

## EDITORIAL.

The Editing Committee believes that publication of this and subsequent *Bulletins* is one practical method of sharing knowledge and ideas. Knowledge is not power until it is applied in some field of human endeavour; ideas are of little value unless communicated to others and freely discussed. The co-operative effort of enthusiasts is sought in bringing forward a steady flow of ideas to be worked out to their full development.

Few teachers would question the need for such a bulletin to serve one of the youngest subject-departments in our Secondary Schools—the Commercial Department. Its most ancient subject, Geography, still suffers from the lukewarm attitude of to-day's adults. They remember Geography largely as a dreary round of learning long lists of capes, bays, rivers, boundaries, products, exports and imports. This unhappy heritage is a challenge to teachers—and one frequently accepted—to convince the new generation of the educational and social worth of Geography, as modern teachers know that subject.

Teachers of Economics have less to live down. The rapidity of change and development in modern industrial life, and the well-publicised efforts of governments to stimulate that progress and to control its effects, have long since converted the dry subject of Political Economy into the dynamic subject of Economics, minus its earlier tag "the dismal science". The main tasks of teachers are to keep their feet on the firm ground of fact, to temper the abstruse teachings of the academic theorists to the level of their pupils' capacity and experience, and to eschew the special pleadings of the various "isms" of this troubled world.

The teachers of Social Studies have the honour, and responsibilities, of being the pioneers in this very new subject. Their attitudes and the methods they devise will either make or break the subject; there is the challenge to co-operative effort.

Inevitably many pages of these *Bulletins* will be devoted to discussion of teaching methods. This is desirable, if only to give younger teachers the benefit of advice and assistance from those of longer experience. The Editing Committee intends, however, to cover a wider field and to vary the contents of each *Bulletin*. It is anticipated that the bulk of the contributions will come from teachers, supplemented by special articles sought by the Editors from other sources. The launching of this *Bulletin*-publishing project is—as the Accountants would label it—a Joint Venture.

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