Parsons, Second Vice-President of the Council.

New members of the teaching staffs were welcomed by retiring President Mr. Morley, who also reported on the Association's activities during the year. A vote of appreciation was extended Mr. Morley and his executive on their leadership of the Association.

* * *

The annual meeting of the Arrow Lakes Teachers' Association was held in the Arrow Park School on Saturday afternoon, September 20.

The important business of the session was the election of officers. Elected for the term were: H. O. Bolstad, president; R. Roberts, vice-president; Miss J. Wilson, secretary-treasurer; W. Henke, public relations; Miss M. Kirk, Council representative.

* * *

The annual meeting of the Howe Sound Teachers' Association No. 48 was held at Britannia Beach, Thursday, October 16. Sixteen of the nineteen teachers were in attendance. The B.C.T.F. executive kindly permitted Mr. Stanley Evans, Assistant General Secretary, to attend in an advisory capacity.

Mr. W. D. Black, President, occupied the chair. As there are nine new members in the association, Mr. Black gave a resume of activities in organizing in 1946 and making adjustments since.

After the election of officers, business was discussed. In spite of the momentous questions of sociology, morality, nationalism, prison reform and education, every argument ended in a discussion of economics—teachers need an increase in salaries. After Mr. Evans presented the schedules of different associations and their plans, the meeting decided to ask for an increase of \$200 basic salary across the board.

The meeting expressed its thanks to Mr. Black and his Executive for their work during the past year, and in the election returned them en bloc. The new Executive is:

President: W. D. Black.

Vice-President: A. B. Clemens.

Secretary-treasurer: L. E. Wells.

NEWS BRIEFS

Victoria—More than 680 teachers registered at the first all Vancouver Island fall convention, held in the capital city October 26th and 27.

In all rooms where sectional meetings were held, and even in the large auditorium, it was a case of standing room only for most of the sessions.

Vernon—Teachers who attended the banquet at the Okanagan Valley fall convention are still chuckling over the entertainment feature, a musical extravaganza produced by some of the Vernon staff under the able direction of Miss Hilda Cryderman.

In the song and dance routine entitled "You'll Get Used to It" politely caustic digs were thrust at school boards, inspectors, tax beefs, overcrowded conditions and teachers' salaries.

The show was so successful it has been suggested that a spot be found for it at the main Easter convention.

Peace River—It's hard to beat the far north for real teacher interest in professional gatherings. One enthusiast flew all the way from Fort Nelson to attend the fall convention at Fort St. John at a personal cost of \$42.

The Peace River district has been the outstanding victim of the teacher shortage. It is reported that 33 of the total staff of 110 have had no teacher training whatsoever. Last year 60 out of 90 were completely untrained.

This is the district about which one of its trustees at the recent B.C.S.T.A. convention satirically remarked: "We have in-

herited a legacy of neglect. Many of our buildings would have been condemned years ago if they were being used for any other purpose than as schools."

A progressive school board, assisted by Inspector S. J. Graham, is doing a remarkably fine job of rehabilitation in spite of unbelievable difficulties.

In a move to strengthen the local teachers' associations, the B.C.T.F. executive has arranged for the district to be represented at the Christmas meeting.

Vancouver—B.C.T.F. executive at its October 4th meeting voted to increase the Federation scholarship awarded annually to the teacher completing with the highest standing the third year at U.B.C. through summer session from \$50 to \$100.

This year's winner was Mr. Walter J. Kiley, Victoria.

Edmonton—The Alberta Teachers' Association has invited the three other Western Provinces to send representatives to a conference to be held in their headquarters on December 5 and 6.

Purpose of the meeting is to arrive at common objectives and policies in dealing with educational problems.

The B. C. T. F. will be represented through its General Secretary, C. D. Ovens.


Langley Prairie—U.B.C. President Norman MacKenzie's policy of taking the University to the people is working to the advantage of the Fraser Valley teachers.

A three unit course, Education 521 (Philosophy of Education), under Dr. K. F. Argue, is being conducted at Langley Prairie this year.

Other extra-session courses in Education have been offered on the University grounds for some years, but only teachers from the Vancouver city area found it possible to attend.

Fort St. John—A school excursion on a grand scale occurred last June when the teacher, Mrs. Rachel Coupier, and the 22 pupils of Charlie Lake School whipped off to acquire a little extra-curricular knowledge at the coal mines at Hudson's Hope.

During the two-day outing the children lived with miners, dressed like miners, even to pit lamps, and ate like miners.



**FRENCH'S 1948 CATALOGUE
OF
PLAYS**

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PLAY PUBLISHERS

480 University Avenue Toronto

Victoria — The new Superannuation Commissioner, succeeding the late Mr. Norman Baker, is Mr. R. A. Pennington. Mr. Pennington previously worked in the Treasury Branch of the Government.

Saanich — Recognizing the value of friendly teacher-trustee relationships, the Saanich teaching staff entertained their entire School Board and the inspector, Mr. J. E. Brown, at a social in the North Saanich High School recently.

Following the social, the visitors were taken on a tour of the school.

This same practice operated in reverse in Windermere School District, where the local teachers were dinner guests of the Board on September 10th.

—Cloverdale—Enrolment in Surrey municipality has increased to such a point that twelve schools are having to be operated on the double shift system.

In Coquitlam district four classes are similarly operating.

Haney—Maple Ridge School Board has credited one of its teachers with increments covering the period that he served with the Dominion Meteorological Department during the war.

The Ocean Falls salary schedule also treats meteorological service on a military station as being equivalent to actual war service.

Harrison Hot Springs—At the convention of the B.C.S.T.A., school board secretary-treasurers created an organization to be known as the "B.C. Union of Business Officials."

E. N. Chapple of New Westminster was elected president and W. E. Chidlow of Chilliwack, secretary-treasurer.

Port Alberni—The problem of supervision of pupils using school buses is being handled in Alberni School District through the safety patrols.

Two boys, specially instructed in rules and regulations, have been appointed to be in charge of each bus, their duties being to see that the children get on and off the buses in an orderly manner and that they obey all safety rules.

Hope—First wing of Hope's new \$260,000 school, providing for six elementary grades, was opened in October.

Hope High School is now offering industrial arts, home economics and commercial subjects.

Chilliwack—The Education Week programme of the Sardis Elementary School was designed not only to give parents an opportunity to see a modern school in actual operation but also as a motivation for desirable pupil activities.

In art periods students prepared invitations to be taken home, children were trained in the proper manner of introducing parents to their teachers and monitors were appointed to guide visitors about the school.

The P.T.A. also was represented on the programme. A motion picture projector and two radios purchased by the Association for the school were put on display backed by an attention-drawing poster pointing out the objectives and accomplishments of the organization.

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ON THE WARPATH

LESSON AIDS DEPARTMENT

Address all communications to Mr. L. W. Greenwood, the Secretary, Lesson Aids, 1300 Robson Street, Vancouver; make all monies payable to the B. C. Teachers' Federation.



The social studies teacher, more than the teacher of any other subject, is called upon for a terrific background of detailed knowledge and interpretive generalizations. But it seems impossible to learn the history, geography and social customs of every country in the world. The teacher must rely to some extent on books for the preparation of lessons.

Now Canadian teachers are continually being called on for information concerning Canada's first inhabitants, the Indians. What do you know about them? Do you make your lessons more interesting by introducing relevant references to them in your lessons?

Indians

For your benefit, Lesson Aids have prepared two beautiful units on the Indians. Some teachers have been using these for many years, but to others they are unknown. The following information may interest the latter:

Unit 69 (9c) is entitled "Teacher's Information on Indian Tribes of B. C. with Seatwork." It is a five-page unit concerning the interior or plateau tribes of B. C. Eleven tribes are covered, namely, the Thompson, Lillooet, Okanagan, Shuswap, Nicola, Carrier, Chilcotin, Tsetsuat, Tahltan, Tagish, Kootenay. The first page is strictly informative, outlining the most pertinent information about their Clothing, Homes, Food, Travel, Organization, Religion, and Art. There is an additional paragraph of miscellaneous information.

The second page is a short test entitled "Nahdin, the Indian Boy." This is suitable for grade 4 or 5. Then follows three pages of mimeographed pictures which are very clearly done. These illustrations show

meat being smoked over a fire, an Indian travois, an Indian making fire, skins being stretched, Indian women at work, an Indian totem pole, ceremonial masks, snow-shoes, a teepee, a ceremonial rattle, powder horn, clothing, footgear, weapons, headgear and drums.

Unit 85 (9c) is entitled "Coast Salish Indians of the Pacific North-West". This is a five-page unit, strictly informational in nature. The exhaustive work of nine long books has been condensed herein for the hard-pressed teacher. This unit covers their Habitat, Appearance, and Food. It tells the nature of their food, when picked or caught, how caught, when caught and how prepared. Meals, dishes, clothing, personal care of the body, homes, furniture, arts and crafts, social life, work, organization of the clans are all covered. Your secretary knows of no other work containing so much information in such a short space. Order your copy today!

A Progressive Step

ATTENTION COURTENAY TEACHERS: Mr. H. D. Stafford, inspector of schools in the Courtenay area, has ordered a complete set of Lesson Aids. These are being prepared for him, and when ready will be delivered, each unit in a stiff cardboard cover for easy reference.

Mr. Stafford always thinks in terms of the pupils in his inspectorate. He is trying, in this progressive step, to make available to them, the concise information of lesson-aids units. Why not drop in at his office and look the units over. But don't stop and talk with the inspector too long. It might be that he will solve all your problems, and then you will have no need for the units! Heaven forbid that we should lose a sale that way!

*For all your grades
(From one to eight)
Use lesson aids.*

C. T. F. Adopts National Code Of Ethics

One of the main results of the last C. T. F. Convention was the adoption of a national code of ethics, to be applicable to all members of teachers' professional organizations.

It is basically similar to the one already adopted by the B. C. T. F., the national body, however, deal specifically with practices covered only generally in the provincial document. The national code reads as follows:

The teacher should be courteous, just and professional in all relationships.

A teacher regards as confidential, and will not divulge other than through official channels, any information of a personal or confidential nature, concerning either pupils or the school, obtained in the course of his professional duties.

The teacher should strive to improve educational practice through in-service work and travel.

Unfavorable criticism of associates should be avoided except when made to the officials and then only in confidence after the associate in question has been advised of the nature of the criticism.

Testimonials regarding the teacher should be truthful and confidential.

Each teacher should be a member of and participate in his professional organization.

A teacher who in his professional capacity is a member of a committee, board, or authority, dealing with educational matters with teacher training or certificates should be elected or appointed by the professional organization.

The teacher should avoid interfering with other teachers and pupils.

The teacher should adhere to salary scales negotiated by his professional organization.

The teacher should refrain from unfairly underbidding fellow-applicants for teaching positions and should refuse to accept, or to accept, a teaching position when such position has become vacant.

No teacher should accept compensation

for helping another teacher to get a position or a promotion.

12. Contracts should be respected by both parties and dissolved only by mutual consent or according to the terms prescribed by statute.

13. Official business should be transacted only through properly designated officials.

14. The responsibility for reporting through proper channels all matters harmful to the welfare of the schools rests upon each teacher.

15. The teacher should not accept a contract with an employer whose relations with the professional organization are unsatisfactory.

16. Provision should be made for sabbatical leave for teachers and for alleviation of the present extremely exacting demands made upon the time, energy and finances of teachers by the present summer school courses.

The C. T. F. has recommended that provincial organizations see to it that steps are taken to acquaint persons training for entrance to the profession with professional ethics.

FEDERAL AID TO EDUCATION

At the last meeting of the directors of the Canadian Teachers' Federation, Mr. C. J. Oates was named chairman of a committee to study the problem of Federal Aid to Education.

The Canadian Teachers' Federation has worked on this problem continuously since 1935 and at our 1946 annual convention the Honourable Louis St. Laurent stated it was the hope of the Federal Government that through Federal-Provincial agreements, money would be forthcoming so that the provinces would have sufficient funds to provide equal educational opportunities for all Canadian children. This is the culmination, as far as the Federal Government is concerned, of the new efforts made by the C.T.F. However, we hope that through this new committee

(Continued on page 56)

Judgment Day! Monday, June 16, 1947

By HAROLD DEW

John Oliver High School, Vancouver

Well! Here it is. The day towards which for ten months I've been working with the English classes one Grade XII and one Grade XIII. Before me are the papers representing the five hours of examination to which these classes have just been subjected. These four papers are an examination of those students. They are also, I feel sure, an examination of me. If my students fail more disastrously than those of other teachers in the same school, or of teachers in other schools I shall soon hear of it. It is of some interest therefore to me to find out exactly what it is that I'm supposed to have taught to these two classes in the past year, and to what sort of students I am supposed to have taught it.

What! No Poetry!

I have read with a Grade XII class a heterogeneous collection of prose, containing a few good essays, a few slight stories, a few understandable and interesting selections on various topics, and a good many snippets of history, travel, science, and fiction, some of which require an enormous amount of background before they become intelligible and none of which is worth the time we've spent on them. Students have been asked to summarize one from each of two groups of these pieces. Fair enough. I have read Julius Caesar three times with this class. Six good passages have been selected and students have been asked to identify these, state speaker and to whom spoken and generally to indicate the meaning and the significance in the play of these

FEDERAL AID

(Continued from page 55)

from British Columbia we may obtain what we are all striving for, that is, satisfactory financial assistance so that education may be raised to that economic plane which it so evidently deserves.

In this article Mr. Dew makes an evaluation of the June, 1947, Departmental Examinations in Grades XII and XIII English. He interprets these examinations to be an indication of what he was supposed to have taught and to what sort of students he was supposed to have taught it.

selections. Apparently the examiner believes that having read Julius Caesar students ought to know something about it. I quite agree. I have spent more time on a chunky anthology of poetry than on Julius Caesar and the prose combined. Furthermore, I have concentrated in that anthology chiefly on a list of poems suggested by the Department for intensive study and have emphasized one sonnet of Wordsworth more than another one equally good on the same page. But there is not a single question on this poetry. That comprises Part I of the Literature paper. The other half is a test of ability to understand poetry, drama and prose by questions on unseen passages in each of these fields. I reserve judgment here for the time being.

Grade XII Fair Enough

The language paper has five sections: words, punctuation, sentences, the paragraph, compositions. The words section goes all the way from how to spell "shining" up to the difference between "ingenious" and "Ingenuous". I hope that after twelve years I have nobody who is incapable of that first feat in vocabulary. I fear I have few who know what "ingenious" and "ingenuous" mean. I hope none use "aggravate" in the way that most people, including many respectable writers down the centuries have used it, as they will not get a mark for it. Serves them right. I think the light of nature will guide them safely through the punctuation test. The government-approved errors in sentence structure have been taught, and they appear as of old, and even

THE B. C. TEACHER

though my students don't know much about them perhaps they ought to. The grammar would not have allowed High School Entrance candidates a few years ago to show their paces, so I think my students may stumble through it. The paragraph has always been a creation looked on with a mystical and awful eye out here in the West. I have seen such horrendous labels as "obverse iteration" formally attached to a quite straight forward little series of rhetorical statements. Apparently the great thing in paragraphs is to learn the various ways of development. To have anything to say, to know what a paragraph says, all that is beside the point. So four varied paragraphs are put before my class, one on American inventiveness, one on glacial action, one a description of desolate weather in the Cascades and the fourth a little argument on the consequences of Russian policy on the Russian people. All that students are asked about these is to state the chief method of development used in each (from a list of six methods supplied by the examiner) to say that paragraph three is a piece of description and that two and four are pieces of explanation and that the topic of paragraph three is desolation. If that is what testing students' knowledge of paragraph structure amounts to then for heavens' sake let us drop all our little terminological apparatus, and simply try to get something into their heads, so that they can put it on paper as well as possible without theorizing at all. The last section is entitled composition and requires the writing of two paragraphs, one Expository, the other Descriptive or Narrative. Again, fair enough. I hope that at least one student in the province makes use of the five carefully-ruled pages of space reserved for these concoctions. If he meditates beforehand on the mysteries of paragraph construction as revealed in the preceding section, he will no doubt need them.

But on the whole these Grade XII papers are reasonable. They don't presuppose much knowledge, and if there is some startling inconsistency and if much of it seems like Grade VI work, at least no students is likely to find that though he didn't put a mark on many pages of the paper, the statistical processes to which

papers are subjected have allowed him to pass.

Wanted: A Standard Pattern

The Grade XIII papers are, however, quite another story. I have warned my students for some years now that they couldn't expect examiners to keep on forever putting all the answers on the paper as well as all the questions. Sooner or later they would be required to find the answers themselves. This is the year. Many of the answers are stereotyped and innocent enough, four uses of the Greek chorus, three women characters in Henry IV, Part I, 16 lines of memory, and so on. But why do we spend hours and hours over a set of anthology in Grade XII without the slightest indication on the paper that we've ever looked at that anthology and why one year later do we spend hours on another set anthology in order to be confronted with a very searching "spotting" test requiring detailed and exact knowledge of the poems singled out by authority for study. Is this to be the standard pattern or will it be reversed next year? Can students expect a sight poem only, after spending a great deal of time on a specific list of poems, or must they really know closely the actual poems they've studied. I would like to know. And furthermore, at what level am I required to teach literature? On one page my students are given sixteen marks for dutifully memorizing, "Stopping by Woods on a Snowy Evening" and scanning out four lines

"Whose WOODS these ARE I THINK
I KNOW
His HOUSE is IN the VILLage
THOUGH; etc.

On the next page these same students are asked, for fifteen marks to look at a sight poem by some modern author—modern in technique, images none, too long, transitions abrupt, turns in thought very sudden, a poem which uses the seeming calm of nature and its actual turning and falling as a symbol of the falling of western civilization, a sort of Spenglerian concept demanding for its understanding a recognition of the sudden reference to a mountain cave, a bearded king with red hair and heraldic axe, as an allusion to Frederick Barbarossa

emerging from the middle ages as a precursor of Nazism, a standard bearer of the Germanic myth. Anyone who can simultaneously teach poetry on these two levels has more adaptability than I shall ever have. I'd like to know how many students in B.C. had the faintest conception what that poem was about. So much for the literature.

Really Steamed Up Here

When at Easter I told my students that instead of the single divided exam, they were to be confronted with two 2½-hour papers, I said that undoubtedly they would be required to know more about the literature than hitherto. Such is the case. I also said that as there was to be a separate exam on Composition they would surely be required to compose an essay. That might have been naive, but I think it was reasonable. But what do they get? Sentence correction, same old bag of tricks, pitiful little Grade VII diction errors, "most everyone", "dived, dove", "principal, principle", "different from", "different than". In three whole questions after thirteen years of English is there enough to test a 13-year-old, provided you supply him with a few little definitions which are the stock-in-trade of every composition textbook maker and which hardly amount to a row of beans (vulgarism)? There is a business letter, a wonderfully clear and carefully-composed epistle saying "Would you please send me your latest record catalogue." That is all. And since no test could possibly be devised on the letter itself, the attention of the examinee is directed to details of inside addresses, capitalisation, conventional spacing and punctuation, and he is asked to spot five errors. I've shown this document to an experienced commercial teacher who spotted four, and to an experienced stenographer who spotted three and suggested about six others which an examiner might consider errors but which she did not. And to underline such finicky nonsense I have this very afternoon received a letter from a Department of Education (not Victoria) which would be marked wrong on two points out of the discoverable four. Surely at Grade XIII level business letters ought to mean, if they are to mean anything, the

ability to write a good substantial letter (with adequate data supplied for so doing; most business letters on examination are not business letters at all but highly imaginative excuses masquerading in the form of letters). I am glad to say that I have always refused to teach business letter forms to Grade XIII; if students insist I direct them to books, but I will not take money for teaching people with that amount of schooling such trifles.

Oh, These Planners!

Then paragraph examination, a trifle more sensible and varied than in Grade XI I think, and finally the pay-off in a composition paper. "Draw up a plan for an essay of three pages and write two paragraphs of it." Oh, these planners! How does one mark a plan if he doesn't see the essay? How does he know whether those careful headings (parallel in form, of course) and sub-headings and sub-sub-headings are really headings for a body of material or not? I have seen many school essays which were nothing more than a stringing together of headings with no real development of ideas though the student had been carefully schooled in the Seven Methods of Paragraph Development. I have seen well argued essays, the plans of which could only be about four main headings with none of the elaborate and, to examiners, most dear array of subs and sub-subs and even sub-sub-subs AI, ai and ii, etc. Do we want plans or do we want compositions on a composition paper? My preference is for a composition. I believe I can judge from it whether a person has anything to say and whether he says it convincingly. I believe I could even award him marks for use of transitions and "echo words" if I had to. I think I could discover whether he had a good vocabulary. I'm sure I'd know whether he fell into one of the government-approved errors in sentence structure. Perhaps one day I may see a composition paper which contains a list of topics and the simple injunction "Write a composition on one of these." But I hope one of the topics is not "Lady Teazle and Nora Helmer: A Contrast." That's about as sensible as a contrast between a rose garden and a volcanic eruption.

I DISAGREE

By DONALD COCHRANE
Gibsons Landing

Somebody got a lot of money for writing a piece in the *Ladies' Home Journal*, called "What's Wrong With High Schools". His complaints are: they are overcrowded, they use regimenting methods, they are over-programmed, they cram the curriculum, and the book-learning is presented to them before they are able to read. And so he thinks the parents should do something about it.

Yes, the schools are crowded. Fine! Who has heard a preacher or a politician complaining that his audiences were too big? Large numbers make ability grouping easier; the difficulty in teaching is not the number of intellects we have to reach, but the differences among them.

They use regimenting methods; yes, it's the only way to deal with large numbers of people. My favorite Philosopher did the same: wishing to feed the audience after a long lecture. He "caused them to sit down by fifties on the grass" while the honor students served the bread and fish.

They are "over-programmed", by which he means that the school really tries to teach the children how to live. He complains that the school undertakes everything from feeding the under-nourished to sex education, so that the children have not time for their studies. Well, why not? After all, those things are really more important than the study of French irregular verbs, or even the test for a chloride.

They "cram the curriculum" with enormous quantities of variegated information, and he looks back with regret to the good old days when boys of that age did not have to learn anything but Latin. This is on a par with one old logger's complaint that men in the woods want all kinds of fancy food, instead of the good old steady diet of pork and beans. But note the difference: pork and beans was, and is, a good sustaining food; Latin is an occupational disease,

Here the author replies to an article in the "Ladies' Home Journal" titled "What's Wrong With High Schools?"

which begins as a headache and ends as a pain in the neck. Of my years of Latin, all that remains to me is Juno's motto, "Flectere si neque supertos Acheronta moveo", and even that goes better in English anapaests: "If I cannot convince my superiors, I will raise Hell".

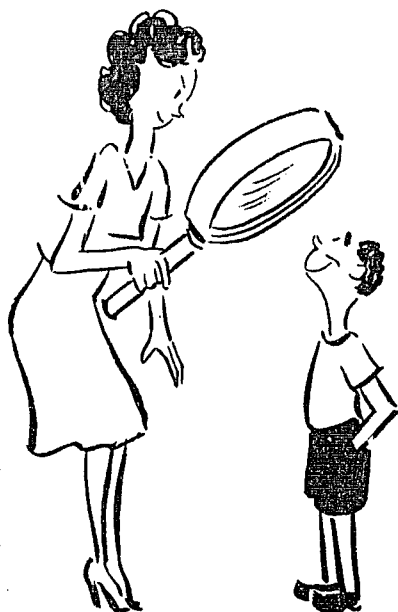
Finally, all this, is given them before they are really able to read with understanding. He has something there. It is quite true, as he says, that thirty per cent of the high school population are not able to get the means from reasonably difficult books. These are the third that in former years never got to high school at all, and the writer does not know what to do about them.

For he carefully dodges the most important point. Being a good democrat, he must not even think of it. The real trouble is not with the quantity of students, but the quality of them. In former times the few who went to high school were those who had a certain amount of brains, and a certain amount of willingness to learn. Those few are still with us, but we often lose sight of them in the mob of nice young people who have no discernible I-Q, and less desire for knowledge.

We cannot teach the common herd as we did the few chosen ones. We cannot teach them in the same way, we cannot teach at the same rate. Most important, we cannot teach the same subjects at all. But that does not mean that we cannot teach them, period.

If we separate the slow learners from the fast ones, we can teach them, orally or by properly written books, material that interests them. One difficulty about this is that if we made such a course, interesting and useful to the low grade students, we would find the best students trying to get into it too, leaving the regular high school course high and, yes, dry.

Teachers Are Studying Children



Dr. Daniel A. Prescott tells how the study of one child leads to better understanding of all children.

Miss Smith has stopped thinking of Joe as "lazy" because his homework is poorly done and he is not alert in class. She knows about his querulous working mother, his fatherless home, the four younger children.

Today all over the country 6,000 Miss Smiths are discovering in a dramatic way that behavior is caused. These teachers are working in child study programs under the direction of the Institute for Child Study of the University of Maryland. A number of schools in the region of Chicago are developing similar programs under the guidance of the department of education of the University of Chicago.

Miss Smith's close study of a few individual children for several years should make her a better teacher for hundreds of children for the rest of her career. A careful study of the specific problems of sulky,

The story told here is based on an interview granted by Dr. Prescott to a staff writer of Rural Editorial Service for the State education journals.

Dr. Prescott, director of the Institute for Child Study of the University of Maryland, is working with Maryland teachers and administrators in a statewide program of child study. Until recently he was professor of education at the University of Chicago. He is conducting field service programs of child study in New York, Pennsylvania, South Carolina, Ohio, Georgia, Louisiana, Texas, and Washington, D. C.

irresponsible Joe helps the teacher far more than the lectures and study programs on child psychology and child development in general, says Daniel A. Prescott, who heads the Institute.

It is fairly obvious that not all general scientific truths are true about all children, declares Dr. Prescott. "Yet teachers have not been trained to recognize this need for knowledge about individual children, don't know what facts they need, don't have the skills to get the facts."

Learning How Joe Feels

The teacher needs enough knowledge to understand how Joe—not all ten-year-olds, but Joe—feels in a particular situation. If Joe reads badly, general knowledge about the causes of poor reading won't help Miss Smith. She must know why Joe reads badly. And therefore she must know a lot about Joe as an individual.

The technique for learning about Joe can be acquired. Dr. Prescott points to the results of a four-year program in 14 school systems for in-service teacher training in child development.

"Hardly a vestige of our work is left in 13 of those systems. In only one was the program successful." Why that one program bore fruit where the others collapsed makes an eye-opening story.

The story began seven years ago, when the Commission on Teacher Education set up by the American Council on Education began to work on improving the education of teachers. One of the Commission's agencies was the Division on Child Development and Teacher Personnel, with headquarters at the University of Chicago. This division gathered the research findings of many sciences on the growth, learning, behavior, and adjustment of children and set up a document center for this material. Schoolmen studied the available data, conferred with scientists, and developed sets of scientific principles to describe and explain human development and behavior.

In the 14 co-operating school systems the child development information was passed on to teachers through lectures and systematic study programs led by experts. After the training, the teachers, in effect, said, "This is very interesting. So what? It doesn't help me with my classroom problems."

But in one school system the teachers decided that each wanted to study an individual child intensively over one or two years. Out of the results of the successful experience of those teachers the Division (in 1943 it became the University of Chicago's Committee on Human Development) worked out a program which now involves 6,000 teachers in 20 school systems.

Five Paths to Understanding

The child study programs have five essential parts: (1) direct study of children, (2) consultant service from the Institute for Child Study to the local groups, (3) special training of leaders of local groups and regular meetings during the year, (4) local two-week workshops for leaders and teachers, and (5) a six to nine-week workshop in human development and child study at the University of Chicago or the University of Maryland.

Each teacher who volunteers for the program is told to select a child in whom she is interested. She is urged not to select her worst problem. The teacher we are calling Miss Smith selected Joe. She was told to gather all the information about Joe that seemed important. Her infor-

mation would come from four sources: the school records, other teachers, a visit to Joe's home, her own observations of Joe.

"Few teachers in the United States use school records," says Dr. Prescott, "except to look at marks, the least valuable of what's there."

Miss Smith got information from the records about Joe's family, his physical growth, his realized intelligence in terms of test results, and so on. From other teachers who were teaching Joe or had taught him in the past she asked not for evaluations but for anecdotes, for stories of characteristic ways in which Joe acted, things he said and did in notable classroom situations. She discovered that when teachers were asked to tell stories instead of to pass judgments they did a fine job of remembering details.

A Look at Joe's Home

To Joe's mother Miss Smith said, "I'm Joe's teacher and I'm very much interested in him." Delighted at teacher's interest in her son, Joe's mother was co-operative. She told her troubles. "Joe's kind of slow and he's always in mischief." Miss Smith tried to understand the "climate of affection" in which Joe lived.

Miss Smith took a good look at Joe's home and neighborhood, remembering every word Joe heard or used in the classroom had meaning for him in terms of the home and neighborhood where he was growing up. The same words in terms of Miss Smith's own environment might mean something very different.

Back at the school Miss Smith wrote down what she had seen, recorded her conversation with Joe's mother, noted that Joe was the oldest in a family of five, that his mother took in washing. Miss Smith tried hard not to evaluate or pass judgment. She knew the records would be valuable in proportion to how objective and specific her observations were.

Miss Smith added to her notes her observations of Joe on the playground, in the halls, in the cafeteria. She recorded significant or telling incidents.

Every other week Miss Smith met for two hours with 12 other teachers in the program. Other schools have as few as 10

but never more than 18 in each child study group. Miss Smith read her anecdotes, presented her information to the other teachers. The whole group tried to figure Joe out. The other teachers presented their materials too. Each teacher thus studied as many children as there were teachers in the group. A strict code of secrecy about the information the group gathered was observed.

After three years closely observing three children, Miss Smith will find it easier to "figure" all her children. She will know what data she needs to get about her "problem" children and how to get the information. She will not be expected to do psychiatric case work — the serious problems that are beyond her she will refer to experts. But she will never again label the rebellious and aggressive Joes "bad," the withdrawn and day-dreaming Joes "lazy." She will look for causes and try to understand and help.

Children Are Happier

"Eighty per cent of the teachers who've worked with us say they and their children are happier," says Dr. Prescott. He adds that the teachers are actually saving time — they spend fewer hours in wasted effort, in disciplining and nagging, in straightening out classroom situations sparked by "bad" boys.

The Committee is getting proof of this. Dr. Prescott tells of a Philadelphia school where the principal tabulates each year the white slips children must carry with them when they are sent to the office. The slip tells the child's misdemeanor, the time, and includes the teacher's signature. Last year he discovered that certain teachers had sent 30 per cent fewer slips than in the previous four years. In listing the names of these teachers he discovered that they were exactly those engaged in the child study program.

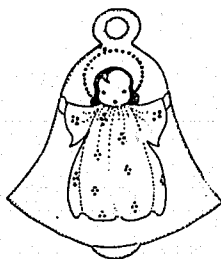
"Principals and supervisors tell our teachers what to do, and they do as they're told, and then we blame them for poor results and assume they're not bright enough to do better," says Dr. Prescott. "Teachers have a right to be peeved. But we find, if we teach them the skills they

need, they can figure out for themselves how to do the job."

"Understanding individual children in this way may sound like an impossible task. But the good teachers have always done it. With the properly developed technique about two-third of the teachers now in service can be made effective at it. Most of the others can be significantly influenced. About one in five you just can't do anything for. They won't deal with children on the basis of understanding. They insist on dealing with them on the basis of techniques alone."

All teachers in the program have entered it voluntarily. They are all willing to give up several hours a week and parts of their vacations to the work. And all feel renewed enthusiasm about their profession and its possibilities. Dr. Prescott tells of a sixty-eight year old first grade teacher who was supposed to retire but became so interested in the work she stayed on till she was seventy. At the end of a year's study of twin boys in her room she said, "That's the happiest year of my life and my whole teaching. If I could only have known this forty years ago."

SILVER BELL CHRISTMAS TREE HANGING



Use oak tag for bell-base and cover with silver paper. Of course any sparkly holiday-paper may be used. On a piece of white drawing paper, trace the cherub-pattern, outline with drawing ink and cut out. Color as follows: fill in aura yellow, face light orange with pink cheeks, dress light blue, hands light orange like face. Paste on silver bell. If desired, cover back also with silver paper. Tie a strand of blue wool for hanging.

AGNES CHOATE WONSON.

WANTED

Urgently required unfurnished apartment, 3 or 4 rooms, or small house, by married high school teacher with adult daughter. South Granville or West End districts preferred. Reply to: Mrs. G. Scott, Gifford Hotel, Pacific 0927.

THE B. C. TEACHER

A Glance at our Educational Whereabouts

THE B. C. PROGRAMME OF STUDIES

A this critical moment in education, here as elsewhere, may it not be well to re-study our whereabouts? Might it not, for example, repay us to glance afresh at the Foreword and the section on "Aims and Philosophy of Education in British Columbia" in the official Programme of Studies? (Bulletins I, Elementary and Senior High Schools).

Teacher Participation

Democracy, manifestly, furnishes here the root-ideas of both the *why* and the *how* of education. One of the key-notes is freedom. Thus: "When it was expected that there would first be a try-out of the course in a few selected schools, offers to make such a try-out were received from a large number of teachers. It is hoped that these teachers will still feel that a report of their experience with the Programme as now issued is desired. . . . Actual trial will, it is hoped, yield suggestions for improvement." If, speaking only for the years 1946 and 1947, earnest voices have been raised from various parts of the field, is it more than a response to this singularly open-hearted invitation, given in the first of the bulletins issued in 1936? Sentences might be culled from the increasingly eager response which point a way toward humanity's ideal.

Encouragingly, the Programme of Studies continues: "The organization of the courses into units does not mean rigid prescription. A mechanical, unreflecting adoption of the units as prescribed would not be in harmony with the spirit of the revised curriculum Many teachers may be able to organize better units than those here presented." To this eminently trustful concession the one necessary condition is that "Substituted material must be properly organized in advance of teaching it."

"Criticism of this Programme of Studies not merely is invited; it is urgently solicited."

What About The Pupil

So far, the teacher's freedom. The freedom of the pupil is also considered. This, for example, occurs word for word more than once in the Senior High School bulletin:—"It is the function of the teacher to provide the pupil with material to think about, with"—noteworthily included—"a method of thinking, and with situations and problems which challenge him to think."

After saying in effect that the better the class-work the less will be the need for very much home-work, though "Senior High School students may be expected to do more study than pupils in lower grades", the freedom of the pupil is brought to the fore by saying that "this restriction upon required home-study makes it possible for the pupil to employ his leisure time in extensive free reading, in voluntary home projects in Art, the Practical Arts and the like, and in creative activities of many kinds." The way is thus purposely left open for leisure activities of the better sort.

Further, we read in both bulletins, from the viewpoint of the need for freedom in learning: "Children's purposes, interests, and preferences should come freely to the surface. Whilst they cannot be the final determiners of the school programme, they should be the point of departure and the source of motivation." This accords with what are presented as the prime features of "The Learning Process":—"The place of interest and purpose in learning"; "The active nature of learning"; "The place of satisfaction in learning". These features may be seen almost ideally at work among six-year-old children. They harmonize well with the one-time slogan, "The whole child comes to school".

In these ways we are brought face to face with the pupil in school. In both bulletins we read, "Subject-matter is not educative in and of itself"—a marked insistence on the 'why' and 'how', as distinguished from

the 'what'—"but only as it is made meaningful to the pupil. . . .

The Aim Of The School

As for the school and its life and aim, we still breathe freely. "Schools should not be compared upon the basis of marks obtained at examinations. Such comparisons promote cramming and other kinds of educational malpractice. . . . The unknown reliability and validity of ordinary examinations makes comparison pointless." "From the point of view of the individual, the school exists to aid him in his own growth or self-realization. . . . The school and its curriculum should be organized to achieve this end."

Carrying forward this idea of the school, "Subject-matter," say both bulletins, "has meaning for a pupil only as it helps him to solve problems that are real"—might we not, perhaps, add 'or made real'? — "to him".

"To summarize, school should be thought of as a life to be lived where there is action, cooperation, and opportunity to develop desirable attitudes, habits, and ideals. . . . The school should exemplify superior living"; developing, "such social attitudes as shall be conducive to desirable character-formation."

Teach Them To Think

Though democracy is not purely individualistic, it has its individualistic aspect. And when the Programme deals with "education for intellectual development", this is fully allowed for. Learning is rooted in individual experience. Giving us our grip of the ideas we attend to, are the ideas we attend with. So we read: "Skill in thinking comes from the use of one's equipment of ideas in solving real problems" (or in approaching new truth). In practice does not this mean that much of our best and happiest teaching consists in rallying pupils' *own ideas* to the attack, and keeping *their ideas* to the fore in the pursuit?

In a rapid glance one passes, almost disconnectedly, from point to point. Linked up with the above, however, is the constantly repeated aim of education, "to develop the habit of critical thinking and

effective study"—'study' implying purpose (*studere*, to aim at).

Also noteworthy is the following: "*It is fundamental that testing should bear upon the objectives of a course. It should not test the memorization of factual matter. Testing should serve primarily the purpose of teaching; teaching should not be directed toward testing.*"

Again:— "Where intelligence is given greater scope, learning is easier and the carry-over to useful applications is greater."

"Satisfaction in learning" is given its rightful place. "Learning is facilitated by the satisfactions which accompany it." The "greatest satisfactions" accompany the achievement of ends, including "the overcoming of difficulties through strenuous effort." This natural pleasurable-ness of learning by right methods and under right conditions cannot be over-emphasized.

Classwork Is Teamwork

Finally—for one must draw to an end—class-work at its best is team-work. Cooperation—teacher with pupils, pupils with pupils—is its very life. Scattered, accordingly, through these bulletins are references to "the way and manner of lessons" as 'group activities'; as 'acceptance of pupil contributions'; as 'the setting up of appropriate situations in the classroom', evoking, as it is finely said, "a classroom atmosphere of harmonious *cooperation*, a willingness—nay, an eagerness—*on the part of every individual*, including those who are shy and retiring, to make a useful contribution to whatever activity engages the attention of the class". Is not this a portrayal of democratic teaching of the highest order?

* * * *

An apology is due to the authors of the Programme for the fragmentariness attaching to selections for a magazine article. The quotations are from the programmes for elementary schools (Bulletin 1) and senior high schools (Bulletin 1). The copies used were kindly sent to the present writer by Dr. H. B. King somewhere about the winter of 1937-38. If variations occur in more recent issues, this explanation is called for. But the spirit was there.—This:ton Mark.

THE B. C. TEACHER

English Literature . . .

SOME SUGGESTIONS FOR TEACHERS

By GEOFFREY TILLOSTON,

Professor of English Literature,
University of London.

(Reprinted from the *London Times Educational Supplement*, May 17, 1947.

The study of English in schools and colleges is sometimes despised by specialists in other fields who think that writing about literature is an easy matter: whereas, of course, it is only an easy matter to write about it badly.

The motto of the teacher of English, as it is the motto of every teacher in every subject at whatever stage, is "Aim at getting sound sense in every sentence the scholar or student writes, however simple that sound sense is to begin with, however few the sentences written." Do not let students (*i.e.*, the junior members of schools and colleges) get away with all those romantic substitutes for sound sense—vagueness, flamboyance, garbled echoes of fashionable critics, jargon which the student could not begin to define, *e.g.*, "definitely" often spelled "definatelly"), "the second movement of *Hamlet*," "the atmosphere of a poem." The standard which some teachers set themselves, unconsciously perhaps, is a standard aspiring towards that of the fashionable critics in the magazines. Some teachers therefore tend to welcome ambitious writing as writing which shows "promise," individuality, emancipation from school-room ploddingness, a dawning envy of minds seemingly superior.

It is best to satisfy a standard of sound simple sense before venturing to satisfy the standard of a sense that is complicated and subtle as well as sound. It is not always recognized that, where writing about literature is concerned, even a low standard of sense is a standard difficult to reach, *i.e.*, to reach by steps all of which have been taken firmly. We need to remind ourselves

repeatedly that even *Three Blind Mice* poses problems in "literary appreciation" which are not quite "child's play."

Word By Word

It is suggested that students should concentrate their powers on grasping the meaning of a work of literature word by word, and should make that grasped meaning the basis of everything they proceed to say about the work. The phrase "the meaning word by word" may be illustrated from the first scene of *Macbeth*. There are few pieces of Shakespeare which are more immediately clear to the twentieth-century reader, and yet to master "the meaning word by word" entails, for instance, a mastery of the word *witch* (the suggestion that Shakespeare did not write "Enter three witches" is not to be discussed here), a mastery of the word *battle*, and a mastery of the phrase "lost, and won." We do not have witches nowadays, and the battles Shakespeare knew about were not the sort of thing that we have lived through. And to master the meaning of "lost, and won" tells us something about the way the witches regard the battle. If we master what can be mastered (perhaps the word *master* is presumptuous for readers as far away from Shakespeare as three hundred years) and build our "literary appreciation" on that, the result will at least be soundly based. At this time of day, fortunately, most teachers prefer to encourage students to explain such matters as the dramatic significance of the first scene of *Macbeth* rather than allow them to rhapsodise on Shakespeare's imagination, though some teachers still hanker, I believe, after the grandiose in literary criticism—the grandiose rather than the humble, the scrupulous, the concrete. For most of us the only hope of achieving a poetic fire in our teaching that is an authentic poetic fire is to have our wheels catch fire while we are driving along the road. Every student is

capable of seeing something worth seeing in those first twelve lines of *Macbeth*, and with that something as basis, may, if he is capable, go on to see more. What he sees clearly he will be able to say clearly. Not necessarily straight off: his first attempt(s) may only attain to saying it badly. But whatever he sees clearly he will wish to say clearly: to see is to want to say.

A word about set books. If a work of literature is to be treated in the way suggested, it must be the sort of work that can bear such treatment. For various reasons, which need not be gone into here, excellent work belonging to kinds which cannot be so treated include ancient literature in translation, short dissertations which sweep through the history of civilization, poems, however exciting, whose ink is scarcely dry. The students who are capable of getting anything out of works such as these will go to them and get it without help from their teachers: all the teachers need to do is to tip the right students the wink. But if such works are set for close study, the rest of the students flounder in the void. (Surely we all remember how crazy our own notes were.) Books about concrete human things, when they are written by great writers, come home to every student however dull or immature: even a dull student responds with a comparative liveliness to, say, *Macbeth*, Browning's *Men and Women*, *Under the Greenwood Tree*.

Writing Is Difficult

Something has been said about the students' writing. The essays which students write should be marked with close care. Not of course all the essays they write—that would be physically impossible—but selected paragraphs or, say, one essay chosen at random out of every three written. It would be a good thing if teachers forbade all note-taking except in the form of a précis of continuous sentences. One reason why students habitually write bad sentences is that their pens are only happy when making jottings. And let the teacher make another experiment: let him confine himself, as well as his students, to the writing of complete sentences. This will remind him how difficult it is to make a sentence that he dares publish, even at the foot of

a student's essay, and how very difficult it is to write twenty public sentences on end.

If these suggestions are adopted, two sorts of students will benefit: those who write illiterate nonsense will cease to write it so often, and those who write essays with a perfunctory sense in them will cease to write essays that are almost identical with those written by their fellows. However much the teacher insists on his own human fallibility, the student will always see him as an oracle. But it will be harder for the students to see him as an oracle if his habit is to question rather than to pronounce. If he questions, he will be confined to matters of common sense, because he will want his questions to be answerable. As answers come and are accepted, the fragments of the common sense will be found to be slowly building themselves up into a structure. Two of the aims of a teacher of literature are to get students to see as a structure what they first saw as a mass, and to get them to produce structure instead of mass when they write themselves. To be interested in structure carries with it an interest in materials, a structure being not only a designed thing but a designed thing made out of materials that have been tested. Let us try to be carpenters rather than wizards.

A GIFT WITH A PURPOSE

With Christmas just around the corner, the Vancouver Christmas Cheer Committee of the Community Chest and Council, once again asks for donations of new and good used toys for the less fortunate children in the Community.

The Committee, now in the ninth year of operation, co-ordinates the plans for Christmas giving of some fifty Vancouver groups and organizations, and conducts the unique Toy Shop, where parents may "Shop" for their children's toys although no money is involved.

Replacing the Santa Claus funds of other days, the Committee is responsible for providing Christmas Cheer for more than 1000 individuals and families.

Phone PA. 2288 regarding your donation.

THE B. C. TEACHER

The Basis of Salary Increments

By THORNTON PROSSER
In "The Monthly Bulletin"

The basis on which salary increments to teachers should be paid is a question that seems to be baffling many trustees at the present time. Business men are likely to generalize from commercial practice that efficiency is the only sound principle? We were surprised to read of a professional man—a learned judge—appointed to an Ontario Board of Education, advocating the same thing. It is possible His Honour had never studied the professional implications of his proposal. Shall judges be paid on a merit system in the future? If a second offender comes up for trial, shall that be a black mark against the first trial judge? What of a third or fourth offender—what judge should be penalized? In the legal profession, should a learned counsel receive payment only if he wins the case, because he alone was efficient? The public would probably cordially agree to such an arrangement.

How shall the medical profession be paid? If the patient is not totally cured, is the doctor inefficient? If pay by efficient results were the criterion of success in the above professions, many learned and capable members would starve to death.

The same intangibles are to be found in the teaching profession. There are no instruments that can determine adequately the relative worth of individual teachers, any more than that of individual doctors or lawyers. The total contribution of an individual teacher in the development of a child cannot be reliably determined. There are many educational forces impinging upon the growth of children. Church, family, companions, dozens of influences unquestionably contribute to his development. Even in the narrow sphere of school subject matter, where there might be some adequate measurement of a teacher's effectiveness, it is doubtful if home effects

and non-school influences can be separated completely from results directly attributable to the teacher.

Another fundamental objection to efficiency rating as a basis of salary awards lies in the inconsistency of such a policy with the nature of a teacher's work. As teaching approaches closer the status of a profession, administrative inspection and arbitrary control should give way before creative leadership in a common undertaking. Rating tends to stimulate competition in a group of individuals whose only hope of successful achievement lies in co-operation. Education of children is a group project, not an individual one, and any device or policy which creates a spirit of rivalry and competition is likely to interfere with the all-round development of the pupils.

It is important to keep in mind that a salary schedule, like insurance, is a co-operative arrangement whereby employees give up certain rights and secure others in return. The teacher merges his individual contribution with that of the whole teaching staff and receives a salary that is depended upon, but not related directly to, individual effort. It is reasonable to believe that the best service is rendered by the group as a whole when the morale of teachers is maintained at a high level and when teachers work co-operatively. The single-salary schedule plan is designed to reward teachers on the basis of their professional qualifications and is a much more objective plan of paying salaries than a subjective rating system.

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CORRESPONDENCE

Watertown, N.Y.
Cooper School,
October, 1947.

Editor, *The B. C. Teacher*

The New York State Association of Elementary School Principals, through their own research committee, has published eleven research bulletins during the past 16 years. These bulletins are published for the membership and those left over are offered for sale to persons interested in Elementary Education Research Bulletins.

Many of these eleven bulletins are now out of print, but there are a few of the following bulletins still on hand and for sale to those interested in purchasing them.

Bulletin IV Visual Aids in the School.....	25c
Bulletin V The Informal Daily Program	25c
Bulletin VI Reporting to Parents.....	25c
Bulletin VII Prin. Appraisal of his School	25c
Bulletin IX Status of Elem. Prin. in N. Y. State	25c
Bulletin X Problem of Optimum Class Size	25c
Bulletin XI Child Guidance in Elem. School	50c

All the above bulletins are in printed form with the exception of bulletin X, which is in mimeographed form. While the supply lasts these bulletins may be purchased at above prices by sending cheque, cash or unused stamps with your order to Bulletin Distributor, Charles E. Flinn, 1152 Harrison Street, Watertown, New York.

I would appreciate any publicity you can give to us in your publication on the above bulletins, for I feel that in your association you may have some members interested in purchasing some of them.

This is not a business but an educational service that we want to extend to those interested that may not have access to our bulletins.

Sincerely,

CHARLES E. FLINN.
Bulletin Distributor.

NEW FORMAT APPRECIATED

North Vancouver, B. C.,
Oct. 27, 1947.

Editor, *The B. C. Teacher*:

Congratulations on the splendid set-up of the September-October number of *The B. C. Teacher*. The new cover, with the expressive picture of keen attentive youngsters, should get the magazine itself "off to a good start" for the year. I like the arrangement of the ads. and the feature articles. The headings give a better appeal than formerly. Altogether you have marked a great improvement in *The B. C. Teacher* and I wish you luck for the year.

Yours truly,

ARRY SMITH.

THERE'S ALWAYS A REASON

North Bend, B. C.
Oct. 25, 1947.

Editor, *The B. C. Teacher*:

Following a five-year excursion into other fields, I returned, this fall, to the classroom. This admission does not qualify me to act as a critic of "*The B. C. Teacher*" but I want to express my disappointments.

Firstly, I have just received my first copy, Sept.-Oct. issue, on October 25th, a month later than I should have liked. By calculation I have determined that I should, therefore, receive my next copy in the environs of Christmas Day and my fifth copy on, or about, June 25th next. Such calculation leaves me with a feeling that the magazine will have me always looking backward, rather than forward. I wonder if any other member of the Federation feels with me.

Secondly, I found that no other teacher hereabouts received his, or her, copy any earlier than I have done. What I sought to ascertain, they could not tell me. When will conventions be held, where held, and who are the officials? And, if the second issue mentions conventions, shall I still be interested at Christmas time? Is there anything in "*The B. C. Teacher*" which really and specifically binds the locals and the

school units together, or is it that, in some fashion, each separate local, or unit, has a link only with the Central Office. It gives me the feeling that we have a wheel with a hub (Central Office) and spokes (locals) but without a tire to complete the whole. Again I wonder if I am alone in the feeling of semi-isolation.

Please do not conclude that I am uninterested in the present contents of the magazine. It is just that:

Perhaps the corner showing the names of the editorial board could be expanded to include all the names of central representatives of the Federation;

Perhaps the middle of each two-month period, rather than the end, could be set for issuing the magazine;

Perhaps locals could be persuaded to notify Central Office of convention dates and locales in sufficient time that the first issue of the magazine in the fall would be a calendar of such data;

Perhaps the local of which I am proud to be a member would develop a genuine interest in the identity and the problems of other locals.

But, if it be likely that only I feel an interest in other teachers and locals of the province, then I should not anticipate that Central Office will attempt the difficulties of organization necessary to persuade locals to keep Central Office informed.

Yours very truly,
THOMAS C. MCKAY.

IN PRAISE OF REAL EFFORT

Vancouver, 28-10-47.

Editor, *The B. C. Teacher*:

As one of the ancients, himself with a small string of degrees in tow, I sometimes think that we in the educational field are a bit crazy in the matter of academic decorations. All the same, in this world of things as they are, degrees still are important, especially degrees earned under difficult circumstances, as those of many teachers are.

An example in point and a case sufficiently outstanding to be news is that of our colleague Mr. Denis C. Smith, who for the past year has been teaching at Nanaimo High School. Starting in the fall of 1944

with only nine lonely credits toward ultimate graduation, he has in three years completed his B.A. course and earned his B.Ed. degree as well.

The friend who passed the news along to me included with it the information that in the first of these three overflowing years, Mr. Smith was educational chairman of the university veterans and that throughout his stay on the campus he found energy to do half-time labouring on the grounds or at construction work at our expanding University.

All that means brains and industry, not to mention physical strength and capacity to forego much sporting in the shade or elsewhere. However, in spite of the fact that I have not the pleasure of knowing Mrs. Smith, I am prepared to bet dollars to doughnuts that a considerable part of the credit for Mr. Smith's achievement should go to a domestic Amaryllis who made it possible.

I am sure that other readers of *The B. C. Teacher* than merely the writer of this letter appreciate a good piece of work. Congratulations. N. F. B.

AGAINST PUBLIC INQUIRY

Victoria, B. C.

Oct. 27, 1947.

Editor, *The B. C. Teacher*:

The Victoria Daily Times of October 25th has re-printed an editorial from your publication with an introductory paragraph reading:

"From the Outcry that has been raised against school taxation recently, the casual observer might gather that the Cameron Report was the most invidious document ever foisted on a helpless public."

After repeating what you have printed the Times ventures the statement: "Education being a public service, financing will have to come from public funds."

That is the trouble, most people do not recognize that feature of the subject. The Union of B. C. Municipalities, the B. C. Trustees' Association and the B. C. Teachers' Federation all took a hand in the agitation to have the cost of education removed from the land.

When the Cameron Report was first

given to the public there was loud acclaim in its favor among the uninformed public and one newspaper in anticipation of what the report would say suggested that Government Subventions were only palliatives and that what was required was a basic change in the set-up. Another editor was able to block the endorsement of the idea as a member of a Board of Trade when the Municipal Council asked the Board to place itself on record. Still another man who was Reeve of his Municipality presented a Brief to the Commissioner which was not even referred to in the Report. He resigned from office and left the district, retiring from public life.

There is only one way in which the problem can be solved, but the Municipalities have become accustomed to come to the Governments with out-stretched hands saying "Give Us—Give"; they are unwilling to face the inevitable.

At a Board of Trade meeting recently an editor of a weekly paper hinted at the logical outcome of the request for the Government to grant removal of the cost of education from the land and he warned what would happen if the request were taken seriously.

The Government has appointed commissions and has spent the taxpayers' money on the same, but the only result has been that the burden has been increased.

According to the Public Accounts of the year 1925 the Putnam-Weir Commission cost the Government \$23,777.76. The King Report cost the people of British Columbia with its subsequent expenditures approximately \$100,000 in nine years, according to the Public Accounts. The Curriculum Revision, etc., has been carried out by the same man, who in his report recommended that:

The Provincial Government as soon as possible take over the Complete responsibility for education with the exception of provision for interest and sinking funds for which Municipalities are now chargeable.

Why incur any further expenditure with an inquiry? What is required is for a hard-headed report by the Union of B. C.

Municipalities and the Associated Boards of Trade to explain exactly what they want to have the Government do. The Government has already acted. Let the others say what they think should be done. And how.

F. W. LAING.

RATIONING

Salmon Arm, B. C.

Sept. 22, 1947.

Editor, *The B. C. Teacher*:

You remember me? I'm the old hoss that asked you last year is anything bein' done to increase our ration of oats to us old nags out in this 'ere dry pasture.

Don't you go and say that you'd gone and forgot us. We just couldn't stand that. We're depending on you, yo' know. There's only a few of us out here now. Don't know what happened to most of them but we do hear all kind of rumours.

Tother afternoon I happened on two old mares necking in the north-east corner of this 'ere paddock and 'bout seemin' too nosy, I listened to their gossip and I gathered that that old gelding, "Uncle John," had kicked over a rod or two of the fence and gone lolloping across the country like a tumbleweed. Seems the last anybody heerd of him he was back in harness again pulling a milk cart someplace up north on Vancouver Island. Seems a shame.

Folks do say there ain't no rest for the wicked but it seems to me there ain't any rest neither for some of us who never knowed how to be wicked. If you got real serious about resting here somebody would more likely come along with the knacker's cart and drag you off to the factory where they make glue 'n shortnin' out o' your carcass and leave your spirit to go seekin' those heavenly isles reserved for old hosses—somewhere in the neighborhood of Bil-kini I hear.

Why don't you talk to that old vet, Doc Weir, and find out if he won't prescribe for us—you know, a few more oats to add a little zip to this short dried-up bunch grass. He might listen to you. He don't seem to take much notice of us. He never comes out to see us no more. He surely can't have forgotten us. We pulled his

THE B. C. TEACHER

wagon pretty hard times past and oats weren't too plentiful then neither.

It was hard sledding sometimes and some of us worked a lot harder 'cause we were lookin' ahead to the time when we could roam around this pasture with nary a care and lots to eat.

Didn't work out that way. They started to give most of the oats to the young 'uns and store what was left in them there elevators, at the same time cuttin' our rations down to 'most nothin' at all. Don't see why they should. They tell me the harvests have been regular bumpers these last few seasons. And all the young colts and fillies are getting plenty, to judge by the look of their coats and the springy way they walk. Some o' them have the divil in their eye too. Too much grain, I'm suspecting. I don't begrudge them—would like to have had the same when I was working for the old Doc.

Well, must take another run round the back fence. Gets pretty chilly these evenings. So long, for now.

Don't forget about that prescription. Maybe the old Doc will do something for us yet.

Yours, the old hayburner,
EVER SMOLDERING.

PENSIONER ON STRIKE

Port Alice, B. C.

Editor, *The B. C. Teacher*:

I'm on strike, against these pensions made of pre-shrunk dollars. And I draw strike pay, but not from the Union; the School Board pays me eight times as much for working as the Government would for not working. So what would you do?

I could live on my pension, if I had to, with the aid of a few War Bonds and some real estate. Yes, I, personally, could live on it, but what would my wife eat? Eating is doubtless a bad habit—in fact people who eat practically always die within a hundred years—but she doesn't want to give it up. She reads in the papers that a lot of people in Europe and Asia have given it up, and the results do not seem to have been very good.

Of course, a worn-out teacher is not supposed to keep such a luxury as a wife. He

is probably expected to drown her, or trade her in for a half-interest in a cow. If he persists in his extravagance, his pension instead of being increased is actually decreased. That is doubtless intended to be a joke, but a lot of pensioners do not appreciate the subtle humour of it.

What pensioned teachers need is just what pensioned soldiers get: an extra allowance for wives or other dependents. Some of us have children whose education is not complete, and some of us have widowed sisters or orphaned grandchildren. Give me a reasonable allowance, and I'll go back to my chickens; any bright boy with a couple of degrees can have my job.

DONALD COCHRANE.

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ROY H. POWERS,

Between The Bookends

Know Yourself—an aid to better living, by David Stewart; McClland & Stewart, Ltd., 215 Victoria St., Toronto 1; pp. 161; \$1.50.

Because of its greater tangibility, vocational guidance will always tend to swallow up the major portion of the guidance program. Hence sincere counsellors do well to consider carefully such other aspects as adjustment problems, and in so doing will find a good deal of help in this book.

Dr. Stewart has, as a counsellor in the Services, been "on the spot" as much as any in this field are ever likely to be, and out of the wealth of this experience produces a readable and practical manual.

Properly thinking of the human organism as a unity rather than a collection of loosely articulated parts, he discusses first the meaning of the much abused word, "neurotic", going on to consider the emotions. He then devotes a section to "recognizing ourselves", thinking chiefly of the question of attitudes.

The rest of the book suggests itself logically—the way to better living, and hints on a way of life. This last contains much that is commonsense in the developing of an individual philosophy. A valuable bibliography is added.—P. J. K.

Exercises In English For Senior Classes, by E. M. Stephen; Clarke, Irwin & Co.; pp. 96; 60c.

English teachers of Grades XII and XIII will be able to make scattered use of this, particularly for vocabulary building and sentence correction. In general the approach is rather formal and lacking in practical interest.—A. M.

Social Studies Workbook (Eastern Canada), by W. Lewis; Dent; pp. 80; 55c.

Although obviously not prepared to suit B. C.'s social studies course, this book contains a large number of interesting and use-

ful exercises on the geography and early history of Canada, together with some work on map study in general.—P. J. K.

English Essayists, edited by R. W. Jenson; Longmans, Green; pp. 273; 85c.

Here is a competent group of English essays, beginning, quite naturally, with Bacon, and ending, just as naturally, with Robert Lynd. A number of the old favorites are here: Bacon's studies, Sir Roger Lamb's roast pig, Stevenson's apology for idlers. The notes are fairly complete but might have included something on the essayist and the collections from which the selections were taken.—P. J. K.

Easy Crafts, by Elsworth Jaeger; Macmillan; pp. 129; \$1.95.

Art experts may excuse themselves from reading further: this is a book for the unspecialized rural schools, for the camp, the playground, the harassed parent, the correspondence school child. Here are none of the refined materials of the art school. These are the resources of the outdoors, the attic, yes, even the junk heap. If you wish you may deal with blueprints or plaster of paris or pottery kilns. More than likely you will find what you want in twigs and clay and tin cans and macaroni, in corn husks and cardboard, old socks, dried rushes, roots and funguses.

Each of the 64 projects is outlined simply and illustrated by a full page of clear line drawings. A large part of the material goes back to Indian crafts. All is practical, whether it be clothing or musical instruments, and while your beginner tries his hand at the whistle, the more venturesome may experiment with Incan clay pan pipes or other Indian musical instruments.—F. S.

Narrative Poems, selected by E. W. Parker; Longmans, Green & Co.; pp. 183; 70c.

Away to a swinging start with de la Mare's tale of Rory O'More and "his brothers three", this is the type of collection to make an impact on the difficult "middle ages" of the junior high school grades.

Ranging from Browning to Gibson, from Rosetti to Binyon, the book includes traditionally favorite story-poems like John Gilpin, The Revenge, Agincourt, and Paul Revere's Ride. Here are represented, too, such diversities as the Ingoldsby Legends and the narrative poems of Masfield, "The Wraggle Taggle Gypsies" and "The Yarn of the Nancy Bell."

I am sorry not to find E. J. Pratt, and I could (for these grades) dispense with Robert Bridges and at least one of the three Tennyson selections. You will criticize to your own taste, and when done will still have left a good handful of satisfactory selections.—P. J. K.

* * * * *

Music Time, by Evelyn H. Hunt; Macmillan; pp. 48; \$3.00.

In a good "piano-size" book, conveniently bound, here is a collection of forty-five appealing songs for kindergarten and pre-school age children. Titles like Aeroplane, Bounce the Ball, The Engine, Let's Go Walking, The Telephone, The Vegetable Man indicate the scope and appeal of the group.—P. J. K.

* * * * *

Rhythmic Arithmetic 3, by Harry Amos; Ryerson; pp. 64; 35c.

This work book is intended for use with *Rhythmic Arithmetic* in the Middle School. It furnishes plenty of drill in much needed fundamental number manipulations.—R. P.

* * * * *

Social Studies Workbook, Western Canada, by W. Lewis; Dent; pp. 81; 60c; printed and bound by Wrigley Printing Company, 1112 Seymour St., Vancouver, B. C., for the publisher.

A companion book to the one on Eastern Canada, this retains all the desirable features of the other, emphasizing map and graph study and providing plenty of sound completion and short answer type drill material.

Beginning with a survey of Canada and

the west, the material includes next an outline history and then a section on each of the four western provinces.

It may seem a petty matter, but the book gives subtle emphasis to the prairie provinces rather than B. C. A rearrangement so as to start the child off in the province he is supposed to know best would do no more than bring the book into line with accepted teaching practice.—P. J. K.

* * * * *

The Rain Forest, by Armstrong Sperry; Macmillan; pp. 190; \$2.50.

Here is a new and stirring story for boys of intermediate and junior high school age by a well known and loved author. As with others of his books, he has also provided plenty of excitingly beautiful illustrations, including end-papers and dust cover in full color.

The story concerns the adventures of a Papuan and an American boy, in the double search through the jungles of New Guinea for a rare species of the bird of paradise and for some pygmy thieves. As well as being a first-rate yarn, it is incidentally rich in the lore of New Guinea and also a fine study in friendship. Altogether it is a most suitable book for your school library.—L. T.

* * * * *

The Mounties, by Anne I. Grierson; Ryerson; pp. 157; \$2.50.

Perhaps no single book can do thorough justice to the colorful police of Canada's north-western frontiers, but this book with its many photographs, its interesting map of the north-west and its many gripping tales of adventure does an excellent job. Ranging from border dispute to Eskimo problems and from pioneer days to the present, when "Riders of the Plains have been transformed into Riders of the Planes", the story takes in such colorful pages of Canada's history as the twilight of the Red Man, the coming of the railway and the Northwest Rebellion. Here you may learn of Sitting Bull, of Almighty Voice and of Soapy Smith; of such heroes as Jerry Potts, and Dale, the four-footed detective. And if the story occasionally verges on the melodramatic, surely there has seldom been better excuse!—S. F.

The Talking Wire, the Story of Alexander Bell, by C. J. Stevenson; MacMillan, Toronto; pp. 207; \$2.75.

The recent Bell centenary, while emphasizing Bell's great achievement, has left the general public with only very sketchy information of Bell as a human being. This pertinent biography fills in these details in a way that should prove interesting to the junior and senior high pupil.

The early parts of the book deal with the boyhood of Bell and reveal him as a youngster with an inquiring and inventive turn of mind. Bell's emigration to Canada and subsequent work on the telephone were the direct result of threatened consumption. Apparently he was a person who was able to turn adversity to profit. The section dealing with the work on the telephone contains information for the most part generally known but the final part of the book concerned with his life after the successful development of the telephone is particularly interesting, since even with success behind him Bell's active mind carried him on to further research and experimentation.

Of particular value, insofar as its effect on the youthful reader is concerned, is that Bell's life as it emerges from the book is a long saga of what the human spirit can accomplish, even in the face of apparently insurmountable obstacles, if the will to achieve and create is present.—W. J. K.

Everyman's Guide To Canada's Parliament, by George Hambleton; World Affairs Press, Ltd., 224 Bloor St. West, Toronto 5; pp. 63; 75c.

This should be followed — or perhaps prefaced—by a quiz so that Everyman can see how badly he needs the simple facts on the machinery of Canadian democracy, as informally outlined in this booklet. In such a brief history of its growth and statement of its present makeup, some false emphasis must inevitably creep in. Neither will everyone agree with the "weaknesses" presented by the book. The undoubted sincerity and straightforwardness of the author are however to be commended. The fact that the faults of our democratic system have not been glossed over will also

meet with general approval. A good working dictionary of terms concludes the book.

—P. J. K.

Public Affairs Pamphlets; The Canadian Forum Book Service, Toronto; 25c each.

The Struggle For Atomic Control, by W. T. R. Fox (No. 129).

A pessimistic cartoonist might well depict us all on the toboggan slide towards atomic warfare, putting in the few remaining minutes in earnest discussions about how to get off it. This pamphlet is a clear-cut summary of negotiations so far and the position at present. Dr. Fox indicates that there is a safe turn-off. Whether the nations have the will to find it, is the yet unanswered question.

America's Stake In World Trade, by G. Waldron and N. S. Buchanan (No. 130).

It is now becoming apparent to America that the job of being the world's greatest nation carries responsibilities and problems that more than match the incidental prestige. In a sense this pamphlet is the outline of America's awareness of these, and of attempts to solve the problems through the agencies of the International Monetary Fund and the International Bank. Canadian readers may not agree with all that is said, but will welcome the plain statement that the United States must be prepared to grow to the full stature of leadership in world trade.

Grand'mere Raconte, by Marius Barbeau; Longmans, Green & Co.; pp. 105; 75c.

Marius Barbeau is anthropologist and Folklorist for the Government of Canada and this book is a collection of stories of adventure and fancy—"les dires de nos grand'heres" — "des contes traditionnels venus de France avec les ancêtres". Many of the folk tales have echoes of our own fairy lore. To some student these will appeal, others will prefer witty tales in current French like "Pipette".

This new Canadian school edition of *Grand'mere Raconte* is edited with vocabulary, questions and exercises by Miss Françoise Clement for students of about French 3 level.—S. B.

UNCLE JOHN ON TAKING ADVICE

My dear Niece:

Most of the disappointments and failures of my life have been due to two causes: (a) taking advice (b) not taking advice. When I was young, I lost all my chances of wealth and fame by taking the advice of my elders and betters as to what I should study, and what I should make my life work. On both these subjects their advice turned out to be the worst possible.

They made me a newspaper man—a line for which I was completely unfitted both by temperament and by the education they gave me. I have every reason to suppose that if I had been allowed to do what I wanted to, I would have gone ahead far and fast, and would never have had to work for less than three times what I got as a reporter or a teacher. For this reason I believe that young people should be allowed to follow their own preferences, when they have any. If a boy is hesitating between two lines of work, and one of them is what his father wants him to do, he had probably better take the other one. I think that no one can know as little about a boy as his father—except perhaps his mother. They don't really see the boy at all: they see their own early days, and expect the boy to have the same ideas, abilities and desires as they had. He hasn't; his inherited characteristics are different from either of theirs, and he was probably

brought up in a different environment. So they are not competent to advise him.

On the other hand, when I got out into the world, I got a lot of advice from bosses and fellow-workers, which would have helped me a great deal if I had taken it. Only by that time I had come to the conclusion that all advice was bad, and that I had better work out every problem for myself. So I made a great many unnecessary mistakes, and got rapidly nowhere for many years.

At last I decided that all advice should receive careful attention, no matter from whom it came—whether from an unpleasant principal, a new inspector, or the boy at the foot of the class. Every idea was considered, but not used unless it definitely looked good to me. So then I began to succeed.

So my advice to you is: Listen to advice, and take it if it seems good to you, not otherwise. That applies to this piece of advice, too.

Ever your loving

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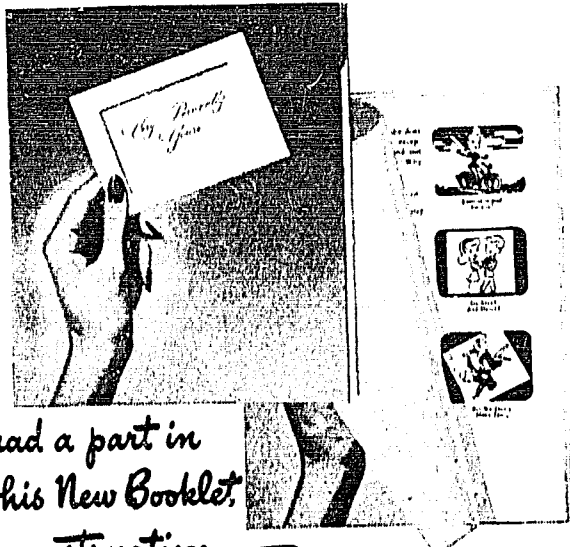
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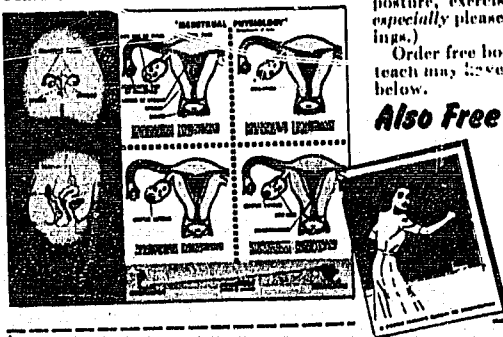
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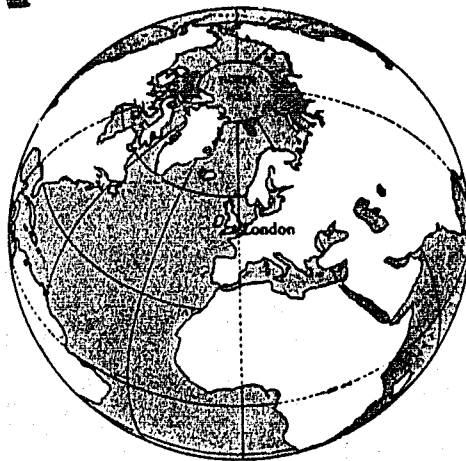
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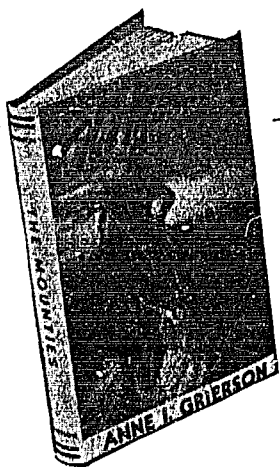
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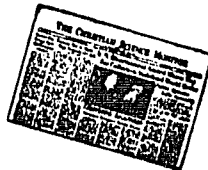
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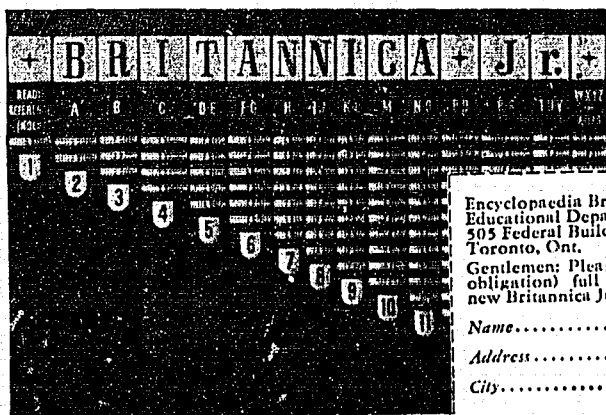
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