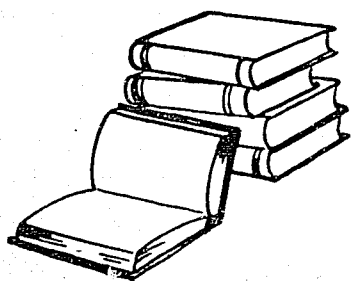


THE B · C · TEACHER



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

VOL. XIX. No 10 JUNE, 1940 VANCOUVER, B. C.

EDITORIALS: The Doukhobor Challenge.....	Page 485
Closing Volume XIX.	Page 488
Obiter Dicta	Page 491
OUR MAGAZINE TABLE	Page 492
BRITISH COLUMBIA TEACHERS' FEDERATION AND KINDRED ASSOCIATIONS.....	Page 495
Reminders — The Sick Benefit Fund — The May Executive Meeting — Lesson-Aids Committee.	
RAMBLINGS OF PAIDAGOGOS	Page 498
RENDEZVOUS WITH SPRING	Lee Gidney Page 500
TALKS ON ART—No. 3	A. F. B. Clark Page 501
POEM: LITTLE FOLK, AND DRUMS.....	G. K. Sangster Page 504
OBSERVATIONS IN AMERICAN SCHOOLS.....	E. A. Hardy Page 506
THE PROBLEM OF ART APPRECIATION.....	C. H. Scott Page 508
GIVING THE DOUKHOBORS WHAT THEY NEED AND LIKE.....	R. A. E. Page 511
TO BETTER UNDERSTANDING.....	N. F. B. Page 512
ART AND THE NEW PROGRESS RECORD CARDS.....	C. D. Gaitskell Page 513
TEACHERS' CREDIT UNIONS.....	G. H. Cockburn Page 515
REFORESTATION: A SCHOOL AND COMMUNITY PROJECT.....	A. C. Young Page 517
FEBRUARY 20th, 1940.....	N. F. Black Page 518
THE WORLD UPON WHICH YOUTH MUST LOOK.....	N. M. Butler Page 522
THE TASK OF THE SCHOOL.....	Page 523
TRAVEL SCHOLARSHIPS FOR TEACHERS.....	E. M. Campbell Page 525
EDUCATION FOR SUCCESS.....	J. W. Noseworthy Page 526
OUR QUESTION BOX.....	Page 529
On Getting a Job, by D. Cochrane — Library Service, by L. Peterson: — Suggestions from McBride Teachers.	
WHAT WE ARE READING.....	Page 533
"This Modern Age," rev. by S. I. M. — "Report on Labour Organizations," rev. by E. J. I. — "Citizenship Through the Newspaper," rev. by M. — "Health Section Report, W. F. E. A.," rev. by J. I. A. — "General Shop Work," rev. by G. F. I. — "New Course Bookkeeping," rev. by A. M. — "Everyday Science," rev. by Q. — "Home Front," rev. by S. I. M. — "The Faith of Morn," rev. by S. M.	
CORRESPONDENCE.....	Page 536
Teachers and Refugee Children — R. R. Rates to Summer Schools — Appreciation — A Grammar Box — Testing — Is Your Income Guaranteed? — Offer of Exchange — News from Britain.	
NEWS, PERSONAL AND MISCELLANEOUS.....	Page 541
INDEX TO VOLUME XIX.....	Page 544

VANCOUVER, B. C.

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EDITORIAL BOARD:

NORMAN F. BLACK, Editor, 2565 West Seventh Avenue, Vancouver.

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VOL. XIX. No. 10

JUNE, 1940

VANCOUVER, B. C.

THE DOUKHOBOR CHALLENGE

IN a former issue of this magazine in which the Doukhobor Question was dealt with editorially, the following theses were submitted for consideration by those concerned: "First, that sensible people, when they fail, do not content themselves with blaming other folk. Second, that forty years of failure is enough to demonstrate the existence of some fundamental error in our policies. Third, that ultimate failure in relation to the Doukhobors is something that Canada—and British Columbia in particular—cannot afford. Fourth, that it is high time for a dispassionate stock-taking and for whatever revision of policies experience may dictate. Defeatism in the face of a major national problem is treason."

Elsewhere in the present number of *The B. C. Teacher*, R. A. E., a lady experienced as a teacher in Doukhobor communities, offers concrete suggestions pointing toward a possible solution of the Doukhobor impasse.

The B. C. Teacher hopes that Dr. Weir and his colleagues in the government of this province will feel themselves challenged and that they will boldly take up the gauntlet.

In solving his problem—and ours—the Minister of Education might do worse than give careful consideration to the following suggestions, offered in support and further development of proposals set forth by R. A. E.

The Editor of this journal is inclined to the opinion that the supervision and administration of all Doukhobor schools should be vested in a single official. He must be a trained and experienced educator, a man of vision and initiative; and, most important of all, he must be a man of wide sympathies, whose contacts with the Doukhobors will justify affection and confidence.



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He should be given ample authority to adjust the curriculum and management of Doukhobor schools to the special problems confronting him.

He must make the practical utility of the schools self-evident to Doukhobor parents. Every Doukhobor child desiring the same curriculum as that offered in other public schools must be provided for and if such change of emphasis as may be needed in the case of the remaining pupils seriously reduces the time that would otherwise be devoted to certain subjects, recourse should be had to correspondence instruction to meet individual needs. For the mass of the Doukhobor children those subjects should be very specially stressed that will most directly and obviously tend to make the youngsters happy and useful members of their own community. As pointed out by R. A. E., agriculture should be given a prominent place. The girls should be given all possible training in domestic economy. The lessons on food and cooking should be confined to such foods as are available to poor people who for conscientious reasons cling to vegetarian diet.

Needlework should give large place to traditional skills for which the Doukhobors are well-known. Such proposals are intended to be suggestive rather than exhaustive. We have not room to amplify.

Any attempted solution of the Doukhobor problem that ignores religion will fail. Religion is the element in which these people live and move and have their being. To be sure, the teaching of specific religious dogma can have no place in our public schools under existing law. However, the Doukhobor is very little concerned about credal details but very much concerned about the great sayings of Jesus and of ancient Hebrew saints. In the education of Doukhobor children there should, therefore, be abundant opportunity and encouragement for the memorization of scripture and of sacred songs. Such a policy would go far to clear away the mists of suspicion and misunderstanding that separate the Doukhobors from the rest of the Canadian people.

No means must be ignored that would tend to make the school increasingly a place of joy and song. Often the children do not know how to play and this they must be taught. They and their parents do know how to sing and hourly place should be found for their traditional hymns and for other sacred and secular music of high standard.

Experience in lands where Folk High Schools have flourished should be capitalized in efforts to make the school the social, cultural and economic headquarters of the community. As soon as such classes would have any chance of success, brief courses for adults should be provided. At first and until other demands are made by the people themselves, such instruction should deal with practical problems of horticulture and kindred matters.

All this is highly important, but this alone would not be enough. No school is any better than its teachers. We all should ponder R. A. E.'s remarks in this connection.

Many teachers that could give a good enough account of themselves in schools of other types would be unable to do their best work in a Doukhobor community. In a former editorial we committed ourselves to the proposition that the only way in which to break down the traditional

prejudice and hostility of the Doukhobors is to establish intimate contacts between them and lovable Canadians. In so far as is practicable, the teachers should live within and identify themselves with the communities they serve. They must have the training and academic background implied in the purposes and curriculum proper to Doukhobor schools. They must be given whatever supervision and guidance they need for their difficult tasks. And upon these tasks they must enter as upon a sacred mission in the service of Canada.

Again we venture to quote from these editorial columns: "Is Canada so immersed in selfish materialism that its young men and women cannot be made to hear a challenge to noble patriotic service? We do not believe it. Let a brave trumpet call be sounded by those responsible for summons to heroic service and it will be answered."

It is the spirit in which we approach the Doukhobor problem that will determine success or failure. He was a wise man who told us long ago that whatever be our gifts of understanding and attainments in knowledge, we won't amount to much unless motivated by constructive goodwill, the something that is long suffering and kind, that is unmoved by selfish impulse, that is free from an overbearing sense of one's own superiority, that is not easily provoked, that bears, hopes and endures all things. That is what never fails.

The present time is auspicious for the inauguration of new measures and the manifestation of new methods of approach to the Doukhobor problem. On the occasion of the funeral of the leader of their sect, only a few months ago, a deathbed message from Peter Veregin was read to the assembled host of Doukhobors. Their dying leader called upon them to obey the laws of the land, to pay their taxes, to send their children to school, to appoint entirely new leaders for the administration of their economic affairs and to abandon in some degree the principle of the communal ownership of property. How completely and how soon this impressive message is to be translated into practical reform will depend very largely upon whether the government of British Columbia, acting for the citizen body as a whole, seizes its opportunity to weld the Doukhobors into Canadian citizenship on a basis of mutual understanding and goodwill.

CLOSING VOLUME XIX

WE hope that after reading this valedictory editorial you will give some thought to the Annual Index appended to the present number of *The B. C. Teacher*. We think that you will find both interesting and suggestive that summary of topics dealt with in the Federation year 1939-1940.

Probably such an Index will be scanned with greatest interest by members of the Magazine Committee. For them the Annual Index combines the essential features of a stock-taking and a yearly report. It provides evidence of such degrees of success as has been attained; it aids in the discovery of aspects in which the magazine is weak and of others in which it is becoming or may be rendered increasingly effective.

The Index is incomplete. Moreover, we very well know that the many hours spent upon it were not enough to make it free from blunders. To

any who may be affected by its errors of omission or commission, we tender our apologies in advance. At best there will be difference of opinion as to what should have been included as well as to how some of the articles could best be classified. In certain cases it seemed necessary to list the same contribution under more than one heading.

A major objective of the organ of British Columbia Teachers' Federation is to keep before the teachers in this province the names and characteristic features of professional and other magazines likely to be of special interest and value to our clientele. For more than two years the responsibility for "Our Magazine Table" has rested chiefly with Mr. Roth G. Gordon. The Index gives an impressive but nevertheless quite inadequate indication of what this implies. In expressing his own thanks and the gratitude of many appreciative readers, the Editor wishes to couple with the name of Mr. Gordon that of Mr. J. R. Leask, who has long had charge of magazine exhibits at conventions and management of our gratuitous subscription agency. His services have certainly been a contributing factor in the conspicuous increase in the number of first-class journals read by the teachers of this province. However, Mr. Leask's job has been one associated with abundant knocks and no ha'pence and at the end of the present month, when Mr. Leask's resignation comes into effect, our subscription agency will be suspended. The teaching profession as a whole owes Mr. Leask a debt of gratitude.

The Index reflects the fact that the news service supplied by *The B. C. Teacher* is noticeably improving as more and more associations take the steps necessary to keep the Editor informed regarding local happenings which, for teachers, are of more than local interest. Look at the Index and see about how often we have received news letters from your particular part of British Columbia. In this, as in other regards, an example worth emulating has been provided by Kelowna and District. If little news has been published of your association and locality, or if its name is not listed in the Index at all, somebody should see to it that the lacuna does not persist in 1940-1941.

The Index shows that more than a score of "Kindred Associations" have been given publicity in our columns. Some of them forward interesting items almost every month. On the other hand the names of certain organizations in whose affairs we, as teachers, are greatly interested, are conspicuous by their absence from our Index. From others again we could have heard more often to mutual advantage.

From month to month we publish with grateful pride, tempered by a vague discomfort of conscience, articles that are given to *The B. C. Teacher* without remuneration but that would undoubtedly bring their authors a cash return if offered for publication in other journals. The essays by Paidagogos and the series of articles by Professor Clark are among examples that might be cited.

The Index may help some to realize that from thirty to sixty contributors supply material for every issue of *The B. C. Teacher*. If you have been one of these public spirited helpers, to you we make our bow; if you have not been one of our contributors in 1939-1940, shall we have the pleasure of welcoming you next September?

This year the observant reader will have been impressed by the increasing number and value of articles taking the form of letters to the

Editor. Brief articles have also been an excellent feature of the departments conducted by Mr. D. G. Morrison and Col. Query. We hope that more and more of our friends, who do not care to offer more formal and lengthy essays or who prefer to compress worthwhile suggestion or comment into a paragraph or so, will make one or other of these three departments the vehicle for their contributions.

Scores of the best of the shorter contributions published during the year have been book reviews. We greatly regret the resignation of Miss Shirley I. Mayse. As head of the department entitled "What We Are Reading," she has given services of conspicuous value. In this work she has been aided by some fifteen other reviewers. Additional volunteers are invited.

As the number of our contributors increases, the desirability of all possible brevity increases correspondingly, but we need for every issue a varied assortment of essays of from six hundred to two thousand words; well over a hundred such contributions are listed in this year's Index. When we are planning the year's work a fair share of the space that is to be available is tentatively allotted to every subject in the curriculum and to every standing committee of the Federation. Some such sections take full advantage of this opportunity to serve their particular group and the profession at large; others maintain a silence successfully emulating that of the nethermost caves in the ocean depths.

For example, you will find listed in the Index nearly a score of articles dealing with Art and Music, and none, or almost none (apart from Book reviews and news items) dealing with foreign languages, the professional problems and dreams of shop teachers and the special interests of mathematicians or of teachers of the commercial subjects. *The B. C. Teacher* regrets particularly its almost complete failure to secure needed articles on primary work, though our primary teachers include numerous highly qualified specialists who could be giving greatly needed help to less experienced colleagues, particularly to those in charge of ungraded schools.

The Index reminds all concerned that in 1939-1940 we have published an exceptionally large number of general articles, designed to be of about equal interest to all teachers. It was our hope that more of these would have called forth related contributions continuing the discussion from other angles. Even the barbed and winged words of Mr. E. W. Reid failed to arouse the teachers of English. There is need for more general and public discussion of numerous problems to the solution of which teachers as a body should be especially qualified to contribute. There leap to mind such problems as the Doukhobor question, the pitiful impasse faced by our ex-students of Canadian birth and of Oriental origin; the possible place of Junior Colleges in this province; the notorious sacrifice of the interests of young British Columbians by numerous private "Dotheboys Halls"; the advantages, disadvantages and needed safeguards of large administrative units; educational service in company towns; community schools and activities programmes of the newer type; and that hardy perennial, the improvement of examinations.

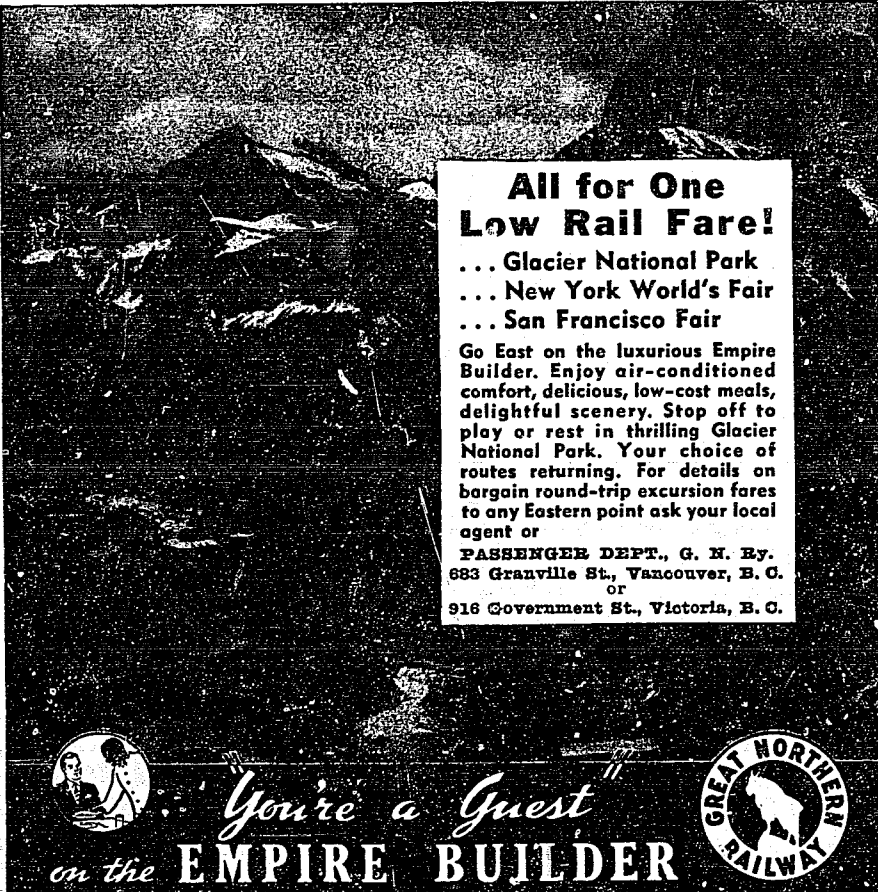
We are in no danger of running short of topics and to some of them we hope that readers may be giving advance attention during the happy vacation which *The B. C. Teacher* wishes for its friends.

OBITER DICTA

AS *The B. C. Teacher* goes to press the people of the British Empire and its allies are passing through the fire. Now is the time for valiant faith and maximum united effort and not for a plethora of words. That the teachers of British Columbia will rise to whatever be their opportunity of service for the preservation of those things that make life meaningful, we are well assured.

* * * * *

God save the King—and all that he represents of the best of a heritage now in peril!



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Our Magazine Table

THIS month is the last one in which teachers will have the privilege of making use of the free subscription agency conducted for *The B. C. Teacher* by Mr. J. R. Leask, 3555 West Fourteenth Avenue, Vancouver, B.C. Other arrangements for continuing this service may be made next term but the work has grown too arduous for one man to perform gratuitously as Mr. Leask has so willingly done in the past. Rural teachers in particular owe him a debt of gratitude for assisting them in subscribing to certain magazines and brightening their isolation by sending them sample copies of various educational journals.

AND now, if you have read this far, we wish you a first rate vacation, and if you haven't read this far there is no need to wish you anything of the sort—you have already started your holidays.

THE Teacher's Book Page of the March issue of *The Canadian Teacher* (Educational Publishing Co., Ltd., 36 Shuter St., Tor. 2, Ont., \$2.00) deals at some length with "A History of Britain," by Dr. H. B. King and unhesitatingly recommends it for reference and for supplementary reading in Ontario, stating that it is simply written, has valuable vocabulary lists, "fore-questions", study questions and an excellent index. The May number of *The Canadian Teacher* contains a very useful article on "The Inter-School Debate." If some little point in organizing a debate has never puzzled you then you should be over in England relieving Churchill. This magazine by the way is the one with the forty-eight pages of hectograph exercises.

"HOW to Make a Setting for School Plays" (Feb.); "Dramatics in the Elementary School" (March); "The Production of a Latin play" (April); "Marionettes for the Classroom" (May) would seem to indicate a definite stress on amateur acting as a valuable means of pupil expression. The articles noted are all from *The School*, 371 Bloor St. West, Tor.; \$1.50. As you know this magazine comes in two editions, one for

elementary schools, the other for secondary schools. Both editions to one address is only \$2.25. Since we are always interested in references to our own province, we note with satisfaction that "Art Teaching in British Columbia" (March issue) is by our friend Mr. Charles H. Scott, director of the Vancouver School of Art. The April journal contains extensive "Notes and News" on British Columbia. The May number promises a contribution next month from the advancing west, namely, "Should Pupils Choose Their Courses and Their Teacher?" by Mr. W. C. Wilson of Vancouver.

SINCE praising last February the cover design of *The Teachers Magazine* (Herald Press, Mont.; \$1.00), official organ of the Provincial association of Protestant Teachers of Quebec, I note that a letter in their February issue suggests that the cover be made "less forbidding" and the April magazine seems to have taken the advice for the magazine is now smaller and the cover very plain. Ah me—I meant well anyway!—The February number tells us that the policy of this magazine has been modified to feature news and comment of the P.A.P.T. The April edition contains an excellent essay by C. W. Hall on "Capitalizing Disadvantages in the Rural Elementary".

NOTHING daunted by the results of my last flyer in art appreciation, I am again sticking my neck out this time to admire the new cover of *The Bulletin* of the Ontario Secondary School Teachers Federation. I dare anyone to call it forbidding. Perhaps the outstanding article for April in terms of B. C. interest is an article on "Financial Condition of the Superannuation Fund". *The Bulletin* for February, published by the Saskatchewan Teachers' Federation features "Larger Units of Administration in Alberta" and devotes considerable space to the ninth annual report of the Teachers' Superannuation Commission. In the March edition a unique suggestion is offered with respect to visual instructor. Readers are asked to locate and use a stereoscope—(not to be confused with a stethoscope). None of us, of course, is old enough to remember how popular

such a piece of parlour furniture used to be! *The Bulletin* of the Nova Scotia Teachers' Union for April asks and answers the question, "Why Teach History?" The February issue contains a well-written essay on "Major Conditions of Learning."

IT is interesting to note that right across Canada various official organs of teachers' associations are reprinting and emphasizing the C.T.F. Bulletins addressed to every teacher in Canada. "B Battle Axe," the writer, really appears to have something "on the ball" and his pungent style of expression doesn't pull any punches. Right now I am reading what he has to say in the March copy of *The Manitoba Teacher*, 229 Aubrey St., Winnipeg; official organ of the Manitoba Teachers' Federation. "Field Activities," another, but less violent contribution in the same issue offers valuable advice on sprints, distance runs, relays, the running hop, step and jump, the shot put, and girls' ball throw. The May number is a thoroughly "revamped" magazine with a new cover (there i go again) new arrangement and contents.

ANYONE who uses a hectograph constantly knows how inconvenient it is to wait until the ink is settled. A piece of oilcloth with cloth side down, placed smoothly over the hectograph and allowed to remain thirty minutes will absorb the ink. The above is only one of dozens of practical suggestions offered in "Rural Rendezvous," a helpful department in the April number of *The Educational Courier*, Room 406, 30 Bloor St. W., Toronto; official organ of men and women teachers of Ontario. Eight pages of the same copy are given over to listing books of plays and books about dramatic work supplied by the Provincial Dramatic Library Elementary Branch.

SHADE of Pavlov! A dog shown a square of white paper on being fed and a rectangle at other times can be given a neurosis by gradually making the rectangle more and more like the square. The problem of whether or not he is going to get a square meal becomes too hard for him to solve. Perhaps some human neurotic behavior has originally been similarly induced. "Mental Health and the Brain" asks this interesting question in the February copy of *The Queens Review*, General Alumni Association,

Douglas Library, Queens University, Kingston; \$3.00.

SCHOOL Progress, 2 College St., Toronto, \$1.00, can always be depended upon to contain practical articles. "What Are Good Schools" (excellently illustrated) and "The Importance of Good Lighting in Schools" are March examples of what we mean. If you are not sure just what is implied by the term "community school" read the April issue. The May number tells "What Universities Demand of Secondary Schools." Standard departments are The Spotlight on Education, School Progress Monthly New Book List, Some Important Book Reviews, and Educational Films.

MONTH after month dozens of magazines reach this department. Gradually through constant association each assumes a definite personality, like an old friend whom one can depend upon to manifest certain identifying characteristics. *Canadian School Journal*, 30 Bloor St. W., Toronto 5; \$1.00; official organ of the Ontario Education Association is one publication which constantly stresses the Christian mode of life. "Bible Study," an article in the March number, reminds us that similar steps are being planned for B. C. The March magazine contains an excellent comparison or rather contrast between rural and urban school conditions. In the same copy we find the following little pleasantry: CHILD TRAINING EXPERT: "If your children become unmanageable, quickly switch their attention."

PUZZLED PARENT: "Their What?"

MR. Peter Muir, Director of Education, Stockton-on-Tees, England, is writing a series of essays entitled "English Education System in War-Time" or *The Manitoba School Journal*, Lance Publishing Co. Ltd., 561-563 St. Mary's Road, Winnipeg, \$1.00. Another important series is "The Cultural Resources of Manitoba." Science is stressed in the March issue, Latin in the April, and Guidance in the May edition.

CORRESPONDENCE Courses in the High School (March), pictures of Alberta teachers elected to the Legislature (April), "Co-Curricular Activities" (May), such are some of the high-lights of recent copies of *The A. T. A. Magazine*, Imperial Bank Bldg., Edmonton; \$1.50; official organ of the Alberta Teachers' Association.

UNDER the heading of "Ethics, Political Expediency and Self-Interest Agree," *The New Canadian*, 396 Powell St., Vancouver, B.C.; \$2.50; weekly paper of the Nisei, by the Nisei, and for the Nisei publishes the March editorial in *The B. C. Teacher*. The Nisei, in case you do not know, are second generation Japanese-Canadians facing the difficult problem of assimilation in a land sometimes a bit over-willing to suspect "Fifth Column" activities in everything they do or say.

TO Those Students Who Will be Teaching in Rural Schools" is the title of an essay of encouragement to beginning teachers, found in *The Educational Review*, Barnes and Co., Ltd., St. John, N.B.; \$1.25; official organ of the New Brunswick Teachers' Association and the Prince Edward Island Teachers' Federation, for May-June. It concludes thus: "On a sunny day in June there will be a little barefoot youngster waiting for you, with a few early wild strawberries clutched in his little warm hand, stained red with the juice of the berries. The child will say, 'Please, teacher, these are for you.' This will be one of your rewards, and the feeling will rise in your breast that your labours have not been in vain if you have won the love and confidence of even one little child."

POUR Comprendre le Quebec" will give your high school French a good workout and remind you sharply that French is as much an official language of Canada as is English. "Air Raid Victim," another contribution to *The Canadian Forum* (28 Wellington St. W., Ontario; \$2.00) for April deals with a subject which we profoundly hope will be made past history as soon as possible. "Canada and the World War" stresses an outstanding paradox of the present war that despite the phenomenal growth in agencies of communication the man in the street stands even less chance of getting the significant facts about what is going on than he did in 1914-1918.

I HAVE yet to be disappointed when I pick up a copy of *The Grade Teacher*. The Educational Publishing Corp., Leroy Avenue, Darien, Conn., \$2.50; or *The Instructor*, F. A. Owen Publishing Co., Dansville, N.Y., \$2.50; and examine the contents. The former is known as the professional magazine for classroom teachers of all grades and the latter specializes in schoolroom activities for elementary teachers. Both fulfill special missions and both should definitely be on the "must" list of every teacher of primary grades or of every teacher of an ungraded school. If yours is a schoolroom of that type, don't forget to subscribe to either or, if possible, both, when you open school again in September.

TEACHERS of history and geography will do well to have a copy of *The Social Studies*, 1021 Filbert St., Phil., Pa., \$2.00; waiting for them when the holidays are over. For teachers of art education there is the always reliable *School Arts*, The Davis Press, Inc., Worcester, Mass., \$3.25; Music teachers can depend on *Music Educators Journal*, 64 East Jackson Boulevard, Chicago, Ill., \$1.25; and for advanced students of education we recommend the *Journal of Educational Research*, Public School Publishing Co., Bloomington, Ill., \$3.50.

MANY thanks to the following publications for their courtesy in keeping in touch with us: *Curriculum Journal*, *Educational Research Bulletin*, *The Horn Book*, *Graphic Arts Monthly*, *Detroit Educational News*, *Seattle Grade Teacher*, *University of Nebraska News*, *Bulletin of the San Diego Teachers' Association*, *Pennsylvania School Journal*, *Pittsburgh Teachers' Bulletin*, *Washington Education Journal*, *Public Education*, *Pennsylvania Journal of the N.E.A.*, *The American Teacher*, *The J.U.T. Magazine*, *The Education Gazette*, *New South Wales*, *The Transvaal Education News*, and others whom all too seldom we have space to name, the newest among these friendly visitors to our magazine table being *Culture*, a 165 page French quarterly, published at Quebec.

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REMINDERS

1. Overdue Federation fees for the current year (1939-1940) should be paid not later than June 30.
2. Members who are planning to join the Sick Benefit Fund next September should do so now and take advantage of the present initiation fee of \$2 which will be increased after June 30. Apply for a membership card and forward it along with the \$2 initiation fee.
3. Consult your May B. C. Teacher for complete details of the Sick Benefit Fund.

IS THE SICK BENEFIT FUND WORTH WHILE?

A survey of the claims paid during this first year of the operation of the fund will leave no one in doubt.

Four members who have had the misfortune to sustain long and expensive illnesses have drawn benefits for the maximum period of sixty days. The exceedingly low cost of this service is also shown below:

	Amount of Benefits Paid	Amount of Contri- bution
Teacher A (60 days).....	\$385.00	\$7.00
Teacher B " ".....	285.00	5.00
Teacher C " ".....	330.00	6.00
Teacher D " ".....	180.00	3.00

Seven other claims, ranging from \$4 to \$144, have also been paid, making a total of eleven claims paid. Three additional claims have been received but not yet approved by the Committee.

The following summary gives a picture of the extent to which the Fund has served members:

Total Claims Received.....	14
Total Claims Paid.....	11
Total Benefit Payments to date (approximately)	\$1600
Estimated total to June 30 (in excess of)	\$2000

The following letters testify to the gratitude of members who were fortunate enough to be covered by the Sick Benefit Fund:

Vancouver, B.C., March 21st, 1940.
To the Sick Benefit Fund Committee,
Gentlemen:

Enclosed please find receipt for the payment of sick benefit.

I wish to thank you for the prompt and generous settlement, which means so much at this time.

Yours sincerely,

Langley Prairie, B.C.,
May 21st, 1940.

A. T. Alsbury, Esq.,
Chairman Sick Benefit Fund.

Dear Sir:

In acknowledging the final payment of Sick Benefit Fund may I tender my sincere appreciation of the service rendered. I sincerely trust that the teaching body, as a whole, will realize and support all co-operative insurance, of which I have been a life-long advocate, although it is the first time, I am thankful to say, that I have had to avail myself to its benefits.

Again thanking you,

I remain,

Sincerely yours.

It is to be hoped that an increasing number of Federation members will avail themselves of the splendid service in the way of sickness and accident protection. The cost is so low that no member can afford to be without it. The small contribution will repay itself many times in the case of teachers who unexpectedly meet with a serious accident or a long and expensive illness.

We now have slightly over 700 members enrolled. We are anxious to extend our benefits to as large a group of Federation members as possible.

JOIN NOW—INITIATION FEES TO BE INCREASED IN SEPTEMBER

Federation members who are intending to join the Sick Benefit Fund but are deferring doing so until next September are requested to apply for membership now so as to be admitted at the present initiation fee of \$2, as the fee will be raised at the commencement of the next Federation year. Members who are interested should secure an application for membership card from the Federation office or their local association secretary and forward it along with the initiation fee.

MAY EXECUTIVE MEETING

The May Executive meeting of the Federation was held in the Hotel Vancouver on Saturday, May 18th. The meeting which commenced at 9:30 a.m.

continued throughout the day and evening, adjourning at midnight, after the out-of-town members had already left by train and boat on their return journey.

The Executive endorsed the suggestion that the Federation confer with the Canadian Legion regarding the observance of Remembrance Day.

A report received from the Benevolent Fund Committee, indicated that good work is being done in cases where members are in need of assistance. In this field, as well as in the service rendered by the Sick Benefit Fund, Group Insurance, Professional Aids, the Federation has consistently and steadily extended the scope of its activity so that now members receive many times the value they pay in Federation fees.

The question of Federation finances received careful study and consideration. Many suggestions for effecting economies, so as to avoid a repetition of last year's deficit, were received and approved. The matter of securing additional revenue or of decreasing expenditures has become particularly pressing in view of the proposal to appoint an assistant to the general secretary, a step which has been before the Executive for some time. It has become increasingly difficult, if not impossible, to curtail expenditures without crippling essential services; services which members have indicated that they are not willing to dispense with. On the other hand, increased revenue through higher fees is uncertain as any increase in fees may defeat its own purpose because of loss of membership.

After considerable discussion on the matter of finance and of appointing an assistant to the general secretary, it was resolved to defer action until December and that, in the meantime, the whole financial situation should be placed

vigorously before Fall Conventions in order that the membership be given an opportunity to indicate willingness to approve an increase in fees to support the additional expense involved.

The Pensions Committee submitted the following progress report:

"The Committee wishes to report progress. It understands that the Actuary is now making calculations, necessary because of delay in the amendment of the Act, to bring the Actuarial Report up-to-date. The Committee expects to have further news soon."

In the long discussion on Canadian Teachers' affairs a proposed amendment to the Canadian Teachers' Federation constitution which would require the inclusion of Canadian Teachers' Federation officers as provincial delegates was rejected on the grounds that it would interfere with the autonomy of Provincial Associations by depriving them of the right to select their own delegates.

Similarly a resolution favoring biennial conventions so as to save expenses was also not approved. The Executive felt that Federal meetings of teachers are valuable in fostering a national outlook and national unity, which are so desirable at this time.

It was agreed that the present scale of fees of the Canadian Teachers' Federation is unfair to the provinces having a small membership, and a resolution recommending a flat fee of 25c for each paid up member was endorsed.

The following were named as our delegates to the 1940 Canadian Teachers' Federation Conference to be held in August, 1940: Mr. J. H. Sutherland, Mr. H. W. Creelman and Mr. P. N. Whitley.

Resolutions referred to the Executive from the Annual Meeting were dealt with in preparation for their submission to the Department at an early date.

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Lesson-Aids Committee

HARRY G. BOLTWOOD,
3486 W. Second Avenue,
Vancouver, B.C.

THIS is the last opportunity we shall have before the summer vacation of informing readers of our doings. Are you going to spend all your vacation at holiday-making, or will you use at least a part of it in preparing your next year's work? Surely a few wet days will find you needing some inspiration. Well, the Lesson-Aids Committee can supply it. Have a few of our units on hand, and begin to plan your work ahead of time. You will not regret it. We have just completed six months' operation under the present set-up, during which time we have distributed very nearly 3000 units—an average of about 16 each day. Think of it, and ask yourself why you do not share in this distribution. We know from letters received how much the units of work are appreciated. The Lesson-Aids Committee is already preparing for the Fall programme, and some of us will be working during the vacation at the new units—more Silent Reading, more Science, more Social Studies, more Primary Work, in fact, more of anything for which teachers request assistance.

The Secretary can be reached within a day or two all through the holiday months by mail sent to his home address as given above this article and all correspondence will be attended to soon after receipt. No phone calls, please, during July and August.

Victoria Normal Students

Please write to the Secretary for Price Lists, Order Forms, and Special Discount Coupons given to this year's Normal Students at Vancouver and Victoria.

Mexican Unit

The Mexican Market Stall unit (No. 60, list—5c) is ready, and has been despatched to all who ordered it during the recent convention. This is a specially good activity unit. The making of the stall and its contents as exhibited at the convention are fully described.

We Need Your Help

The committee will endeavour to compile units on any part of the school work (Grades I to VIII), and would like to hear from rural teachers especially what units they would like us to prepare. They would still welcome units prepared by teachers which could be included in our stock.

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Ramblings of Paidagogos

SOME RANDOM COMMENTS ON THE HUMAN SCENE

Manners and Morals.

It is a curious paradox that the vast importance of morals has reduced their value as criteria for the appraisal of human personality. They have become so thoroughly standardized (for average people in all ordinary situations) that moral differences between men are by no means obvious. Only under quite unusual pressure of circumstances are we compelled to make a moral decision—and days may pass without such a necessity arising. As a result, our morality is largely taken for granted: we are credited with a reasonable endowment of virtue until the fact is proven to be otherwise.

But manners are in another category altogether. Their lesser importance, their more remote concern with the primary needs of social existence, make possible their conspicuous variability. They are not stereotyped in the way that morals have had to be stereotyped: their norms are not so firmly established, and within broad limits every man may exhibit the sort of courtesy he chooses. Thus the effect of personality is chiefly the effect of manners; and it follows that an attractive personality is in large measure a composite of such traits as cheerfulness, consideration, graceful speech, and attentive interest.

Greatness and Prestige.

No man, says the adage, is great in the eyes of his valet. Probably no man is great in the eyes of his wife! Also, 'No prophet is accepted in his own country.' Great men are usually dead men, and those who achieve greatness while still alive are in continual danger of losing it. In fact, if they live long enough they almost invariably do.

I would define a great man—in a manner somewhat foreign to popular usage—as one who has made an important and lasting contribution to the betterment of human living, as one who has enabled mankind to adjust itself with greater efficiency to the exigencies of its environment, as one who has permanently increased our dominion over the forces of nature. But by this definition most of our great men, both past and present, would be reduced to the general level: their greatness would turn out to be nothing but prestige.

Now this is the whole nub of the matter. Prestige is to greatness as reputation is to character. Prestige may be acquired in a thousand ways, no one of which is even remotely covered by the definition set down above. The possession of money, the accident of birth, a lucky venture, the acquisition of power—such things as these are the creators of prestige. But they are never the creators of greatness. Pasteur and Edison will live on long after Gengis Khan and his modern imitators are forgotten.

The New Polygamy.

One of the phenomena of the age is the recrudescence of polygamy in a changed but perfectly legal form. However sincerely we may believe in the monogamous principle—and there is no question that it is by far the best suited to our social and economic needs—we

should not blind ourselves to the fact that it is undergoing a gradual modification. We should keep our eyes open, if for no other reason than because the processes of change are more easily controlled at the earlier stages than at the later.

It appears that polygamy is of two types: the concurrent and the sequent. Concurrent polygamy is no longer a problem, since the last real attempt to introduce it into North America was a curious by-product of the Nineteenth Century. Sequent polygamy, however, is a development of our own day, and one that brings the whole subject of divorce sharply and even peremptorily to our attention. To anyone who has the remotest interest in the rearing of children, the implications of sequent polygamy are vastly more dangerous and far-reaching than those of the concurrent variety. Where marriage is ephemeral, the children perish.

Absurdities and Atrocities.

The statement has been fathered upon Voltaire—though the idea has doubtless occurred to many others—that those who believe in absurdities commit atrocities. It is a statement well worth any man's thoughtful consideration.

The less rational a position, the more emotionally must it be defended; the more heat its defence engenders, the less courteous in word and merciful in action will its defenders be. Could any reasoning be more obvious than this? And how many times has it been illustrated in the long history of 'man's inhumanity to man'? The lash and the rack bear eloquent testimony to the violence with which alone absurdities can be maintained.

Modern examples are unfortunately by no means wanting, nor does there seem to be any immediate prospect of their disappearance—as witness the 'Aryan Race' fallacy that now torments the world. Cruelty is a product of ignorance. If it is to be abated, then mankind must purge its mind of flattering delusions. We must seek, like the dying Goethe, for "More light".

On Taking One's Leave.

Of all social techniques, that of leave-taking is notoriously the hardest to acquire—if indeed so clean-cut a thing as a technique of leave-taking can yet be said to exist. Long after we have learned to meet people easily and to converse with them fluently, we continue to be awkward in the matter of breaking away. We are like the man in the anecdote who had a lion by the tail and was unable with propriety to let go.

The reason that the problem of meeting people presents no great difficulty is because society has worked it tolerably well out. There is an established ritual of civility, embracing certain motions and phrases, through which people are to be approached. This ritual is varied of course, according to the age, sex, and degree of acquaintanceship of the persons concerned, but even so it is quite limited and set. Anyone above the level of an imbecile can acquire it, and anyone with a few brains can adjust it nicely to a given situation.

How different is the case of those who wish to make a graceful exit—especially if they be young. No matter how earnestly they yearn to take themselves off, no matter what agony of frustration is written all over their faces, young people are everlastingly at a

loss to find a means of escape. They either rush into excited talk and say far more than they intend, or they stammer into an embarrassed silence. Personally, I am weary to death of saying: "Well, Miss Pottinger, it's been very kind of you to look in on me like this. Do visit me again sometime soon." Or: "Good gracious, Mr. Murgatroyd, our conversation has been so interesting that I've lost track of time. I'm due at the aquarium in fifteen minutes." I am heartily tired of improvising this sort of thing—what is it but another vexatious burden placed upon the shoulders of age?

Something ought to be done. For my part, I suggest that the schools, which are admittedly dedicating themselves and their services to the art of social living, undertake specifically to teach the basic routines of leave-taking. If they do this, they will confer a real benefit upon everyone—and especially upon youth.

Rendezvous With Spring

By LEE GIDNEY, *Gabriola Island.*

THE spring has come here. Not on little cat feet but as softly. At first there were only very small leaves to tell it had come—the whole effect one of a barely perceptible green. But now there are so many shades. Giotto and Piero della Francesca had not as many blues as we have greens. And among this greenness glows the infrequent white of the dogwood and the more utile cherry. And away from the road in the deep wood there is the sudden strong flight of a jay.

This spring whereof I talk has meant many things to me. And nothing.

In the city, there was the wind against your face, and the wet streets. I walked them to the Library for books, and to the Art Gallery, before I learned to expect there mere monstrous canvases. And yet there was some little beauty there . . . two etchings, a Brockhurst and a Tiepolo, and a small head called "Man-tin", which means, I think, "Wind-pure." And once during a B. C. Artists Exhibit there was one I liked. An oil-painting of a pale green day looking down on a house. By a man named Binning.

In those days spring was barely seen by me as time. It was part of a continuing process. There was no break.

And then there was last spring up north away from the city. By the end of the winter I hardly believed Vancouver existed.

It was so long that winter, so desolate with the white of death. The death

of many things—of years when one felt young and unheeding of time, the death of the self who needed no one else but for happiness.

There were the nights when the moon showed the dark detached lines of the mountain, the packed down snow of the path across the field gleaming. As if these were phenomena—no more. Phenomena which time could affect but which always would be separate, no background to my living. It was an etched scene across which one could walk, endlessly retracing steps, becoming no nearer it, knowing no joy or active sorrow there, being always apart from it.

I will remember the small bridge across the stream—how the water was frozen mornings and the bushes nearby become overnight strange delicate foids, glittering like fairy things in the sun. But this has an unreality for me. It is familiar only in the sense that two Corots are, which I have had for years. . . . I know every patch of color, the clear green light. But I have not lived there.

Then the spring came there. Came at once around corners, down the crooked trails from the low, friendly mountain, up from the ground which had been whitely inert, but was now alive with the life of insects and grass and small flowers.

And things were born. A calf, which could hardly stand without help but which became even riotously active so soon. In me, a kind of decision came, which also was wobbly at first but had growing firmness.

The long weariness of winter was gone. Nights when I wrapped "Walden" around my mind to still my bitter aloneness, and composed imaginary dialogues for two voices. (Always they were for two voices. And always I was alone.)

But this was over. The spring brought a feeling of aliveness so vital it could not be mere adjectives without effect. I would force an answer from life. Things seemed large and simple then.

And this spring they seem so again. My winter has been no less alone though its bleakness has been somewhat abated by infrequent jaunts home—a doubtful blessing these. They cannot stand against the daily blessing of silence and room to think and music.

I have bought music. No small medieval monarch has enjoyed more his private orchestra. I have music arranged in orderly albums of records, imprinted for me on wax. A Beethoven quartet. A Mozart clarinet quintet which I first met last year in Proust at a music party graciously honored by the presence of

the Duchesse de Guermantes. Then a few weeks later I heard it in somewhat different company. Mr. B. Goodman had invited to his weekly swing session the members of the Buda-Pesth String Quartet with whom he proceeded to play my Mozart quintet for solo clarinet and string quartet. Then Victor recorded it. And this last winter it became mine.

Yes, I have had music. And time passes.

It is green here in the country. I am of a mind to agree with one, S. Bernard, whom Burton quotes in his "Anatomy of Melancholy" . . .

"A sicke man sits upon a greene bank, and . . . feeds his eyes with a variety of objects, hearbs, trees; to comfort his misery, hee receaves many delightsome smells, and fills his ears with that sweet and various harmony of Birds: Good God (saith he) what a company of pleasure has thou made for man."

I have met the spring again with her large promises of fulfilment. And I listen.

Talks on Art — No. 3

By A. F. B. CLARK, PhD., *University of British Columbia.*

THE time has come, in our inquiry into art, for us to pause a moment to consider objections which may have been raised by some hearers to our line or argument. I started off by basing everything on experience, and by asking you to recall your own first experiences of beauty in nature and art. From that we worked up gradually to what I called a provisional definition of art as the representation in some medium (words, paint, musical tone, etc.) of the significant in life and nature; and we had seen previously that what you will include under "significant" will depend upon the depth and breadth of your experience of life. But I was well-advised to call my definition of art "provisional" only. For in all this—as I am sure some of you are just straining at the leash to point out—there was an implicit assumption, viz., that art was "representation" only, that is to say that it consists in the reproduction or imitation in various media of the world of man and nature. In other words we have assumed that people read novels and dramas to gain insight into character and the "meaning of life," and that they look at pictures to admire the painter's skill in giving the illusion of real landscapes

and real human figures. To be sure, we have not debased art to being a mere mechanical, photographic reproduction of what is "given" in the outer world; we have rather stressed the fact that its peculiar function is to bring out the "significance" of those aspects of life and nature which might be passed by unnoticed, if the artist did not call our attention to them. Still, even that statement constitutes an admission that art concerns itself, even though in a very special and transfiguring way, with the essential facts of man and nature. But, as I say, some of my readers will be impatient to point out that that is only one way of approaching the problem of the beautiful, and that I have entirely neglected that other view of beauty and art which makes it all a matter of pure form, of abstract proportions, of rhythm, of pattern. The fact that I have relatively little to say so far of music and nothing of architecture may have aroused suspicions in the minds of other readers as well.

Here we come upon an awkward aspect of our subject. It is always more satisfying to discover one single cause of a single human activity than to be

confronted by multiple causes which seem to defy reduction to a common denominator. Yet art appears to have divided purposes. That was noticed away back in Greek times by Aristotle. He recognized in man's instinct for imitation one main source of art; but he added that it seemed to have another, independent source in his love of rhythm. This must have been very obvious to a citizen of Athens where not only arts of rhythm and pattern, like architecture, music and the dance, flourished, but where literature was practised mainly in the form of poetry which is based on metre or rhythm, and where even painting and sculpture were largely used in association with architecture and were influenced by its principle of design. Consider the famous frieze from the Parthenon, the Pan-Athenaic procession, in the British Museum.

If representation is the most concrete aspect of art, pattern or rhythm is its most abstract aspect; and if we analyze this aspect further, it becomes more and more abstract, until it blends with pure mathematics. For what is pattern or rhythm ultimately based on but mathematical relations? Architecture is largely an art of measurement, from the aesthetic as well as the practical point of view; and in music, not only has the sequent element of rhythm a mathematical basis, but the intervals of the scale on which harmony and melody are founded are determined by the relations between numbers of vibrations. It has been contended, therefore, that the ultimate essence of art is to be sought in mathematics; and it was a favourite idea among the Greeks that the prototypes of ideal beauty were to be sought in the forms of pure geometry—the straight line, the triangle, the square, the cube, the circle and the sphere. This idea has persisted throughout art history, and has re-appeared in some very strange forms in painting, sculpture and architecture in our own times.

Now, as I said, the idea of a divided cause for art is very unsatisfying to many minds, and in recent times many aestheticians have been tempted to throw overboard entirely what we took at first to be the main source of justification of art, namely, the desire to imitate or represent what is significant or characterful in the external world, and to seek the one sole meaning of art in pure form or pattern or rhythm. The urge to create pure form and the delight in perceiving pure form they call the art-instinct or

the aesthetic instinct. The element of representation or imitation in art they regard as an impurity or blemish on the face of art.

But at this point, others among you will object. It seems, indeed, you will say, that in architecture and music form is dominant, even, if you like, mathematically abstract form; but how can that apply to sculpture, painting, and above all, literature? Well, let us look into that a little. As decoration, sculpture and painting may be mere form; as in the sculpture designs on Roman and Byzantine capitals, or in the painted patterns on the walls of Pompeian houses or in modern wallpaper. What, too, about colour-design in carpets and costumes? Is this not art? Perhaps you will answer: No, mechanically recurring pattern like that is not art in the sense we are discussing. Well, I think you are right there, and we shall return to that point later. But is there no element of design, of pattern even in imitative, representative sculpture and painting? Of course, there is. In any successful piece of sculpture you have seen, is there not an element of balance, in the pose of the limbs or in the relation of the torso to the head and the limbs, so that if the one is thrust forward the others are correspondingly drawn back? And in paintings are not the objects in the landscape or the figures in a historical scene so grouped that one mass balances another and the picture does not look lop-sided and the attention is directed to the point of central interest? Not only that, but are not the colour masses arranged so that, quite apart from the element of representation, they form a pleasing pattern of contrasts, of light and shade?

Perhaps, on reflection, you will grant, then, that in painting and sculpture, as well as in architecture and music, the principle of rhythm and pattern plays a part. But literature at least you will perhaps refuse to see in it any such element. Novels, dramas, lyrics and representations of life, of character, of feeling and that is all. Well, a great part of the world's literature is written in verse—and what is verse but rhythm? Has not even prose its rhythm, sometimes an almost poetical one? But you personally will say that in literature the content, not the outer form, is all-important. By content I presume you mean the presentation of the plot, for instance, or of the characters in a novel or drama. Well, to take the drama first, do not most

plays employ the element of contrast in developing the action?? Is not a scene of exciting crisis followed by a quieter, perhaps humorous scene, this again by a heightening of the emotion, then an interval of comic relief, and so on? Does not the dramatist aim to end each of his acts at a higher point of tension than the preceding one? Well, what are these but rhythmic devices, very similar to the contrasts of crescendo and diminuendo, or of fortissimo and pianissimo in a musical composition. And in a complex plot, does not the interplay of main plot and sub-plots correspond to the interweaving of different themes in the sonata-form in music? One might show how the same principle of contrast works out in the pitting of different types of character against one another—the hero against the villain, the innocent young girl against the corrupt woman of the world, etc. When we come to the novel, its size and complexity make it more difficult to analyze and demonstrate its fidelity to the principle of rhythm and pattern. The novel lends itself more readily than almost any other form of art to slackness of form, and many people regard the novel's function as being to reproduce life literally and photographically as the camera reproduces what is set before it. But it is safe to say that all great novels exhibit the formal principle of rhythm and pattern with more completeness and subtlety than any other form of art. Not only do they use the element of emotional contrast in developing the plot, in arranging the scenes and tableaux and in pitting the characters against each other just as the drama does, but they have other more flexible devices which the dramatist must renounce, such as description and creation of atmosphere, and here the principle of rhythmic contrast also is applied. It is impossible for me to prove this point by giving examples here; anyone who is interested in this fascinating question will find many of the world's great novels analysed from this point of view in Percy Lubbock's *The Craft of Fiction*.

Careful analysis shows, then, that Aristotle was right when he said man's sense of rhythm or pattern is one of the mainsprings of art. But if this applies even to the arts which seem at first sight to be merely representative, the counterbalancing statement of Aristotle that art is based on man's instinct for imitation or representation can be shown to apply even to those arts which

appear to be purely formal—as music and architecture. For surely no true lover of music would admit that its great masterpieces are merely abstract design to him; they affect him emotionally, as mere design could never do. Music may, indeed, be unable to represent effectively the appearance of the external world (though it frequently attempts to do so) but it is the most incomparable of all the arts in expressing the inner life of men and things, the very flow of consciousness or, as Schopenhauer said, the universal Will itself. What is a great Symphony but a succession of all the psychic states known to man—joy, grief, depression, revery, anger, fear, despair, triumph? It does not tell us the external circumstances under which these feelings arise, as a drama or a novel can do, but it renders the feelings themselves with unrivalled power. What literary passage (poem or drama) ever conveyed direct into our hearts the quivering of fear as that passage in Siegfried does where Mime tries to make his hero-ward understand the meaning of that emotion? So once again the ancient Greeks showed their penetrating insight when they made that statement about music which has often puzzled the modern reader, i.e., that Music is the most representative of all the Arts. They meant that, whereas painting and sculpture and poetry imitate the external manifestations of life, music bodies forth the mysterious spirit of life itself.

As for architecture, it may seem to offer no hold whatever for our view that all art is representative. It seems to be pure design. But it is not so. Like music (architecture has been called "frozen music"), it cannot imitate the externals of life, but it can body forth—and all great architecture does body forth—the spirit of life, the character of a religion or a civilization. The Greek temple expresses the restrained harmony of Hellenic religion and civilization, just as the Church of St. Sophia expresses the mysterious awe of primitive Christianity or the Cathedral of Chartres the soaring, aspiring spirituality of the Middle Ages. In our own day, has it not often been said that the New York skyscraper symbolizes perfectly the aggressive up-shooting audacity of American "rugged individualism" in business?

Perhaps the most striking recent expression of this symbolic character of architecture is the demand of the French architect Le Corbusier that in this ma-

chine-age the modern house should look like—and be—what he calls a “machine à habiter”, a “machine or living in.”

The upshot of our discussion so far seems to be that everything we ordinarily call art—pictures, plays, novels, poems, sculpture, buildings, music, dancing—has its origin in two basic human instincts, the instinct for imitation and the instinct for rhythm or pattern. In painting and sculpture and literature imitation is the more obvious element, but pattern is always there too; we feel its presence subconsciously, even when we do not look for it. In music, architecture and the dance, on the other hand, it is the element of pattern or rhythm which strikes us at first; only on closer examination do we realise that these arts too, even if not imitative of tangible things in the external world, are yet expressive of emotion and ideas and to that extent are representative arts as well as arts of design.

Now I think the reason why many people's appreciation of art is imperfect is that they fail to look for *both* these elements in any art-object they are considering. When they read a novel or look at a picture, they regard them solely from the point of view of imitation; they discuss whether the characters are true to life, whether the incidents of the plot are credible, whether the dialogue is realistic, whether the portrait is a good likeness, whether the landscape is a pretty one; they never look for the element of design or pattern in the novel or the picture. On the other hand, when they listen to music or watch a Russian

ballet, or contemplate a cathedral, they tend to concentrate wholly on the element of rhythm or design, and they feel rather annoyed when someone tries to obtrude the idea of representation or significance into their abandonment to the delights of pure form. I have noticed this particularly in performances of the Russian ballet; the audience watches respectfully and applauds politely an interpretative ballet like “Francesca da Rimini”, which is a story told by dancing, but what spontaneous applause bursts forth when the toe-dancing begins.

It is not true, then, to state—as is often done—that the average person has no sense for pure form. He has a keen sense for it in what he thinks is the right place for it. The trouble is to persuade him that both representation and pure form are present in all great examples of *all* the arts. My advice to you is, therefore—if you wish to widen out your artistic horizon—to devote some attention to those arts which emphasize whichever element—representation or form—you have been neglecting. If you love the intricate design of music and the exquisite proportions of fine architecture, cultivate your neglected taste for imitation by a study of poetry or painting, and then see if this does not give a new and human note to your love of your favourite arts by suggesting emotional significance in them also. If you are absorbed in the representative aspects of literature or painting, if you read novels only for their subtle psychological analysis or look at pic-

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tures only for their vividness of portraiture or realism of landscape, dip into music and architecture for a change and when you come back to books and pictures, perhaps you will see in them new beauties of rhythm and pattern you never suspected there before.

In a subsequent issue of *The B. C.*

Teacher I shall attempt to deal with certain special difficulties incidental to the appreciation of some aspects of contemporary art, discussing more fully the problem of form and abstract beauty and the interrelations of diverse fields and types of art.

LITTLE FOLK, AND DRUMS

By GEO. K. SANGSTER, *Livingstone School*

THE little folk are fast asleep;
Their broken toys are spread around;
The drums that filled their world with sound

A stolid rigid silence keep. . . .

The little folk of yesteryear.
Who shook the great world's peace anon,
With all their glories passed and gone
Left but a heritage of fear.

When Time had marked their latest day
The Reaper took them in his stride.
They laid their noisy drums aside
And slept; and silent passed away.

We are so small; in this our time,
With all our knowledge, still so young;
Just little folk, with babbling tongue,
Who dare defy tyrannic crime.

For, when our weary evening comes
To close our eyes with gentle stroke,
We, too, like tired little folk
Shall put away our noisy drums. . . .

Yet other little folk will rise
To wake disturbing drums again,
And play at war and mighty men.
Oh, when will knowledge make us wise!

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Observations in American Schools

By E. A. HARDY, O.B.E., B.A., D.Paed., *Chairman of the Board of Education, Toronto.*

THROUGH the courtesy of Toronto Board of Education, the Superintendent of Schools and the Chairman of the Board were enabled to visit the Annual Conference of the American Association of School Administrators, one of the largest sections of the National Education Association, in St. Louis, February 25th to 29th. The Chairman of the Board was able, also, to visit some schools in Chicago on the way to and from St. Louis.

This paper is part of a brief report made to my colleagues in Toronto Board of Education, upon some items in connection with the visit to the schools in Chicago and St. Louis, that seem to me of special interest to Canadians.

In St. Louis I visited two of the High Schools. We went first to the Cleveland High School, one of the larger secondary schools, with an attendance of about 2400. On that morning there was assembly, at which some of the features of the great musical programme of the Conference were repeated. The most striking of these was the singing by a coloured boy of about sixteen who is another Paul Robeson or Roland Hayes. The reception of this lad by these 2400 High School boys and girls was very significant. Then followed a visit to the Roosevelt High School, another one of their large, fine secondary schools. A tour through the school was followed by a very pleasant luncheon in the school cafeteria, at which one had the opportunity of comparing the operation of an American cafeteria with our own here in the city, and I should say that both would score a high rating. One thing which impressed me greatly in both of these schools was the fine conduct of the pupils in the classrooms, with or without teachers, in the assembly hall, through the corridors and in the cafeteria.

In Chicago I visited the Le Moyne School, the largest of their elementary schools, about 2500 pupils. It is one of the definitely "progressive" elementary schools and I had the opportunity of visiting quite a number of the classrooms and saw pupils of almost every grade hard at work. Their emphasis on social studies and on projects was very evident. I also visited the Chicago Teachers' College, a very large institution which

trains all the teachers for the City of Chicago, elementary and secondary. There is an enrolment of about 2700 in the college, and attached thereto are junior colleges and elementary and secondary schools for observation and practice. This is an institution of more than international reputation through the great work of the late Colonel Francis Wayland Parker, one of the dynamic figures in American education.

One of the most interesting experiences of the trip was a morning spent with the President of the Chicago Board of Education, Mr. Jas. B. McCahey. He is stated to be a very wealthy man and is head of large business institutions. At the same time he gives anywhere from four to six hours five days a week to the affairs of the Chicago Schools, drawing exactly the same salary as the Members of the Toronto Board of Education. He has done this for quite a number of years, with the result that the financial affairs of the Chicago Board of Education has been placed in a distinctly satisfactory position. The twelve members of the Board are appointed for staggered terms by the Mayor of the City, his appointments being confirmed by the City Council. I understand there are no committees of the Board, the Board serving as a committee of the whole and then meeting formally as a Board to review their recommendations. I think I am right in saying that the committee meetings are in private and the Board meetings in public. It is interesting to note the amount of time given by the members of the Board, all of whom are people of standing in the city, to the work of the schools.

The following features of Chicago Schools are of interest to us in Canada:

1. The libraries in Secondary Schools are the one striking feature of superiority over Canadian schools. They are in fine, large, well appointed rooms, staffed by one or more trained librarians, the library being considered by American educators to be equivalent to at least one or two members of the staff.
2. The use of radio is not only very common but it is becoming definitely organized and adapted to school

work, not only in music but in social and science studies particularly.

3. Self-appraisal classes for senior students in secondary schools are being experimented with. In these classes a student, with a certain amount of consultation with a teacher, undertakes to survey his own abilities and dispositions and to find out how far the courses of study are being of benefit to him, and what suggestions he might either make or get as to his further development.
4. Education for foreign adults, in the way of Americanization classes, and day-time classes for foreign adults, both men and women. These, of course, are a distinct recognition of the necessity of the adaptation of people of foreign origins to the American system of living and government.
5. The development of secondary education for crippled children and those handicapped in sight and hearing. This includes considerable provision for the testing of eyesight and hearing.
6. The care of the record cards of students. These are now being transferred, after the student has left school, to a central bureau where they are very carefully classified and indexed and already they have been proven of very great value in many ways, e.g., in the courts in establishing age and citizenship, and so on. The expense of this has been made possible through some of the federal grants. Almost 2,000,000 such cards have been assembled in Chicago, covering 1871 to 1935.
7. The payment of new buildings not in bond issues but in cash raised in the year of the building. The manifest advantage of this is, of course, that the buildings are paid for only once. The manifest disadvantage is the rather severe drain on the taxpayer in the year of the building.
8. The philosophy underlying the courses of study in the Teachers' College may be stated simply in this way. Teacher training is very definitely based upon the recognition of the fact that in Chicago a teacher must be more than a teacher in a schoolhouse during certain hours of the day. As a matter of fact a teacher must be practically a social worker as well as a teacher; must have an understanding based upon first-hand contacts with the homes

from which the children come and the conditions under which they live. Teachers in training, therefore, are given a four year's course in the Chicago Teachers' College, graduating with the degree of Bachelor of Education. They are then appointed to the elementary schools staff, serving for some years in what might be called the downtown districts before being transferred to the schools in the wealthier districts. Later, providing the young teacher acquires his Master's degree he may be transferred to the secondary school staff. In other words, all the teachers in Chicago are graduates of their own Teachers' College and have been trained definitely for their work in the City of Chicago, this work being social as well as academic.

9. The publication of the Chicago school reports is a distinct feature of very considerable importance. The report of the Superintendent for 1938-1939 is a beautifully printed, well illustrated volume, of 415 pages. The official report containing the budget for the year is a volume of 502 large pages showing the budget for 1940 in very minute detail. It might be pointed out, that their Administration set-up is practically identical with ours in Toronto; that is to say, a Superintendent of Schools in charge of the academic side, a Business Manager in charge of all the business arrangements, and a Solicitor in charge of the legal side. It might be interesting to point out that the total appropriations for 1940 are over \$71,000,000, of which slightly over \$59,000,000 will be raised by tax levy.

The great work being done by American schools in maintaining and improving the American nation is something which enheartens every visitor to the United States. One gets from the daily press and magazines a most unfair picture of American youth. My observation, based upon a good many visits to American schools and quite a number of cities, gives me a very different picture, and one cannot help feeling that in her public schools the future of the United States is being shaped for very high ends.

E. A. HARDY, Chairman.

The foundation of the whole state is the right education of its youth.—Cicero.

The Problem of Art Appreciation

By CHARLES H. SCOTT, *Vancouver School of Art*

ONE of the problems facing the art teacher is the difficulty of evaluating the learning obtained by the pupil from the lesson. The problem would be simple if the practical work of the pupil were the only criterion (as in many cases it is), but such a solution is manifestly unfair to the many pupils who, lacking inventive or creative faculties, may yet possess both intelligence and feeling.

It is also out of line with the belief that the teaching of art appreciation, through its power of awakening responses to the artist's expression, is of value in deepening the spiritual life of all pupils.

In the teaching of literature a response is expected from every pupil. Evaluation of the pupil's learning is made not on creative work alone, but on a written analysis of a work by an acknowledged literary artist. This analysis is made in the light of the principles taught, together with the study and contemplation given to the subject by the pupil; and its evaluation serves two purposes: It evaluates both the teaching and the learning.

So far, little or no call has been made on the pupils in our schools for any form of written analysis of works in the visual arts. The result is that only creatively-gifted students are rated high, and the remainder (usually a large proportion) becomes discouraged to the point of complete severance with any further form of art education. This is an unfortunate state of affairs, not only for the large remaining group, but for the small creative group from which our future artists will come. The necessity for training the taste and sensibilities of the consumers is of parallel importance with the training of the creative powers of the producers, if we do not wish to find ourselves with a small body of creative artists, and a large body utterly indifferent to the works produced. Unfortunately, that is much the state in which we find art today.

It is important, therefore, that art teachers should give some thought to forming a pedagogy that will create interest and give encouragement to all students, and not to the gifted few only. Otherwise art education is not acting up to its claims.

It is regrettable that art should hold such a high place in our philosophy of

education, yet be so low in attractive power for more than half of our high school pupils. The regret becomes greater when we realize that the university offers no training in either appreciation or practice of the visual arts during the entire ungraduate period. An art education that stops at thirteen or fourteen years of age for seventy per cent of our high school pupils is no preparation for a full cultural life.

We may take pride in our exhibits of high school drawing and design, but surely such pride must be clouded by the knowledge that it represents the work of but a few pupils, and that behind the show is the spectre of shut-out and inarticulate thousands.

There is need for a plan whereby these thousands may be given an opportunity of showing, that although perhaps not creatively gifted, they are nevertheless persons of intelligence and feeling, with a normal appetite for art and an ability to build up their cultural life through sympathy and appreciation.

Such a plan of appreciation is now offered. Two things only are required for its successful carrying out: sound teaching and a library of prints.

The first may be assumed, the operation of the plan will quickly test the validity of the assumption; the second is teaching equipment, which is as justifiable for the teaching of art, as test tubes, chemicals, lathes, sewing machines and typewriters are for the teaching of other subjects.

The teaching will call for a clear exposition of art principles, methods and history; practical black-board demonstration, and the use of illustrative print material.

It will also call for close marking of written matter. It does not call for the giving of individual help in solving the pupils' problems, but help can be given through the marking of papers and, later, through a class exposition summarizing the results.

What then is the plan? Briefly, it follows the model plan of analysis for study, drawn up for the first year students of the University of British Columbia, to the author of which this writer makes grateful acknowledgment.

The details of the poem-study plan were, for obvious reasons, not suited for

the study of the visual arts, and the writer has been compelled to translate these details into a form suitable to the subject of painting. But since the visual arts, like the literary arts, express an experience felt by the artist, such a translation was not difficult; and recent experiments made upon art students of an age corresponding to first year University students have proven the translated plan to be successful.

The model plan of analysis is as follows:

ART APPRECIATION

Suggestions for Picture Study Notes GENERAL DIRECTIONS:

1. Neatness and good form are essential. Note the use of headings in the model below.
2. Give to each picture a separate page.
3. *Attention to detail.* Notes on unusual form, colour, combinations of colour and obscure passages—are absolutely necessary. Pages which do not give such evidence of care in study will not be given any marks.
4. Give full statements in a short compass. Be sure you have given thorough contemplation to a picture and then set down the result.
5. Apply to your private study the knowledge gained in your class room practice and lessons, making use of the proper art terms when writing.
6. Don't hesitate to express frankly and fully your own personal reactions. If you wish to discuss a picture from a new angle, do so; if you wish to disapprove, do so.
7. Sign each note and give the date on which it was written.

Suggested Model Analysis for Study of a Picture

Do not follow this model slavishly. Different pictures will call for different emphasis. Note that "experience includes at least two main notions": (1) The Theme or "Motif"; central idea of the picture. (2) The Mood—grave, gay, spacious, cramped, factual, mysterious, uplifting, depressing, etc.—in which the theme is viewed or felt.

PIETER BRUEGHEL
(Flemish—c. 1525-1569)

WINTER LANDSCAPE

EXPERIENCE: *The Theme—*

The theme of the picture is winter in the country, with its attendant human activities.

The Mood—

The mood might be considered grave were it not for the people actively engaged in winter sports, such as hunt-

ing, skating, sleighing and curling. These human activities give a warmth and cheerfulness to what otherwise might be considered a bleak landscape.

The Approach—

The approach is made through familiar form, through greyed colour and lineal patterning (design). The forms are definitely "winterish"—snow-covered earth, bare trees, ice-bound ponds, winter fire in the open, heavily clothed and shod figures, skating parties; all play their part in conveying the winter scene.

The colour is subdued almost to a monochrome quality and is distributed in flat patches.

The value range is restricted and in a low key.

The sky; a flat grey.

The pattern or design is lineal (since winter reveals more of the "bones" of nature than other seasons do.) Also the pattern form is mainly angular; this again gives the necessary severity for winter landscape.

NOTES ON DETAILS:

1. Bare gaunt trees against a grey sky; birds on the bare branches and in the air, suggestive of light movement; all life is not frozen.
2. The party returning from the hunt with the hounds makes a fine entrance to the picture.
3. The fire opposite the Inn Door for burning winter rubbish or for warmth—or both.
4. The frozen ponds with sleighs and skaters.
5. The snug solitariness of the few village houses.
6. The interesting pattern made by the snow-covered roofs.
7. The jagged mountain forms make an almost too strong contrast with the main landscape form.

OTHER COMMENTS:

My first impact was one of pleasure in the steady satisfying balance of the pattern. The greyed colour quietened my spirit and I readily entered into the enjoyment of journeying through the spacious and frost-bound countryside. The obvious coldness was offset by the cheerful activity of the country people and the snug little houses.

Each pupil is given a mimeographed copy of the model analysis, and allowed a few minutes to read it over. The model analysis is then re-analysed before the class by the teacher in order that its contents may be fully understood. Each

teacher or school should make its own model analysis from a chosen picture. The picture, in print form, is of course hanging before the pupils, while the re-analysis is being conducted.

Following the re-analysis, each pupil is supplied with a print of a painting which he then proceeds to analyse in a form similar to the model analysis. A large print, capable of being seen by the entire class, can be used as an alternative to the individual prints.

The plan demands close observation of the picture by the student, and the insufficiency of a summary glance becomes clearly evident as the pupil labours to define his responses. As a result, interest and appreciation grow; feelings which may have been dormant are stimulated; and the pupil is in a fair way to making the picture part of himself.

The quality of the pupil's analysis will depend greatly on the quality of class teaching, and, of course, on the visual experiences of the pupils.

The question many be asked as to whether there is any danger in asking pupils to give a written statement of what is essentially a visual experience. Will the act of writing tend to make him seek other, and perhaps literary values in a painting? Such a happening might well be, but if so, it gives additional opportunity for the teacher to point out the difference between plastic and psychological values in a work of art. And any such danger is more than offset by the opportunity given all students of arriving at a critical judgment based on knowledge, study and contemplation.

The written analysis is not intended

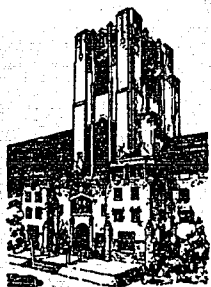
to interfere with, or take the place of practical work. On the contrary, it should enrich the creative abilities of the pupil by the closer observation given to accepted works, and lead to clearer thinking. Incidentally, the lesson offers many possibilities in the way of integration with other subjects.

The model analysis, given above, was written for the appreciation of painting, but similar plans covering Design, Sculpture, Drawing and Commercial Art are now being experimented with.

The age-group for which this analysis would prove suitable is one that might well receive the attention of our art teachers and principals. The model analysis was written for art students of sixteen years of age, onwards.

The writer believes that with some slight modification in terminology, the plan could be profitably introduced in Grade IX. A Junior High School art teacher, who has examined the plan and read some of the results, believes it could be introduced in Grade VII.

The question is one for each teacher to decide. The important point is that the plan offers a form of art appreciation that appears to be sound pedagogically, for it has already proven itself as a successful means of arriving at a critical judgment. Its ready acceptance by the majority of students to whom it was submitted leads us to hope that it will prove a valuable stimulus to art study for that large group of high school students who are at present shut out from art education through their inability to grade high on the practical side.



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Giving the Doukhobors What They Need and Like

By R. A. E.

IN the April number of *The B. C. Teacher* the Editor again invited discussion of the Doukhobor problem. I am one of the teachers who read with interest the excellent editorial on this subject, published almost a year ago. It inspired me to give the question special study, and now submit to *The B. C. Teacher* the results of my observation and reflections, after three years experience in a Doukhobor community.

Miss Gilchrist in her articles called upon us to get acquainted with the Doukhobors, as a preliminary to solution of the Doukhobor problem. This is excellent advice but not easy to carry into effect. Like Miss Gilchrist I have found these people friendly in their homes and I have been invited to many of their functions, but I believe that upon the whole they are always suspicious and distrustful of Canadian teachers and Canadian schools.

How may this barrier of suspicion and distrust be broken down?

First we must understand why it exists.

From what I can learn from the more intelligent members of the Doukhobor body, our schools are thought to stand for something that they fear and at the same time to fail to supply something that they need.

First, they are afraid that we will influence their children to serve in armies. On this question they are adamant. In this generation at least, even in their own defence, these people will never take up arms.

In the second place, they maintain that the schools do not teach things of practical utility and that they therefore lure the Doukhobor children away from the soil.

If we are to win the confidence of these victims of Russian persecution and militarism, British Columbia must do two things. We must eliminate from their schools anything that savors of avoidable regimentation and we must take steps to adapt the curriculum and the whole atmosphere of the school to the needs and legitimate desires of a simple farming community.

Their motto, "Peace and Peaceful Toil," embodies the fundamental principle of the Doukhobors and surely it is a worthy one. Why cannot we work

with them in the interests of peace and train them for peaceful toil of the type which they desire? It is through labor, and especially through successful labor, that we may best expect them to work off the great restlessness that manifests itself in such disconcerting ways.

To assuage their fear of militarism, we should for the present avoid all forms of drill and calisthenics. At present these things, desirable as they may seem to us whose traditions are so different from those of the Doukhobors, probably do more harm than good. Games they need and these may provide the exercise that is necessary.

However, their natural recreation is singing and this should be given a very prominent place in Doukhobor schools. They love to sing. I should let them sing their own songs in Russian and, when they ask for English songs, as they certainly will, I should give them good ones. I have heard the most maudlin trash taught to Doukhobor children, while their own native songs of nature, peaceful toil, and love, as well as their hymns, are all good. Singing is so much a part of their life! Our teaching of music in Doukhobor communities should be well done and the words and music of the songs should be carefully selected.

And what can we do to make them feel that the schools have something of real utility to offer, something that will help them in their peaceful toil?

I suggest that we give them a practical course in agriculture and strongly emphasize the slogan "Back to the land." At present their orchards look neglected, their fruit is inferior, their vegetables are not of the best and their cows and hens are not working to capacity. If our schools in Doukhobor communities included practical training in agriculture, dairying, poultry farming and carpentry and if they offered the girls a chance to learn the care of the household, practical cooking, sewing, knitting and map weaving and the care of babies, I believe that they would be more popular and that we might gain the confidence of parents.

And how can this programme be worked out? Are there obstacles, financial or other, that make the scheme impracticable?

I think not. Indeed I think that the plans suggested could be worked out very simply and cheaply.

The school should provide a large room, fitted with long tables and a few kitchen utensils and garden tools; and farming could be learned and practised on farms adjacent to the school.

The so-called "practical" subjects that I am advocating need not take up a great deal of time, but even if it means curtailing the time that would otherwise be devoted to subjects that serve less well the interests and needs of a Doukhobor community, the sacrifice will be justifiable. English should, of course, be and remain the major subject. If we teach these boys and girls to read English fluently and to love reading and if at the same time they are given access to good magazines, books and papers, we have opened a door to limitless possibilities.

I should also greatly emphasize *How To Be Healthy*. We should make health studies practical and have the children practise health habits at school. The girls also need a course in home nursing and first aid. The people in Doukhobor communities have very little access to doctors and nurses and have the most primitive and superstitious ideas concerning sickness and disease.

And what of the teachers?

Most of us are ignorant of these subjects that seem to me to be so essential to the solution of Canada's Doukhobor problem. What is to be done about it?

Part of the answer is obvious. Teachers for Doukhobor schools must be given special training. Perhaps this may be provided for in summer schools. At all events, for special problems special training is needed and it must be made available.

Even that is not enough.

It is the teachers that matter most.

The official responsible for choosing them must be someone who understands the problem in hand and knows how to select his educators. I believe that the failure of British Columbia to date, in its handling of the Doukhobor question, has been greatly due to inadequate teachers for Doukhobor schools.

Do I hear a roar of indignation?

Just a minute, girls! I have been in this, too, and longer than many of you. I know how hard we have worked and how conscientiously.

But what has been done to adapt the curriculum to the peculiar needs of the Doukhobor situation?

Have we ever really looked beyond the curriculum and seen the people? People that need help which British Columbia schools could supply but which British Columbia schools are not supplying!

To Better Understanding

CULTURE: *Revue Trimestrielle* 11e (33 rue de l'Averne, Quebec; \$2) is the quarterly already known by readers of *The B. C. Teacher* as *Nos Cahiers*, to our comments upon which we are in receipt of an appreciated letter of thanks:

"L'accueil bienveillant, fait en divers milieux à notre commencement d'enquêtes sur les données de culture intellectuelle au Canada, nous encourage à continuer dans cette voie et justifie le nouveau nom de la revue."

That educated Canadians whose mother tongue is English should be at pains to keep in touch with what their French-speaking fellow countrymen are thinking and saying needs no argument. If the bonds of Canadian nationhood are to grow in strength and vitality, there will be continual need for intelligent mutual interpretation of the two major racial elements in our population, the one to the other. *Culture* is contributing to that end. The following quotation from an excellent article on adult education provides an example in point:

"Malgré nos morsures et nos répugnances, malgré nos accoutances vraies, l'Angleterre est une pierre fondamentale de la civilisation. Elle a rempli dans le monde une mission que plusieurs peuples peuvent lui envier sans rougir. 'Great old England! We're a great people when we're up against it!' songe un personnage de Galsworthy. Puis après avoir contemplé le calme quotidien qui succède au calme d'une grève, il ajoute: 'No wonder we're a puzzle to foreigners! The least understood people in the world!' Recueillons aussi pour les méditer les jugements d'un grand ami de L'Angleterre, André Maurois:

"A une excellente Constitution, qui n'a jamais été voulue, votée, ni même écrite, elle a dû la vie politique la plus stable. Elle a été une nation militaire sans avoir d'armée, et une grande nation de juristes sans avoir de code. Peuple aux passions forces, elle a inventé le puritanisme, qui nie les passions, et le flegme, qui les masque. Peuple protestant, non-conformiste, presque anarchiste, elle a ob-

Art and the New Progress Record Cards

By C. DUDLEY GAITSKELL, *Powell River, B. C.*

THE new report forms summarize the ability in arts of children in Grades I, II, III under the following heads: "Works Out Ideas in Arts"; "Uses Good Colour"; "Good Handwork"; "Careful with Materials". In Grades IV, V, VI the heads are as follows: "Has Ideas and Tries to Express Them"; "Developing Good Taste".

When anyone makes a report card, he is, of course, guided by his philosophy. Yet when one reads these heads concerning art it seems difficult to discover their underlying philosophy. Undoubtedly they contain the belief that art is an expression of an idea. Now ideas must be expressed even by children in some kind of form. The idea and the form go hand-in-hand, and logically one cannot be more important than the other. What mention of form is there in the heads? Colour is mentioned and if one wishes to take a very broad view so is good handwork. But the term handwork is in all probability to be taken in its technical sense rather than be applied to the form used in graphic expression. For the three higher grades the mention of colour is dropped. Here children "try" to express ideas while their taste is expected to develop.

It is rather puzzling why little children should be expected to "work out ideas" when the older children are expected to try to express ideas. What philosophy is hidden behind this terminology? It is difficult to find any authority who would make a statement very different from the following: "We must remember that the interest span (of children in the lower grades) is short and that the children are satisfied with crude results."¹ The older the child becomes, the more is he willing to "work out ideas".

¹ Nicholas, F., Mawhood, N., Trilling, M., *Art Activities in the Modern School*, (New York: The Macmillan Co., 1937), p. 177.

servé les usages les plus multiples, les plus complexes, les plus archaïques et elle a, par respect des formes, préservé l'originalité des esprits.

"Ces paroles cadrent bien peu avec nos honnissements. Elles fleurissent la vertu sympathique que confère l'expérience immédiate. Nos préjugés qui ne gagnent rien à s'exprimer sur le mode tempétueux s'aiment à la source trompeuse de la méconnaissance."—N.F.B.

The makers of the new reports include what seem to be some good innovations. No one would quarrel with the idea that children should be "careful with materials". Again, that children should develop good taste as the years go on will be accepted without question. Appreciation or good taste is doubtless the universal aim of art teachers, although it is difficult to measure in the lower grades. In fact, even the best of the appreciation tests for all grades, although they are reliable, have not so far been proved valid. However, some sort of reasonably accurate appraisal might be reached subjectively by an experienced teacher.

The makers of the report forms evidently wish to include more than appreciation, however, since they mention use of "good colour". Here they approach an appraisal of form from the productive standpoint. The modern tendency seems to be to accept colour as an element of form, and not something distinct from form. The formal elements are not clearly defined, but one can be fairly sure that they include at least rhythm, mass, space, light and shade, and (as has been stated) colour. There are probably further elements.

If the reader will accept as a provisional premise that the above elements seem to exist, the question can be asked: Which of these elements is the most important? According to the report under discussion colour seems to be most important. What a child does with colour will apparently tell parents more about his productive ability than any other element he may handle.

Why has colour been given this honoured position? Rather than list colour as the most important element of form, writers have done just the reverse. Many references could be brought forward to support this statement. For example: "Colour is the only one of our elements which is not of critical or universal importance to life, and its emotional effect is neither so deep nor so closely determined as the others."²

The ability to see colour is supposed to have come late in man's development. This statement is not made in support of the culture epoch theory. But many readers will remember the eminent visit-

² Fry, R., *Vision and Design* (London: Chatto and Windus, 1924), p. 161.

ing professor at the University of British Columbia who created considerable discussion in his classes when he stated that not until a child was six could he see all the colours. It was pointed out that the mechanism which enables one to see colours develops comparatively slowly. If this is so, a child exists for a number of years without being able to see all colours. At the time he starts school, colour must be a comparatively new thing with which to cope.

At the same time the child has had considerable experience in making infinite adaptations to the force of gravity. He has experienced many rhythms, one of the first of which was appetite which closed with his mother's milk. He has been sensitive to light and considerably later to spacial judgment. Had he not successfully adapted himself to mass, space, rhythm, light and shade he could not have survived as a normal individual. Moreover, he apparently becomes acquainted with all these elements before it is physically possible for him to become fully acquainted with all colour. In fact, if he never knew colour, although he would suffer a great loss, he could exist very comfortably. But if he never knew light, never adjusted himself to gravity, or never experienced a rhythm, he could scarcely have existed as a human being.

The reader may find this argument rather far-fetched, even though it has been proposed by some outstanding philosophers and psychologists. It can scarcely be denied, however, that it is possible both to enjoy and to create excellent form without the use of colour. Look for example at photography and the kindred art, the cinema, at sculpture, at pencil, pen-and-ink, and charcoal drawings, at etching and aspects of architecture. They exist very well without colour, yet they must contain all the other elements. Many agree that it is indeed fortunate that certain examples of Greek sculpture were not discovered until time had washed the colour from their surfaces.

In spite of this, there is no aspect of art that becomes more interesting than colour. As the years pass colour becomes inextricably woven into our lives. If colour is used in art work, it is most important that finally it should be used correctly. Nevertheless, it is difficult to concede the point that six, seven, or eight-year-olds should be judged on their use of this one element of form.

Is any of the first four elements of form more important than any other?

Dewey has hinted that rhythm is the most vital element, and he uses such illustrations as life and death, appetite and satiety, the cycle of lunar changes and so on. Often, however, his conception of rhythm seems to include a wider connotation and might be likened somewhat to Lascelles Abercrombie's concept of "significant form". It is not surprising to learn that it is not colour which first appeals to children but rather "that rhythm is the first art principle which children are likely to feel and express in their art work".²

To send the six-year-old home to his unsuspecting parent with "Rhythm . . . satisfactory" on his progress card may not seem feasible. Such a plan, however, appears to be more desirable than our present system of summarizing form. Would it not be more reasonable to include some heading which would include all the formal elements? Little children not only feel and express rhythm at an early stage. They respond very early also to symmetrical patterns which involve balance or the elements of mass and space. They will also enjoy playing with light and shade in pattern. In other words, they respond quickly to this all-inclusive word, *design*.

As any good Gestaltist will state with considerable truth, the whole makes a more comprehensive pattern than the part. Many teachers must find it difficult to appraise good colour apart from the whole pattern of the art work being done by children. Indeed more than one teacher must be asking: How can I tell when a small child "uses good colour"? The case of the child and the green horse with pink spots is well known. Taking his crayons from him the teacher said: "Don't make your horse green with pink spots. You never saw a green horse with pink spots. And the child replied: "Well, give me back my crayons and I'll show you how a horse would look if it *was* green with pink spots". Did or did not this child make use of "good colour"? How should the teacher commit himself on the report?

The task of appraising the isolated phenomenon of colour apart from the total form probably is causing no small amount of trouble to teachers in the lower grades. And it is therefore possible that many a small child is receiving an incorrect appraisal of his use of colour. It is also probable that many children are receiving a grading in colour long before they should be even subject-

² Nicholas et al, *op. cit.*, p. 177.

ively appraised in this element of form. A group of teachers was recently questioned and it was found that *they all attempt to appraise children's use of colour from the first grade.*

It must be understood that this essay is written in full recognition of the fact that the new reports seem to be a progressive step away from the traditional. It is also recognized that the authors of the art sections most probably can justify the heads included in these sections. It might be well that they did so, however, before too great a confusion results through a mis-use of their forms.

Many teachers might feel less puzzled

if the following questions were answered to their satisfaction:

1. What is the reason for the terminology "works out ideas" in Grades I, II, III, and "tries to express (ideas)" in Grades IV, V, VI?
2. Why has "colour" been especially chosen for an appraisal in the three lowest grades while rhythm is omitted?
3. Approximately at what stage of development did the authors believe children should have their use of colour appraised? Why?
4. What are the criteria to be used in appraising "good colour" at the stage of development mentioned in 3 (above)?

Teachers' Credit Unions

By G. H. COCKBURN, B.A., B.L.S.,
Secretary, British Columbia Credit Union Association

THE amazing success of teachers' credit unions both in Canada and the United States shows not only that teachers are capable of handling their own money problems, but also that the "common bond" in the teaching profession is so real that they can undertake these co-operative efforts with a certainty that their credit unions will work better than most of the 9000 credit unions on this continent.

A credit union is an association operating for the purposes of promoting thrift and of creating a source of credit for provident or productive purposes. This is accomplished by members accumulating savings in their respective credit unions, and receiving loans from such savings. In British Columbia, a credit union is chartered under the provincial Credit Unions Act, 1939, and is governed by that Act and its 1939 amending act, together with the model Constitution and Rules, all obtainable from the Registrar of Companies for a total of 15c. Subject to these provisions, and to supervision by the Inspector of Credit Unions, each credit union runs its own affairs in democratic fashion.

Membership is limited to persons having a common bond of occupation or association, and to groups within a well-defined neighbourhood, community, or rural district. Teachers have the bond of their profession or of their professional association, and except where their numbers are small in a wide district would be well advised to form credit unions within this bond.

Members save by subscribing to shares (\$5.00 each), and usually do so by mak-

ing periodical deposits of some regular amount which may range from 10c to \$10. The funds saved are loaned to members for provident or productive purposes for a period not usually longer than two years. These loans are made after the credit committee (usually three) have passed on them and arranged the terms. A loan may be made without security up to \$100, and after that with such security as endorsers or lien on shares.

Interest charged is limited to 1 per cent per month on unpaid balances, and in the case of long-established credit unions lower rates are given. But this rate is obviously far below the rate charged by other small loan agencies, even below that of the occasional small loans of the banks, while it is so far below that of many auto-financing and time-furniture firms that it enables a member to profit by borrowing and paying cash instead of buying on the so costly instalment plan. For example, on a credit union loan of \$100 repaid in equal monthly instalments, total interest charges may not exceed \$5.50 for 10 months, \$6.50 for 12 months, \$10.50 for 20 months, and \$12.50 for 24 months.

Besides the benefit of low interest, members receive dividends on their savings, usually between 4 and 6 per cent per annum. A mental calculation will show that if the money keeps turning over it would readily make such dividends possible, and statistics for 1938 indicated that about 90 per cent of capital was loaned annually in 8000 credit unions. Expenses, particularly in the initial stages, are very small, and in these days

even the treasurer usually works voluntarily, while afterwards he is the only salaried officer, save in such cases as the mammoth New York City Employees with their three million dollar business.

It cannot be overemphasized that credit unions are a form of co-operation, where the motive is not profit but mutual service. Like all co-operative societies, control is vested in the membership, who appoint (a) Directors, (b) Credit Committee which handles loans, (c) Supervisory Committee which makes regular audits and ensures efficiency and honesty. The Directors appoint a President and the Treasurer, on whose devoted work the credit union is really dependent. It is the Treasurers who have made the credit union movement by humble and disinterested service, and many men have found in this job a means of expression.

Safety of funds is ensured. In the first place, all money is to be banked within 48 hours of receipt. The Treasurer is bonded. Besides the constant check by the Supervisory Committee, the law also provides for periodic inspection by the Inspector of Credit Unions, whose sympathetic interest has already helped the infant credit unions of this province. Credit union losses from bad debts have, over 30 years on this continent, amounted to less than a half per cent of loans made, and even for such eventualities, the law provides that 20 per cent of earnings be set aside in a reserve fund.

The credit union can perform its work and give its service satisfactorily because, first, it is truly co-operative; second, its overhead is necessarily low because as a usual thing rent, light and heat are donated by some individual or by the organization around which the credit union is formed; third, by far the greater part of the direction and committee work is done by persons who donate their services for the common good; fourth, credit unions bring the facilities for saving directly to the members and their very convenience promotes thrift; and fifth, a well-run credit union approaches the credit problem of the borrowing member with a sympathetic understanding. Frequently this results not only in relieving pressing immediate financial needs, but also in the proper working out of domestic finances so that a borrower is turned into a saver. The writer was told by Mr. Hugh Stout, Treasurer of the Portland Teachers' Credit Union, that this has been very true in their case, and besides they had been able to do real jobs with men and

women who before membership had got themselves into such financial tangles that it took years of sympathetic assistance before they were out of the wood.

Before I mention some examples of teacher credit unions I would like to list some provident and productive purposes for which loans are being made by credit unions today. Clothing, furniture, paying off or consolidating debts at outrageous interest contracted prior to joining the union, taxes, insurance, medical purposes, educational purposes (Varsity and high school), building houses, improvements on houses, purchasing radios, washing machines, automobiles for cash, sawdust-burners and fuel, chattel mortgages, repairs to automobile.

But perhaps you will be most interested to see that vacations are regarded as provident purposes! The teachers' credit unions do quite a business in vacation loans, for members are thus enabled to finance their vacation and also save money, in the ensuing term.

In putting all this before you, I am not talking of things which teachers have not done before. Besides numerous teacher groups chartered under the several State laws, there are no less than 253 teachers' credit unions organized under the Federal law in the United States. With the various State charters, this probably means 500 teachers' credit unions south of the line. In Canada, we are still almost without statistics, since the movement is not yet organized nationally, so I am unable to give similar figures.

But let us look for a moment at the North-West States of Washington and Oregon. Our immediate neighbour, Washington, has teachers' credit unions under State law at Bellingham, Centralia, Olympia, Port Angeles, Seattle, Spokane, Tacoma, Yakima and Walla Walla. Naturally, the biggest is that in Seattle, with 719 members and a capital of \$135,356.96 at June, 1939. Its loans were \$92,083. Yet it was then only three years old! If this challenges Vancouver teachers, then in the smaller groups Victoria, Nelson, New Westminster, Prince Rupert and other centres can find their Washington counterpart who found it worked.

Portland teachers have a very large credit union, but for Oregon I have no statistics. In that State we may note that Klamath public school employees, Salem public school teachers, Lane County teachers, Marion County teachers,

and Multnomah County teachers have lately taken to credit unions.

It may be of value if I add some references. The (U.S.) National Education Association made a report in the June, 1939, research bulletin entitled "Status of Teacher Credit Unions". This and other information may be had from that body, at Washington, D. C. Mr. Hugh Stout, Treasurer of the Portland Teachers' Credit Union, 307 Studio Building, Portland, will be glad to give

information on the operation of his large credit union. Finally, the British Columbia Credit Union Association, whose membership includes five of the seven British Columbia credit unions, will be glad to give any assistance to teacher groups, both in regard to preliminary study material, and in actual organization and initial operation, on application to G. H. Cockburn, Secretary, 4624 Eleventh Avenue West, Vancouver, B. C.

Reforestation: A School and Community Project

By A. C. YOUNG, Brackendale School

ON Wednesday morning, April 3rd, a small P.G.E. train chuff-chuffed out of Squamish making a special run of about eight miles up the track. The occasion was the second School Arbor Day sponsored by the Board of Trade at Squamish.

The train came to a stop and out hopped approximately a hundred boys and girls, pupils of Squamish schools from Grade IV to Grade XII, with their teachers. All followed a trail a few hundred yards to the grounds where trees were to be planted and there were greeted by the instructor, Mr. J. F. Jacobsen, chairman of the Reforestation Committee of the Board of Trade.

The grounds were marked with stakes so that the trees would be planted in rows six feet apart in the same pattern as tomato plants are put in kitchen gardens. The children were divided into about ten teams, each under the leadership of an older pupil, and each team had two rows to plant. The instructor gave each team simple directions, two mattocks, and a hundred young trees and the work began.

This is how each group worked. A mattock is a cross between an axe and a spade and resembles a pick-axe. The huskiest members of each team wielded these tools. A few strokes with a mattock dig a hole about a foot deep with one perpendicular wall and leave a quantity of loose soil. Another child carries the trees wrapped in moist sackcloth; she now gives one to a planter. The planter holds the tree up to the perpendicular wall of the hole so that the roots have plenty of room to hang freely. It is to be remembered that if the roots are cramped or curled up the tree is not likely to grow. Then an assistant planter fills the hole with the loose

soil left by the digger. The soil is then pressed down firmly with hands and feet. The tree is now firmly "anchored." Meanwhile, someone else has measured a distance of six feet, or two mattock handles, another hole has been dug, and the group moves on to repeat the process.

Each captain keeps his team's planting straight by sighting a line from one stake to the next, his stakes being distinguished by colored flags. When a group has finished planting their first hundred trees they send back for more.

Lunch time takes the form of a picnic and a free bottle of pop for each child adds to the attractions of reforestation. So also does another free ride on a P.G.E. train when it returns to take the children home.

There are two great benefits from a reforestation project of this kind. Firstly, a new forest is grown. Secondly, the children are imbued with a personal interest in trees.

British Columbians in the past have used or wasted nature's gift of forest wealth with extravagance. But it is not human nature to destroy the product of one's own labor. And it is safe to say that Squamish children henceforth will surely think twice before dropping a lighted match in their forests. Ten or twenty years from now a young Squamish with axe in hand will hesitate to fell a tree which may be one that he planted. And for generations Squamishers will guard with jealous pride the forest which the Squamish children planted, the first of its kind in the west.

The originator of the idea of voluntary reforestation and School Arbor Day in connection with reforestation is Mr. J. F. Jacobsen. Mr. Jacobsen is a professional forester familiar with reforestation methods in use in Norway and

Sweden. He plans to have five thousand trees planted each spring and fall for eight years in the Squamish forest preserve. This area, called the Squamish Community Forest, consists of eighty-two acres and will eventually have eighty-two thousand trees within its

borders. The success which has accompanied his efforts so far emboldens us to hope that the idea will spread so that children throughout the province will all have an opportunity to do their part for the future beauty of our beautiful western realm.

February 20th, 1940

By NORMAN FERGUS BLACK

I BELIEVE that, upon the whole, the British Empire has conferred services more valuable and widespread, both upon the world in general and its own citizens in particular, than has any other political organization of which history tells us. It may be that my judgment is coloured by the fact that for British institutions I have a deep affection.

In consequence of that affection, I came away from the British West Indies last summer profoundly unhappy.

Injustices and shortcomings, that one observes with more or less philosophic calm under other flags, suddenly cry to heaven for remedy when seen prevailing under the aegis of the Union Jack; especially if the people suffering have not been entrusted with control of constitutional machinery for the remedy of grievances.

I had visited island after island of the British crown colonies in Caribbean waters and had found them lovely, fertile, capable of producing food stuffs in enormous quantities and manifold varieties; and within those Edenic gardens—exploited out of reason for the production of cash crops for export—I had seen, altogether too frequently, hunger and perplexity and despair. Common things, to be sure, even here in British Columbia; certainly not confined to the Caribbean states, nor, among them, to British dependencies; but, oh, too common, too common and acute indeed in the British West Indies.

It seemed to me evident that the crown colony system, as operative in various parts of our West Indian dependencies, was breaking down, had already become an anachronism; and the obviously honest protestations of loyalty to the Crown, on the part of spokesmen of what seemed an overwhelmingly large proportion of an exploited populace, struck me as pathetic; pathetic and challenging.

Would and could the Old Country meet the challenge?

Would the needed action be taken in time to avert a major disaster that many thoughtful observers considered imminent?

These questions are now answered in the affirmative.

On the twentieth day of February the crucial decisions were made public.

Brief mention was made of this historic announcement in the press of Canada on February 21, but West Indian newspapers gave to it columns of space for every inch devoted to it in Canadian papers of the same type.

I am interrupting the series of articles in which I have been recalling impressions of different countries visited last summer, because the report of the Royal Commission on Social and Economic Conditions in the Crown Colonies renders me free to discuss certain impressions of our West Indian domains to which, in these troubled times, it would otherwise have been difficult to refer.

The pronouncement of February 20 concerns not merely the Caribbean area; not merely the British West Indies and the home government. It concerns every subject of the King, every lover of the British Commonwealth of Nations, everyone whose private opinion contributes anything, however small, to public opinion in the British Empire. Indeed, the carrying into effect of the policies so recently announced will ultimately have repercussions in every state and colony, under whatsoever flag.

The point is that Britain has formally and deliberately abandoned the traditional concept of the relations proper between a crown colony and the mother country. The Empire has jettisoned the old idea (carefully and explicitly expounded to me and to others last summer by important government officials in Trinidad) that a colony should have only those services which it can maintain out of its own resources. The announcement of February 20 recognized that a crown colony is a trust to be administered with primary reference to the wel-

fare of the native population. The commercial and other advantages derived by the mother country involve it in economic responsibilities for the welfare not only of merchants and financial magnates but of the ordinary populace in such dependencies.

Of course it is true that in various emergencies Britain had already supplemented colonial exchequers. For a dozen years the home government had made grants in aid of crown colonies to the average amount of five million dollars annually. But never before did Britain so formally and impressively admit her general moral responsibility for the maintenance of social and educational services in crown colonies whose local revenues are inadequate for such purposes. Indeed the principle underlying the new pronouncement of policy has commonly been denied ever since the time of Cain.

However, the principle concerned did not come like a lightning flash from blue skies.

In my judgment, the most important thing that has happened in the last century is the amazing increase in the number of those things that violate or would violate the public conscience though they did not do so in former times. The exploitation of backward peoples is an example in point. Of course the reasons are partly economic even when they seem to be entirely matters of ethics. Colonial exploitation became increasingly less remunerative and at the same time the British people, in the United Kingdom and overseas, commenced to feel uncomfortable about the whole crown colony system. This was true even of some of those who were personally reaping gorgeous private gain from public wrongs now become so old as to be vested rights. Moreover, the rise of the great settlement colonies to dominion status could not but affect the crown colonies also. General recognition of the mandate principle, increasingly familiar year after year since 1918, gradually made impossible any convincing defence of a colonial theory that treated non-selfgoverning dependencies primarily as areas officially reserved for private exploitation by a privileged few from abroad. In the West Indies in particular, a new social class had come into existence: Negro teachers, clergymen, doctors, lawyers, merchants, entrepreneurs, even bankers; from this new group native leadership was becoming available to the depressed classes. Such leaders would not tolerate indefi-

nitely a system of exploitation in the interest of non-resident capitalists and speculators of an alien race; if such exploitation of their people were to continue, the new native middle class would attend to it themselves! Changing economic and social conditions were calling aloud for new governmental policies.

As the Port-of-Spain *Evening News* was telling its readers in Trinidad last August, "Every Commission that comes to the West Indies recommends land settlement: 1897, The West India Commission; 1930, the Olivier Sugar Commission; 1937, the Forster Commission. The Moyne Royal Commission will reiterate the recommendation."

On Monday, February 20, Lord Moyne more than justified the prophesy of *The Evening News* and the immediate acceptance by the Colonial Secretary of the essential recommendations embodied in the report of the West Indian Commission, of which Lord Moyne was chairman, is likely to result in real action toward the establishment of a small-freeholder economy.

Provision is made for important educational reforms, including improved professional training; the elimination of the pupil-teacher system; better school accommodation and equipment; and instruction in hygiene for adults as well as children. In the field of public health, the commission called for a unification of medical services in the British West Indies, the creation of a West Indian school of hygiene and more intelligent attention to the diet of the people. Housing is to receive some of the attention that it so seriously and obviously demands. The authorities are to exercise supervision over sites proposed for new houses and are to have powers to condemn, without compensation, slum housing in urban areas.

In rural areas, estate houses are to be erected under improved schemes and at public expense.

The Commission also called for the enactment of laws to protect trade unions; to legalize peaceful picketing; to establish or extend wage boards and industrial courts; and to provide sound basis for unemployment insurance and workmen's compensation.

A very noteworthy section of the report enunciates the necessity of increasing the production of food supplies for home consumption, and directs official attention to the requirements of properly balanced rations.

Space is lacking for explanation of the

political or administrative machinery by means of which these and other reforms are to be effected. However, reduction is recommended in the proportion of official appointees in the Legislative Councils and the cash gifts of the home government will not entail any increase in paternal supervision and direction by the London authorities. While it recognized that the West Indies are not yet ready for autonomy the Commission recommended that the government of the colonies should at least be rendered increasingly representative of the wishes and needs of the West Indian peoples.

The British government thought it best not to publish the evidence upon which the findings of the Commission were based.

However, everybody in the West Indies knows—and I can guess—the tenor of some of that evidence. I remember the Jamaican schoolboy who was lamenting that for him there was not available the schooling which he needed. I have not forgotten the despairing youths that were heard talking sedition in the streets of Kingston. I can close my eyes and see again multitudes of Negro faces conspicuously devoid of those merry smiles that are so at home on Negro countenances. I hear a certain Negro working man in Trinidad explaining this prevailing gloom. ("Today is pay day; and when you see in your hand the miserable little sum that must support you and your family for the next two weeks, with no certainty that you will be earning anything more, there is not much to smile about.") I can hear an intelligent Negro janitor adding his bit of testimony. ("I don't know what should be done; I just know that there is a great deal of want and unemployment. No, I do not think it is a racial problem—though it has been rendered worse by bringing to Trinidad labourers that are prepared to accept such pay as even a Negro cannot live upon. Yes, I refer to the East Indians.") I hear the tatterdemalion tailor, whom I interviewed in Barbados, explaining that he and his family lived chiefly on breadfruit alone. ("No, it is a very long time since I had a chance to work at my trade. As my last regular job I had charge of a gasoline station. My wages were ten shillings a week. I have had no work for eleven months. No, there is no unemployment relief on these islands.") I can hear the man with a brief case and Spanish physiognomy telling of heggarly Old Age Pensions—three dollars a month if my

memory serves me aright—and remarking to me: "You are too intelligent a man to suppose that minimum wage laws are intended really to control wealthy corporations. Such laws are for little fellows, like you and me!") I can see the shrewd black face of a certain Barbados schoolmaster who prophesied disaster "if Christianity does not wake up on these Islands" and I recall his comments (and my own!) upon the ineffectual and unforgivable follies that characterize the curriculum and outlook of Codrington College. I can hear other brave hearted teachers talking of the prevailing undernourishment and malnutrition; of ill-equipped schools and paltry salaries, and of abuses and grievances incidental to the traditional governmental exploitation of various religious sects for the support and management of mission schools which are delaying the creation and adequate maintenance of elementary schools that are really public. I am not likely to forget various talks with taxmen and other spokesmen of the poor. Oh yes, I also recall conversations with courteous representatives of easily satisfied officialdom. And I remember the vast acreage devoted to commodities for export and the grossly inadequate space devoted to producing food for the workers. I can surmise what was told Lord Moyne regarding illis incidental to absentee-landlordism. He no doubt learned that when world markets for exports are good, the people have wages that at least make life tolerable, but that when world markets collapse, the workers are left holding the bag. No doubt he saw that the teeming population of Barbados—already one thousand per square mile—threatens to double in a generation, while the markets of the present staple West Indian products are steadily shrinking. Of course he was told the distressing facts relative to illegitimate births (in Jamaica, 73% of the total number!) and he learned about the economic conditions contributing to such a deplorable state of affairs. He was told that one in three of the children of school age might be expected not to be enrolled on any school register or else to be absent on any given school day and that these circumstances usually made it possible to supply seating accommodation, of a sort, for those in actual attendance.

Then Lord Moyne and his fellow commissioners went home and told the authorities; the authorities ordinarily so much more accessible to wealth benefi-

ciaries of a crown colony than to spokesmen of the toiling and poverty stricken masses. And on the day when the Moyne report was given to the public, the Rt. Hon. Malcolm MacDonald announced in parliament that the government was proceeding forthwith to actualise the essential recommendations of the report.

Within the next ten years the British taxpayer will contribute some \$250,000,000 for the benefit of British Crown Colonies and it is proposed to disburse approximately \$7,500,000 of new moneys annually, in the interests of the British West Indies. Reference has already been made above to some of the enterprises which the taxpayer in the United Kingdom is to help the colonial taxpayer to finance.

The sums quoted are large in their total, though the per capita share, when consideration is given to the fact that the British West Indies are the home of well over two million people, may to some seem pitifully small.

But for the moment that is not the most important point.

What deserves stressing is that Great Britain, distracted by war and already staggering under an almost intolerable burden of taxation, has committed herself before the world to a thesis that gives hope where hope was dying and makes the British Empire more than ever a thing worth any sacrifice. Britain has given her witness that her colonies involve her in moral responsibilities which she is prepared to translate into financial responsibilities, based not upon how great a contribution the colonies can make to the wealth of the United Kingdom but upon how great a need the colonies have for help at the hands of the mother country.

The *modus operandi* by which these momentous reforms are to be set in operation is too complicated for discussion in this essay. Perhaps the proposed administrative machinery will prove inadequate. Perhaps the suggestions for liberating the franchise do not go far enough, or else go too far.

Oh, there are lots of perhappes.

What concerns me at the moment is that a gallant gesture has been offered and a brave and generous promise made which may save the West Indies from the social and political earthquake of the dangerous imminence of which I spoke in my articles on "Impressions of Jamaica."

Thank God!



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Extreme busyness, whether at school or college, kirk or market, is a symptom of deficient vitality; and a faculty for idleness implies a catholic appetite and a strong sense of personal identity. There is a sort of dead-alive, hackneyed people about, who are scarcely conscious of living except in the exercise of some conventional occupation.—R. L. S.

The World Upon Which Youth Must Look

By NICHOLAS MURRAY BUTLER

An Address Delivered at the Opening of the 186th Year of
Columbia University, September 27, 1939

WHAT can be said to the youth of today and tomorrow that will aid them to comprehend the world which faces them and in which they are soon to begin to do their life work? That world so far as its professed and constantly extolled ideals are concerned is in a state of well-nigh total collapse. Those principles of intellectual understanding and interpretation and those principles of morals which have for centuries been proclaimed to be the true guide of all conduct, whether personal or public, are almost everywhere lying in the dust. Their place has been taken by the most appallingly cruel and wicked manifestations of the gain-seeking motive. Modern man has returned, for the time being at least, to the jungle, where animal preys upon animal and where force and cunning, and force and cunning alone, shape the happenings day by day.

Leaving quite apart the vast intellectual and moral achievements of those civilizations which we call ancient and medieval, modern civilization has been torpedoed as by a submarine, by emotional, unintelligent and power-seeking madness. The great philosophers, men of letters and men of science who dominated the thought of the modern world during the past 200 years are no longer recognized or even referred to as offering guidance for conduct and for public policy. Governments on at least two continents are engaged in that type of assault, of arson and of murder which is euphemistically called war.

Conditions have so developed during the past half century that it has now come to be within the power of a single government, not only to shape its own policies in terms of possible war and to bend all its efforts, economic, social and political, toward achieving success in that war, but to compel other and otherwise minded governments to do the same thing in order to prevent being demolished by force. More than this, as matters have developed during the past 25 years, it is now possible for a sufficiently dramatic and emotion-stirring individual to gather about himself a sympathetic and subservient group through whom he can terrorize or hypnotize a whole people which may be quite

otherwise-minded into a blind acquiescence in his policies. When somewhat similar happenings took place in years long gone by, they were attributed to an undeveloped and far from complete civilization. They were looked upon as something which was passing and could never return. Today, however, as the world approaches the middle of the twentieth century, these cruel, reactionary and essentially barbarous forces have returned at their very worst.

Outstanding is the example of what has happened to the truly great German people. From the time of Frederick the Great, that people began to take a place of leadership in the modern world which steadily increased in importance. The great names which marked their philosophy, their literature and their science from the middle of the eighteenth century to the first decade of the twentieth, were quite unrivalled. German scholarship, German music and German art were the centre of the world's attention and approval. Today that great people has been reduced, as no great people has ever before been reduced in all history, to a position where only barbarians should be found. To suppose that the German people will permit themselves to remain forever, or even for a long time, in such a state of intellectual and moral downfall and decay is not to be believed for a moment. But if civilization is to be saved and if the forces of intelligence and morality are to be restored to even a partial but steadily growing control of public policy, the German people must not delay. Today they may have it in their power to save or to wreck the modern world. In order to save the modern world, they must first wreck the mad and reactionary tyrant who for the moment holds them in his grip. Can they and will they do it?

The most powerful appeal for perpetual peace which the literature of the world contains is that made by the outstanding German philosopher, Immanuel Kant, nearly a century and a half ago. Kant in his philosophy, in his view of life and in his appeal for a better world, represented the German mind at its highest and best. He has properly been described as the Copernicus of philos-

ophy. He might also be described as the author of the Magna Carta of German intellectual life. If the German people of this day and generation could be brought to read Kant's immortal essay, *Zum ewigen Frieden*, and to translate its thought into action, they would quickly resume their intellectual importance in this world of ours and would lead the way toward the establishment of universal and lasting peace. To do this, however, they must free themselves from the emotional grip of an unrivalled despot whose aim is power and for whom the German people are an instrument in seeking to achieve that power. From the grip of this despot they must free themselves in order to return to the proud and commanding Germany of Herder and of Lessing, of Kant and of Fichte, of Goethe, of Heine and of Schiller, of von Ranke, of Zeller and of Paulsen, of Bach, of Beethoven, of Mendelssohn and of Wagner. They must become again the truly great German people whom the world is ready to admire and to praise. In order that all this may be possible, German slavery must give way to German freedom.

Shortly after dawn on the morning of Monday, August 3, 1914, I was alone in the great railway station at Lauzanne, Switzerland. My anxious aim was to find some way to return promptly to America, since what proved to be the Great War of 1914-1918 had just broken out. The French frontier was closed. The Italian frontier was closed to all but Italian citizens summoned to return to

Italy for military service. I soon found that there was one other person in that great railway station besides myself. He was a railway servant more than 70 years of age and therefore not liable for that military service to which all of the younger Swiss had been called for the defense of their eastern frontier. This man was a German Swiss and viewed me, as a stranger, with unconcealed suspicion. When he found me to be an American, he spoke more freely, particularly as it was quite plain that there was no one else in that railway station to hear what he said. He told me that his two sons had been summoned by the Swiss government for the purpose of defending the Austrian frontier but that he himself, who had served in the Franco-Prussian War, was now too old to be summoned.

This railway servant then added these words, which are as remarkable as any that I have ever heard: "Sir," he said, speaking in German, "this war is not a people's war. This is a kings' war. When it is over there may not be so many kings". He doubtless lived to see Russia and Austria and Germany lose their ruling monarchs.

So, a quarter-century afterwards, I may repeat in substance the words of that extraordinary man and say: This is not a people's war. This is a despots' war, and when it is over there may not be so many despots. The conflict is between ideas and ideals. The combatants are both of German origin. They are Kant's *Zum ewigen Frieden* and Hitler's *Mein Kampf*.

The Task of the School

THE one-room rural school will get off the American landscape if this country takes to heart a report on "Education Through the Schools" prepared for presentation to the White House Conference on Children in a Democracy to be held in Washington, January 18 to 20.

In listing what this country needs educationally "in order of primacy rather than in logical sequence" the report puts first "educational opportunity for every child", and as its first essential "larger units of local school administration".

"The district school can and should

be replaced," the report says. "There is no longer any justification for the district organization that exists in most of the States. . . . By far the majority of the 120,000 local school jurisdictions are small units that cannot possibly support an adequate school program. Even with an exorbitant tax rate the school funds of most of these units are not sufficient to pay a teacher's salary, to say nothing of the cost of buildings and equipment, books, supplies and transportation."

Populous New York State is cited as example, with more than half its 7,912 school units serving fewer than 20 children. Nearly two-thirds of all school buildings in the country are said to be "one-room schools serving small populations." But it is also noted that "fully

*Summary of Report issued by the Children's Bureau, Department of Labor, Washington, D. C. Its relevance to the situation in Canada will be evident to all readers of "The B. C. Teacher".

one-third of the States have already made a start at replanning their school administration units."

Educational philosophy underlying this insistent demand for larger schools, more teachers, is that education is a process of growth, and growth is stunted where experience and opportunity are limited. The report holds that the farm child should have a right to a good education as well as the city child; and that little schools cannot provide the longer school life which is the modern trend, with nursery school and kindergarten preceding grade school and school opportunities needed for youths up to twenty who haven't yet found their occupational niche.

Chief complaint of the report is: "This country is concentrating most of its educational effort on groups having the fewest children and least on groups that are replenishing its population." Within the States, the cities have the greater wealth, the fewer children proportionately. Of this situation, the report says: "The majority of States can more effectively reduce educational inequalities within their own borders than they do at present. It will first be necessary to increase the State contribution to local school support by substantial amounts, thus recognizing the principle that the wealth of the State should educate the children of the State." On a nation-wide scale, the situation is thus described: "Our population is replenished chiefly from areas that offer the least educational opportunity. The Nation's farmers are supporting 31 per cent of the Nation's children on 9 per cent of the national income. Some States with 100 per cent greater child population than others in proportion to adults have as little as one-fifth the amount of income per school child. In spite of the fact that the poorer States exert financial effort for schools that is far more of a strain than the effort exerted by wealthier States, their economic shortcomings are reflected in meagre facilities, limited school term, less adequate instructional service, and a smaller proportion of children in school."

"The matter of making public education available to every child has become a national problem," the report sets forth.

"The educational opportunity of children in economically less fortunate areas can be brought up to the desired level of opportunity only by Federal financial assistance to the States, so rendered as to reduce educational inequalities. Spec-

ific legislative proposals to carry such a plan into effect have been worked out in detail by the Advisory Committee on Education."

Listed as "additional school services required" were nursery schools and kindergartens for children of preschool age, especially in rural districts where such advantages are at present largely lacking; continuing school services for youth, with the schools cooperating closely with the U. S. Employment Service in an effort to fit young people into jobs; and coordination of schools and other services, with the comment: "There is little evidence of progress in the planning of community social services to the end that the child may be given a single, unified consideration by cooperating agencies. It becomes the business of the school to supply a unifying influence."

A thought-provoking phase of the report deals with the redirection of school experiences, in such a way as to provide education in human relationships, education in healthful living, education for use of leisure, education for occupational efficiency, education for responsible living, and education for civic responsibility.

Some excerpts from this section:

"Schools must recognize that human relationships comprise an area that requires increased emphasis in the educational program. A first step is to replace the competitive spirit that characterizes the traditional schoolroom with an atmosphere of cooperation in which each child gives something of his own personality and experience. . . . The school should encourage observation and frank discussion, in suitable groups of problems and conflicts that arise in the student's experience. Sex education is an excellent case in point. This manifestly requires highly qualified group leaders. A further need is to draw out of related instruction those values that have a bearing on family and other relationships; of particular importance in this regard is instruction in biology, psychology, sociology and homemaking."

"The school has the opportunity to be one of the most positive, continuing influences for good health. . . . Every school should provide regular health instruction involving not only the efforts of a qualified teacher but related instruction by all teachers whose subject fields have a bearing on health."

"The child should be helped to develop habits and skills, knowledge and appreciations so he may be able to enjoy his everyday experiences, both through parti-

cipation and observation. He can then understand the physical, intellectual and aesthetic possibilities for leisure enjoyment, and how to appreciate not only his own efforts but the efforts of others as well."

"Most people must work for a living. They look to the school to give them the foundation, first, for economic independence, and second, for adjusting to occupational conditions."

"Public schools can be concerned neither with sectarianism nor with theology. They do seek for every child a sound ethical judgment and wholesome philosophy of life. These are as fully within the scope of public education as instruction in any academic discipline."

"Students must be given experience

and actual responsibility if they are to know the significance of political citizenship. To this end, the focus of experience should be shifted more largely from classroom to community; taking even a small part in solving community problems vitalizes democracy for the learner."

The school plant comes in for discussion with a strong case for general betterment. So does the teacher, the comment being, "Good teaching and administrative service is a purchaseable commodity." Suggested are higher minimum salaries, sound retirement systems, tenure surrounded by reasonable safeguards. Great stress is laid on communities planning ahead for school development, and on devoting funds to research to provide the facts on which to build for the future.

Travel Scholarships for Teachers

By EMMA MELLON CAMPBELL

THE several British Columbians who last summer joined the W.F.E.A. cruise to South America will recall the widespread interest aroused by the fact that Pittsburgh teachers included five or six who were members of the party because recipients of Frick Scholarships. So many questions were asked that, as a Pittsburgh teacher who twice enjoyed the privilege of a Frick Scholarship, I am sending to *The B. C. Teacher* the following account of the organization and management of the Henry Clay Frick Scholarships for the Public School Teachers of Pittsburgh.

Although Mr. Frick was one of Pittsburgh's millionaire steel men, he was by nature a lover of literature and art. When as a young man he was building the coke ovens at Connellsville, Pa., he strewn the tables and chairs of the shack that served as his office and living room with books and sketches, some done by Frick himself.

In the Frick Mansion on Fifth Avenue, New York, he built an art gallery into which he gathered a fifty-million dollar collection. Nothing gave Mr. Frick more pleasure than to see and hear the delight of visitors over his Old Masters. When he died, in 1919, his will established these art treasures "for the use and benefits of all persons whomsoever". After the death of Mrs. Frick, in 1931, the house was remodeled as an art gallery. Visitors are admitted by appoint-

ment, only twenty-five at a time that the atmosphere of a home gallery may be retained.

Another expression of Henry Clay Frick's innate love for and desire to promote an appreciation of the true and beautiful, is found in his bequest to the teachers of the Public Schools of Pittsburgh, known as the Henry Clay Frick Educational Commission. In 1910, he put \$250,000 in trust for the advancement of the cultural interests of the Public Schools of Pittsburgh, but he withheld his name, asking his friend, John A. Brashear, the noted astronomer, to serve as head of the Commission, and to work out a plan with the Board of Education. It was decided that the best gift of a cultural value that could be made to the Schools of Pittsburgh would come from the teachers, who after a summer of travel or study, would take into their class rooms new life and spirit.

Any teacher who is recommended by his or her principal, who has been re-elected to teach in the Pittsburgh Schools the coming year, and who will make a written report of the summer's work, may apply for a scholarship that will help to pay the expense of a summer term. The scholarships are to be granted in order of application, and distributed as far as possible among the schools of the city. The plan met with grateful enthusiasm from the teachers and with marked effect on the progress of the

schools. As the name of the benefactor was kept a secret, Dr. Brashear received the reward of appreciation. The teachers organized themselves into groups to compare notes and to relate experiences. These groups, as a compliment to Dr. Brashear, were named for his wife, "Phoebe Brashear Clubs". At the close of school, each year, the Clubs gave a dinner at which the scholarships for the coming year are awarded and at which Dr. Brashear, so long as he lived, was the guest of honor.

Mr. Frick, much pleased with the use made of his money, and the appreciation shown by the teachers and the Board of Education, in 1916 doubled his gift and revealed himself as the donor. At his death, in 1919, his will provided that ten shares of his residuary estate should be used as a foundation for the Commission. The work is most efficiently carried on by Dr. George W. Gerwig, former secretary of the Board of Education, and by Miss Martha Hoyt, a former secretary of Dr. Brashear.

More than five thousand Pittsburgh teachers have enjoyed the privilege of travel and study at home or abroad. Some teachers have had more than one scholarship, for if there are more funds than needed by the new applicants, second awards are made. The teachers must pay a good part of their own expenses. The amount of the Frick Scholarship is determined by the costs at the summer school chosen. The minimum is fifty dollars; the maximum is two hundred, and is given to teachers who attended Summer Sessions at Oxford or Cambridge in England, the Music School at Fontainebleau, an art school in Czechoslovakia, or a Seminar in Mexico. For these schools the maximum check was far from half enough to defray expenses, but it helped.

About four hundred of the Pittsburgh teachers are thus favored each year. The Commission has, also, been able to provide lectures and entertainments for the pupils in the schools.

Education For Success*

By J. W. NOSEWORTHY

CANADA has now reached an important milestone in her national life. The pioneer stage of development is over; the material forces of nature have been organized to satisfy man's needs. The wilderness of former days has now blossomed forth with nature's gifts to man.

During pioneer days life on the frontiers required and developed a type of rugged individualism—a type of man possessing the initiative and the ability to turn every experience of life to personal advantage. Out of that background we have come to idolize power and money. The heroes held up to the young for adoration and emulation have been, and still are, those men who have risen to power in the political, the military, or the commercial world, and those who have accumulated vast fortunes, regardless both of how that power and wealth have been obtained and of the ultimate effect upon society of the process of accumulation.

*Reproduced from the September number of "The Canadian Forum, a journal devoted to 'What is doing in the world—and why? What is not being done in Canada—and why not? and what should we do about it'".

When an Ontario mayor claims that no Canadian Rhodes Scholar has made a great name for himself, and that most of the successful men in Canada today have received little secondary school education, his Worship is doubtlessly thinking of success in terms of power and money. His Worship would most certainly include among his successful men the Canadian millionaires who have taken up residence in the Bahamas and are thereby escaping Canadian income tax and their responsibility to the country and people that they have exploited in the accumulation of their wealth. So far as we know there is not a Rhodes Scholar among them.

That concept of success does not admit to the ranks of the great and the successful such Rhodes Scholars as the present federal Minister of Labor, the premier of a Canadian province, the General Manager of the Canadian Broadcasting Corporation, the editors of metropolitan papers, the editor of such periodicals as Current History, the dean of a Canadian University, nationally famous men of the legal and medical professions, and principals of historic educational institutions. Such a concept of greatness calls for a

revision of one of the beatitudes to read "Blessed are the grasping for they, and they only, shall inherit the earth".

There was once a very uncompromising statement made that a rich man could no more enter into the kingdom of heaven than a camel could pass through the eye of a needle. What is that heavenly kingdom into which we must educate our children to enter while here upon earth? Bertrand Russell says that when we educate our children we try to develop in them four qualities: vitality, intelligence, courage, and sensitiveness. Whereas the vitality and intelligence required today differ little from that of previous generations, the courage and sensitiveness for today are new. We need courage to cut ourselves from old moorings, to sail into the sea of change and to try new routes. We need courage to induce our young people to find better ways of living than we have found. We need courage to build a society in which men, women, and children will not be starving in the midst of plenty, and in which the wealth and intelligence of one nation will not be directed primarily to the development of war machinery for the express purpose of destroying their fellow citizens of other nations. The rise of dictatorships in Europe is the logical result of this worship of power and money.

We need a new sensitiveness—a greater sensitiveness to the infinite varieties of human personalities, a greater sensitiveness to human suffering so that brutality in all forms, and especially in war, will not be as rampant as it is today, and a greater sensitiveness to beauty so that the delight of the arts will be felt by all.

Another Englishman, Aldous Huxley, maintains that the citizen of the good society must have awareness and love—awareness of his environment, physical and social, immediate and remote; awareness of the history of human civilization; awareness of the possibilities of his own personality; and love of his neighbour, love which will prevent him from exploiting his fellow-men, love which will make him a happy man, love which will prevent the slaughter of men in war. To create these new personalities—aware and loving, Aldous Huxley says the educational system must develop freedom, intelligence, responsibility, and co-operation. Instead of educating our children to willing co-operation we have educated them for passive acceptance of tradition and either for dominance or

subordination. Let us hope that a new day has dawned in Canada and that our new curricula with their new approach to education will develop more civilized attitudes to life and to success in life than that represented by the worship of money and power. The success of the attempt will depend upon the teacher.

What is the status of teachers at present? According to one critic the 34 secondary school classroom teachers of his city are becoming aristocrats; and that on an average salary of \$1900 per year. Men and women in that particular school, after 20 and 30 years successful experience, are now becoming aristocrats on \$2000 per year, while one with five years experience is actually becoming an aristocrat on \$1400 per year—\$25 per week—surely not an exorbitant salary.

In all seriousness, we ask who has more right to be the aristocracy of any community than the men and women who have under their care for six hours a day, for 12 years of their lives the boys and girls of the community? Who, judged either by training, by character, or by virtue of their contribution to society has any greater right to be the aristocrats of any community than the teachers of both the secondary and the public schools?

H. G. Wells stated some years ago that civilization had entered upon a race between education and catastrophe. At a time when education has barely left the starting post and catastrophe has all but won the race, certain reactionaries advise that we close the doors of our schools to all boys and girls over 15 years of age whose parents cannot afford to pay the cost of tuition. In other words, let us give the children of our citizens residing in Nassau all the educational advantages that money can bring, but let us turn the children of the exploited public into the streets to swell the ranks of the unemployed and to pick up only such educational crumbs as a generous public official would give them in free night schools. Surely no body of intelligent people in this country believes that the solution of our social and economic ills is the reduction of teacher salaries or in the curtailment of educational opportunities.

Educational costs taken as lump sums, and without relation to other public expenditures or the number of pupils educated, may appear to be high. Considered as a social investment and com-

pared with other investments made by the tax-paying public, they are not in any sense exorbitant. What investment of public or private funds is likely to pay greater social dividends than that made in the education of youth? Only 3.5 per cent of the total national debt has been incurred for schools and education. Of the \$669 per capita debt of Ontario citizens, education is responsible for only \$25—3.7 per cent of the total.

Our Canadian debt for highways is more than twice the school debt, while for Ontario the highway debt is nearly three times the school debt. Our total expenditure on education (including public, private, and university) is only 3.5 per cent of our national income, while taxes direct and indirect (including those for education) are 15 per cent of our national income. In Ontario we are spending more on liquor than we are spending on education; as a country our tobacco bill amounts to more than two-thirds of the cost of our publicly controlled schools. The average amount of public funds spent on the education of a Canadian child is \$750—the price, we are told, of one machine gun. The cost of killing one soldier in the Great War would give eight boys or girls a Public, Secondary school and University education.

It is said that because of the cost of secondary education the "depressed" people are losing their homes. The per capita cost of secondary education in the town from which the criticism comes, is approximately \$20 per annum. Nearly half of that \$20 is spent on debenture and interest payments. As nothing is said about reducing these payments we presume that it is the current expenditures of approximately \$10 or \$12 per capita on secondary education that is driving people out of their homes.

Could anything be more absurd? Since only 3.5 per cent of the average citizen's income is spent on education and 55 per cent of his income is spent on food, clothing and shelter, is it possible that there may be exorbitant charges on some of the items making up that 55 per cent? Who is paying for the huge sums of money paid by our milk companies, our bread companies, our coal companies, and our packing companies in dividends, and in frantic efforts to induce the consuming public to buy from one firm rather than from another?

Have our critics taken any steps to see

that mortgage holders have shared the drop in real estate values with the property owner? Have they attempted to secure a reduction in the interest rates for those who are losing their properties? These factors are much more closely related to the loss of property than is the cost of secondary education. The exploitation of the laboring classes revealed by more than one investigating commission must be blamed for the loss of a great many homes. It is a much more basic cause of economic insecurity than is the cost of education. May we ask those shortsighted public officials, who see our young men and our taxpayers ruined by the dissemination of knowledge, to gain a little more knowledge themselves of the basic causes underlying the so-called "ruination" of the people? The small saving made by closing the doors of educational opportunity to our youth will have very little effect upon the economic status of the average citizen, but it will be sending Canadian youth into a competitive world with less education than modern life demands, and less than is being given the youth of other civilized countries.

There is abundant evidence that citizens and civic officials are well aware of the cost of the teacher to the educational set-up—educational costs are always given a prominent position on tax-bills. They are not so aware of his importance to that set-up. They do not realize that the teacher must pass on to the youth of his generation the heritage of the past; that he must interpret the present; and if catastrophe is to be avoided, he must inculcate new ideals and give to the pupils a saner sense of values than that now current.

To perform this most important task the teacher must be scholarly, widely experienced, of exceptional personality, and possessed of ideals and initiative. He must have the means of study—to buy, not to borrow, books that he may keep abreast of the academic requirements of his profession by taking courses of study. He should be able to travel occasionally in vacation periods to gain broader contacts which through him will enrich the lives of his pupils. Since personality is so important in the classroom he must be free from excessive financial worries. His outlook on life must be wholesome and not embittered by a sense of grievance against a society that pays its capitalistic directors their hundreds of

(Concluded on Page 532)

Our Question Box

HAVE YOU ANY PROBLEMS?

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

AS this is the last time that the Question Box will be opened this term, there are two remarks which are very pertinent. First, the deepest appreciation must be expressed to all those who have sent in questions or who have assisted in answering questions. It has been impossible to express personally these thanks for the letters have simply poured in during the last few months. On behalf of all those who have found some help—to all those who gave it—thanks.

The second remark is that this is a twelve month job, and you can help by remembering this department during the holidays. Jot down any questions that occur to you, or any devices that you discover. Someone else may need the information. As yet there has been no response to the request for assistants from summer school classes at Vancouver and Victoria. Will you take the job? Yes, you!

* * * * *

QUESTION.—How can I get a job?
How can I get a better job?

ANSWER.—This timely question has been given a prominent position for there may be several teachers interested. This answer is provided by Donald Cochrane of Ocean Falls.

ON GETTING A JOB

You want a job, or a better job. If you are as unsophisticated as I was when I started hunting jobs, these remarks may help you a little, and at least help you to save a lot of time and nervous energy. What kind of a job would you like?

Do you aspire to teach in city schools? There are two ways to get in: (1) Have your inspector write, "I hate to lose this teacher but I do not wish to stand in the way of her advancement." (2) Know the right people. Conditions in this respect have doubtless improved since Dr. Weir described them in his famous Survey—but not so very much, from what I hear.

If you are interested in country schools reasonably near the city, don't waste your time writing applications. I heard a man who had been visiting secre-

taries say, "Every school board secretary on the Island has his fireplace full of applications that he hasn't read." If you can go and visit them, work some local "pull," or get the inspector to help you, you have some chance; otherwise, forget about them.

The Abbotsford and Peace River areas want the best teachers they can get for the money. If you are that kind of a teacher, apply to the Department. There are also country school boards that have the sense to let the inspector choose their teachers; write to the inspectors, or see them in Victoria in July.

When applying to districts that advertise, remember that a hundred other nice young people are applying for the same place, and make your application different. I heard of one man who was appointed to the principalship of a small graded school, among two hundred aspirants, because his application was typed. Recommendations and testimonials of any kind should be typed on good paper, clipped together, and put in a large envelope, looking as business-like as possible.

If you have a photograph that flatters you, making you look intelligent but not high-brow, firm but not severe, sociable but not flirtatious, send it. If you have any abilities besides the usual ones, advertise them, whether shorthand or folk-dancing.

A gentleman who left the ministry and became principal of a high school near Vancouver, without ever having attended a Normal school, wrote out this form of application for me. It has always brought an answer whenever I sent it out, and it got me my present pleasant job:

Dear Sir:

In reply to your advertisement in *The Daily Province*, for a teacher of I hereby submit my application. I have had years experience in teaching and feel confident that I could give you satisfactory service. I am a graduate of and have special qualifications for the subjects (state them).

In addition to my academic work, I have taken summer courses in and

feel that I am competent to render efficient and modern service.

....., Inspector of Schools, states of my work ".....". Other references I also enclose for your inspection.

I am interested in the extra-curricular activities of the school, and feel that every opportunity should be given for the students to secure a well-balanced training along with their studies. If appointed I shall endeavour to give active co-operation in organizing and directing such activities as

Furthermore, I have always made a practice of identifying myself with the community activities, and doing what I could for the interest and welfare of that community. If I am honoured by an appointment, I can assure you that I shall play my part as a citizen, as well as a teacher. I possess good health and can render energetic service.

Trusting that my application may receive your favourable consideration, I remain,

.....
 EDITOR'S NOTE: If using this letter as a model, remember Mr. Cochrane's caution and make your application "different".

* * * * *
 QUESTION.—In the April issue someone asked if there were any way in which a small school (yet too large to borrow from the Library Commission) might borrow books for a term or longer. Here is the ANSWER provided by Lester R. Peterson, Matsqui.

LIBRARY SERVICE

There are two ways in which the small school described may solve its problem. First, in the province there are at least three travelling library services, one at Abbotsford supplying the Fraser Valley, one at Kelowna supplying the Okanagan, and one at Nanaimo supplying the environs. If the school in question is fortunate enough to be situated within the scope of such an area, the library will upon request send a book deposit free of charge and change its contents three times annually. In addition, it generally gives Public Library discards outright to the schools.

Second, the Victoria Summer School of Education during the summer term generally places the greater part of its general and professional reference books at the disposal of factors and inspectors. A limited number of these may be obtained on loan by teachers, of course,

may also receive professional books from the Library Commission.

CONTRIBUTIONS FROM McBRIE DISTRICT

In answer to repeated requests for teaching devices, the following suggestions have been sent by Phyllis Johnson, Dunster; Margaret Egger, Dunster; Ida Horn, Snowshoe; Irene Price, Mountain View, and Louise McAlister, McBride—members of the McBride Association. Our thanks go to this Association and to Miss McAlister for assembling the useful information given here.

PAPER BOWLS

Very attractive and useful bowls and vases can be made from paper and paste. Select a bowl or article of any desired shape for a mold. Invert and cover with a layer of damp newspaper, well pressed down. Be sure this first layer is smooth. Spread thin paste over it, then tear small pieces of newspaper and paste firmly over first layer. Again cover with paste and torn strips of paper. Use about six layers of paste and newspaper. Cover the last layer with paste and let dry. Remove the mold and trim the edges. You now have a stiff hard bowl. It may be finished in any number of ways; for example, painted immediately with poster paint, or covered with colored paper or white paper on which design and paint may next be applied. Finally shellac or varnish the bowl or other article. You then have an attractive ornament or a bowl which can be used for holding fruits, nuts and candies.

FLOWER HOLDERS

The flower holders that are used in bowls as supports for the flowers are easily made of clay. A square or circular cake of clay is formed and then a thick wire with paper is used to make the holes. These articles may be easily made and fired in rural schools.

USE OF BIRCH BARK

Vases, tie-racks and pincushions may be made from Birch bark. The pincushion may be made by forming a birch bark canoe, sewn with colored thread, and having a small pincushion fitted in. Soaking the birch bark in warm water will make it more pliable.

MANUAL ARTS AND WRITING

Manual arts and writing may be combined in making very useful and attractive recipe books. Take a profile view of a woman's head from a magazine or catalogue. This picture is placed on a piece of black paper and the black paper and picture cut out at the same time. In this way the picture serves as a

pattern. A 9"x6" sheet of paper is folded for a cover. Then, after a frame of black has been cut out, the profile silhouette and frame are pasted on the cover. Suitable printing is added.

Pieces of foolscap may be cut for the pages of the book. Then each writing period for a week or ten days prior to Christmas or Mother's Day or some such occasion, the pupils carefully copy a recipe from the board. The recipes we used were taken from the Home Economic Recipe Book published by the Department of Education. In this way each mother received some new "foolproof" recipes. The smaller children proudly printed their recipes in their printing lessons.

SPELLING

When the spelling period ends a minute or two ahead of schedule, the children like to hear the "stories of words." One finds that there are many words having interesting stories associated with their meaning; e.g., sincere is from the Latin meaning "without wax." The tourists to Rome bought little marble images of the gods, from stalls near the temple. Some carvers used poor marble and filled the cracks with wax. Honest men hung out a sign "Without Wax." Other words of interest are handkerchief, imperative, Nottingham, madam.

HEALTH

The class analyzed their own posture faults, then made black silhouettes showing errors, which included round shoulders, weak abdominal muscles, etc. The class examine themselves at intervals and "prune" themselves to fit. These posture reminders are hung up near the bulletin board.

SOCIAL STUDIES

The primary pupils working on a Dutch project can easily make a Dutch tile effect to go under the windows. This can be done by drawing Dutch pictures in blue crayon on white paper and alternating these with squares of white paper.

JAPANESE PROJECT

For the unit on Japan, miniature orange and cherry trees may be easily made. Take small bushy twigs on which the leaves are just beginning to come out. Using squares of pink paper for the cherry trees and squares of white for the orange trees, fold each piece in four and cut off the corners so that when the paper is opened a flower form with four petals appears. Then make a hole in the centre and slip the flower over a leaf bud. Very carefully open the leaf bud slightly so as to form the

centre of the flower and also to hold the paper flower securely in place.

VISUAL EDUCATION

The pupils of Grades III and IV decided to make a picture show while studying the unit on Japan. An apple box was obtained and the boys made the necessary rollers and painted the box. Then we bought five cents worth of brown paper. The paper was cut down the middle, thus giving us twice the length and the correct width. The paper was cut into fourteen inch lengths. The class planned the trip. On the first roll of "film" consisting of twenty pictures, they included a map, pictures of the Empress liner, scenes en route to and in Japan. On the second roll the first ten pictures dealt with the life and industries of Japan, while the second ten dealt with earthquakes and tidal waves, showing "before and after" scenes.

The pupils in Grades I and II decided to make a picture show, too, and chose the subject, "A Trip to the Farm." They made their show in a cardboard box.

Then, on Friday afternoon, we put up posters advertising our movie. The class gave two performances. At each performance one pupil turned the roller, one talked about the pictures made by his grade, another was ticket-man, and two were ushers. In this way a large number participated in the language, arithmetic, and character education sides of our activity.

The admission charged was one cent, but as some people paid more, the sum of three dollars and a quarter was raised to buy softball equipment for our division.

JUNIOR RED CROSS MEETING

We decided to broadcast our meetings. One of the Grade IV boys made a wooden microphone. Now at each meeting absolute silence reigns as soon as we go on the air. The president announces the programme and that the Junior Red Cross is putting it on. At suitable intervals during the programme he calls on some pupil who is sitting very erectly to give the station announcements. The pupil called on gives an original announcement, such as: "This is station C. M. B. You are listening to the McBride Health Brownies. Drink a quart of milk a day!" As each pupil contributing to the programme comes to the microphone he says: "Good afternoon, boys and girls. I am going to tell you a story," or whatever it is he is going to do. The radio has greatly im-

proved the enunciation and pronunciation of the class.

B. C. T. F. ORGANIZATION

Here is the outline of the organization as promised to you in the last issue. Thanks, Mr. Vogee.

The significant features of our organization's set-up are as follows:

1. The symbol of our united organization: The President.
2. Our permanent civil service: (a) The General Secretary and Office Staff; (b) The Consultative Committee.
3. Our Federation Government: The Executive.

The Executive does as it does because of the pressure put upon it by:

- (a) Individuals within itself.
- (b) Individual Federation members outside itself.
- (c) Member associations.
- (d) Local conventions.
- (e) The Annual General Meeting.
- (f) Various forms of public opinion.

If you wish the Executive to do differently from what it has done in the past, you should:

- (a) Send in your proposals to the General Secretary or to any member of the Executive for comment and reply.
- (b) Have the matter discussed in your own local and get a supporting resolution forwarded by it to the Executive requesting their supporting action.
- (c) Have the matter discussed in your local convention and proceed as in (b).
- (d) If you are an unattached member, consult with other unattached members, local associations or convention, and proceed as in (c) and (b).
- (e) In all cases follow up with letters of enquiry as to the disposition of the matter of your interest.
- (f) Elect, and work for the election of, members to the executive whom you personally know are sympathetic to your interests.
- (g) Use *The B. C. Teacher* as a medium to put your proposals before other teachers and to organize support for them.

A final reminder. Always remember that our Federation leaders are in a very true sense *followers* of the most vigorous opinion within it, regardless of whether they are the formulators of that opinion or not. If you are not satisfied with present and past Federation policies, then You yourself must take the initiative in organizing such a body

of opinion that it will be listened to and acted upon by Federation leaders. Only in this way can you make your Federation truly YOURS.

EDUCATION FOR SUCCESS

(Continued from Page 528)

thousands per year while it pays its teachers mere hundreds.

In the interests of the pupil and in fairness to the teacher he must be given sufficient material rewards to make his present comfortable and his future secure. Society will have the investment returned many times over if the teaching profession is raised somewhat above the level of penury on which thousands of teachers are living at present.

On one point we are in agreement with our critics: it is that the municipality should not be called upon to bear the major part of educational costs as is done, for example, in Ontario. May we suggest that we follow the example of England and Scotland, in demanding that our central governing bodies bear the major burden of educational costs? These costs of a most vital public service will then be spread, as they should be, over a wide provincial or even national tax basis.

Our educational systems are investments made in the interest of the Province and the nation rather than in the interests of the municipality. The province and nation should bear the cost and not the property owners of the municipality. On this point at least there can be no argument. Let us follow England's example in educational administration and finance—in the large unit of administration, and centralized financial support. Incidentally, secondary school educational costs in the state schools in England are \$10 per pupil per year higher than in Ontario.—Yes, we can still learn much from both England and Scotland.

NOW, what I like so much in France is the clear, unflinching recognition by everybody of his own luck. They all know on which side their bread is buttered, and take a pleasure in showing it to others, which is surely the better part of religion. And they scorn to make a poor mouth over their poverty, which I take to be the better part of manliness.

What We Are Reading

THIS Modern Age, by F. C. Happold. London. Christophers; Canadian distributors, J. M. Dent & Sons, Ltd. 1938; pp. XVI plus 319; \$1.75.

This book bears the subtitle "An Introduction to the Understanding of Our Own Times". It is, in the words of its author, "a handbook for citizens in a democratic state . . . an attempt to place between the covers of a single book . . . the basic knowledge about social, political, economic and international events in relation to their origins which every citizen who desires to play his part in the reshaping of this new world should possess as a necessary background to his thought and action." In so far as anyone can succeed in such an attempt Dr. Happold has succeeded.

This Modern Age is well organized and simply written. There is no pedantry to obscure its main issues, no partisanship to detract from its value as an informative work. Although its specific appeal is to young people, Dr. Happold's work is likely to draw most of its readers from the class designated variously as "the man in the street", "the intelligent man" or "everyman". It consists of four main parts. 1. The Working Organization of the Modern World; 2. Law and Order; 3. The Practice of Government; Then and Now: The Background and History of Our Times; 4. Things that Influence Our Lives. Each of its fifty-one short chapters is a masterpiece of intelligent selection and condensation. The fifty-two maps and charts which illustrate it form a very important part of the text. Often the contents of an entire chapter are skillfully summarized by means of a single graph or series of sketches.

Many readers of *This Modern Age* will have so high an opinion of it that they will purchase or try to borrow some of Dr. Happold's books, among which are *The Adventures of Man* and *Citizens in The Making*.—S.I.M.

* * * * *

TWENTY-EIGHTH Annual Report on Labour Organizations in Canada, 1938. Compiled and published by the Department of Labour, Ottawa, Canada, 1939. 256 pages. Fifty cents.

This report, covering the calendar year 1938, contains much information concerning the labour bodies with which Canadian workers are identified.

The principles or purposes of each type of organization are reproduced along with statistics regarding membership, financial receipts, and expenditures.

To teachers the value in the publication lies chiefly in its use as a reference for Vocational Guidance research as well as a means of obtaining further information from the secretaries, herein listed, of the various organized bodies.—E.J.I.

CITIZENSHIP through the Newspaper by K. Gibberd. London; J. M. Dent and Sons Ltd. pp. xi plus 227, with index; 1939. 90c.

Taking the daily newspaper as her point of departure, Miss Gibberd leads us to an understanding of the origin, growth, and present-day functioning of some of our most important institutions. Topics dealt with are: the Press, the Government, criminal and civil courts, industrial affairs, finance, the B.B.C. and public enterprise, foreign and imperial affairs.

No matter what the subject she happens to be expounding Miss Gibberd never forgets the aim of her book, *Citizenship Through the Newspaper*. Very often she includes actual, and I imagine, sometimes, fictitious newspaper excerpts. More than this, on every possible occasion she tells her readers just where in their newspapers to look for information on the phase of citizenship she happens to be discussing at the moment.

In spite of the weighty matters dealt with, *Citizenship Through the Newspaper* is a most readable book. As an example of how she vitalizes her subject I quote the following from near the beginning of her lengthy chapter, "The City".

"We shall ask the reader to be good enough to imagine that he has just received, either through a legacy or a lottery, a sum of £1000, and we ask him to let us tell his story. We will call him Mr. A, and, apologetically, we ask to be allowed to assume that his knowledge of the world of finance is no knowledge at all but an assembly of confused impressions".

Nor is this merely a momentary device to attract our attention. Mr. A. is not dropped as soon as he has led us to con-

sider his special predicament. For twenty-three lucid and simply written pages we follow his adventures with bank managers, stock brokers, and other "city" worthies. We take leave of him only in the closing sentence of the chapter where we are told that the words of his pessimistic travelling companion are "lost in the roar of the train and at the next station Mr. A. has to get out".

It is impossible to recommend *Citizenship Through the Press* too highly. Senior high school students and non-specialist adult readers will find it a valuable aid to their readings in the Social Studies.

Each of its ten chapters is preceded by a list of questions to clarify in the reader's mind his own knowledge and opinions on the subject about to be discussed. Grouped together as an appendix are additional "Questions for Discussion and Suggestions for Further Reading" arranged to correspond with the ten chapter headings of the body of the book.

From a review which appeared in the *London Times Literary Supplement* I gather that *Citizenship Through the Newspaper* has been published in England under the title *Our Own Affairs*.—M.

HEALTH Section Report; World Federation of Education Associations Eighth Biennial Conference; S.S. Rotterdam and San Juan, Puerto Rico; South American Goodwill Cruise, August, 1939; published in 1940 by the Health Section Secretariat World Federation of Education Associations, 200 Fifth Avenue, New York City, U.S.A.

This is a very interesting and enlightening report on the work accomplished by the school health departments. There are extremely interesting reports made by thirteen different countries from Sept. 1st, 1937, to June 1st, 1939. It was pleasing to note the progress made by numerous countries in their health education. The report points out the importance of teaching healthy living customs in a world filled with stress and trouble. Children are being born and must be educated despite the chaos and horrors in the world today and since they are the adults of tomorrow they must be taught to carry on the world's work happily. Hence, they must be strong, healthy adults and not weaklings.

The Junior Red Cross is twenty years old and has developed into the largest young people's organization in existence. It is found in forty-seven countries and

has a total membership of nearly twenty million. It has done much to promote a healthy environment in the community through its members.

The Health Section is only one of 18 sections of the World's Federation of Education Associations, a federation of important teacher organizations of twenty-six countries. The federation seeks to promote the education and welfare of children everywhere and to promote international understanding and possibly to contribute to world peace.

"The purpose of the Health Section is to promote health throughout the schools of the world by bringing to the attention of school health administrators and leading educators the best and the latest developments in health education, school health services and school sanitation, and by assisting school administrators in the development of their plans."

—J.I.A.

GENERAL Shop Work; C. C. Ashcroft and J. A. G. Easton; Toronto; The Macmillan Co.; pp. 239; 1940. \$1.25.

1. The price is reasonable; for \$1.25, a very commendable General Shop Manual may be procured. 2. The Manual is profusely illustrated, so much so that "he who runs may read". One does not readily recall a technical textbook with more graphic illustrations. 3. It is Canadian; written, printed, and published by Canadians. Our own Province has given a splendid lead, during the last decade, by the fine books published on Technical subjects, and this book makes a further contribution in the Technical field. 4. It is all inclusive; not only are there good sections on the Technical subjects taught in some of the British Columbia schools, viz.:—Drafting; Woodwork, hand and machine; Metal, all phases; Electricity, automotive and applied; Motor Mechanics, but there are also concise sections on Concrete, Leather Work and Rope Work. 5. The book is well arranged, printed on good paper and conveniently indexed. The various sections are divided into topics, which in turn are numbered, thereby making it doubly easy to locate, with speed, any desired information. 6. A random opening of the book shows "the claw hammer". There is a good sketch, with all the parts clearly named, and eight photographic illustrations on "the correct use of the claw hammer." One opens again at "tempering tool steel." This part is illustrated in colours. Again one turns up "bell and buzzer circuits." These are well defined,

with no less than eight different circuits shown. Lastly, while the book is primarily written for Grades IX and X, it lends itself for use in the B. C. Junior High Schools. This reviewer has no hesitation in recommending the book, not only to teachers of general shop works, but to all who also know the "joy of creating things by hand," and wish to have a manual nearby.—G.F.T.

* * *
NEW Course Bookkeeping; by L. G. Bennett; Toronto; The Ryerson Press; 1939. 70c.

Those who know *Essentials of Business Practice*, by Mr. Bennett in collaboration with Mr. L. S. Beattie, will be predisposed to giving this new text favorable consideration.

While this book follows the standard procedure of the great majority of bookkeeping texts it has a few worthwhile innovations. At the beginning of each chapter there is a list of new words—technical and non-technical—which are met in the chapter. A discussion of these words would form a good exploratory lesson for new topics.

Each chapter is well summarized; and contains a number of oral "thought" questions both on the material contained in the chapter and on closely related topics. Of course, there are plenty of practical written exercises.

The final chapter on "Non-trading Organizations" showing simple systems, statements and reports for school clubs and societies would be a valuable addition to any text on elementary bookkeeping.—A.M.

* * *
EVERYDAY Science; by J. A. Partidge; Dent and Sons (Canada); 1940; pp. XXIV, plus 414. \$1.35.

Everyday Science is a well-planned text book in General Science, written in a friendly style that will appeal to the children in whose hands it is placed.

They will find it a constant challenge and companion in the exploration of new worlds. It leads the way and points out to them the wonders of things about us. It begins, as explorers always have, with things near home—the garden, the orchard, the woods. It shows us that our explorations in science do not have to be difficult, and certainly not dull and boring.

It presents what could be tiringly abstract topics as phases of "science and fun in the kitchen," "the story of lighting," "discovering what's around us," or "the science of Christmas things".

Even the dining-room table becomes a jumping-off place for discoveries about glass, silverware, table linen, stainless steel, pottery and porcelain. We are taken back in time to enjoy the thrill and wonder of mankind's first discoveries of useful and magical new materials. Then we are shown through modern industrial plants.

At all times the book is easy to understand, interesting and enjoyable to read. It is generously illustrated, more so than we might expect in a book selling at so low a price. The choice of illustrations is not stereotyped as in many other science texts.

Many experiments—things to do—are suggested. Most of these require very simple equipment, in most cases articles that are available without expense.

Everyday Science was written especially for children rather than for their teachers. It is happily informal. Narrative style has been employed and actual pupil experiences freely quoted. This little book deserves a place on the library shelf of every science classroom. Intended primarily for pupils of Grade VII, evidently in Ontario, the book unfortunately does not fit the British Columbia prescribed course for any of the junior high grades closely enough to warrant its use as a regular text. Its value lies in its use as supplementary or enrichment material, and in the direct help and ideas it offers to the non-specialist teacher of science.

—Q.

HOME Front, edited by Richard S. Lambert. Toronto. The Ryerson Press. pp. xi plus 123. Paper covers. 1940. \$1.00.

Mr. Lambert, former editor of the B. B. C.'s publication, *The Listener*, is well known to Canadians through his Sunday morning C. B. C. radio programme, "English Mail".

Home Front is an anthology of excerpts from letters received by Canadians from Old Country friends and relatives and forwarded by them to Mr. Lambert for use in his broadcasts. As is stated in the editor's introduction: "This is Canada's first book describing Great Britain at war. It is a collection of intimate letters, both grave and gay, written to Canada from friends overseas telling how Great Britain faces the war".

The extracts are arranged in 15 groups according to subject-matter—evacuation, blackout, education, amusements, etc. In length the contributions range from one line to a couple of pages. The writers' (Continued on Page 546)

Correspondence

TEACHERS AND REFUGEE
CHILDREN

Editor, *The B. C. Teacher*:

May I make a plea to the teachers of the province through your columns? I shall be brief and ask the teachers themselves to give thought to details which time prevents me from elaborating.

Evacuation plans for children of the British Isles gather momentum and Canadian homes are fully expecting to receive refugees. This is well. They can be removed from the immediate horrors of war, the food and clothing problem of the Motherland will be eased proportionately, parents will be relieved of some of their worst anxieties and the removal from danger of every child possible just makes the life and death struggle that much easier for those carrying it on.

Imagining myself as one of the parents thus situated at the present time, I would pray that my children be removed from danger; that they be placed in as good a district, with as suitable educational facilities, etc., as could be found; and that they be placed in suitable homes, not just in any homes chosen at random.

This is where our teachers could do invaluable service. I believe teachers all over Canada should see that they are consulted and active when these children begin to arrive. The Canadian Teachers' Federation will know in what ratio the children should be sent to the different provinces and which provinces have the best facilities. British Columbia is particularly suitable and will receive numerous pupils, I have no doubt. But we have some districts in which educational facilities are taxed to the limit; additional children should not be sent to these localities until quite necessary. We could co-operate with the proper authorities to see that the children were placed as advantageously as possible in the most suitable districts and in good, healthy and responsible homes. If teachers do not do this I fear much confusion.

I could make my point much more effective if time and space permitted, but I hope sincerely that teachers will get the idea and agree with it—also that if asked by the B. C. T. F. to work

voluntarily on committees to facilitate proper care of refugee children they will do so. In this connection I think a voluntary central committee could be set up which could receive information from regional councils or other volunteer committees in the different districts. In my opinion the work should be started immediately.

Thanking you I remain,

Yours sincerely,

H. E. MURRAY.

RAILWAY RATES TO
SUMMER SCHOOLS

Vancouver, B.C., May 15th, 1940.

Editor, *The B. C. Teacher*:

As you are aware, in the Province of British Columbia, the following Summer Schools will be operated on dates shown below:

University of British Columbia, Vancouver, July 3—August 17.

Department of Education, Victoria and Vancouver, June 28—August 9.

Special rates of fare and one-third have been named. Agents on rail lines in British Columbia and on B. C. Coast Steamship Service from Powell River, Union Bay, Comox, Nanaimo, Victoria and Gulf Islands ports to Vancouver; and from Vancouver, Powell River, Union Bay, Comox and Gulf Islands ports to Victoria, are authorized on application of student or teacher, and dependent members of their families, to sell tickets at *regular one-way first class or coach fare and standard convention certificates*, during period of three days prior to opening and first three days of the Summer School (Sunday excluded in both cases).

Convention certificates when properly signed by the principal, or other authorized officer, of the college to be honored for tickets for the return journey at *one-third of the fare paid on going journey*, not more than three days (Sundays excluded) after the close of the school for continuous passage to destination.

I had in mind that perhaps you would like to make mention of these special fares and arrangements in the next issue of your magazine. In past years, a number of students and teachers attending Summer Schools have failed to ask ticket agents at starting point for stand-

ard convention certificates and as a result were unable to secure benefit of reduction for return trip.

If the above meets with your approval and there is any detail on which you wish to elaborate, I shall be only too pleased to assist you.

Yours truly,
G. BRUCE BURPEE,
General Passenger Agent.

LETTERS OF APPRECIATION

480-486 University Avenue,
Toronto, Ontario,
May 13th, 1940.

Editor, *The B. C. Teacher*:

On May 9th we celebrated the Tenth Anniversary of Clarke, Irwin & Company Limited. Looking back, I am reminded of the many kindnesses done us in those ten years by *The B. C. Teacher*. I should like to thank you and to say how grateful we are to you.

Yours sincerely,
N. H. CLARKE,

* * * * *

Kamloops, B.C., May 27th, 1940.

Dr. N. F. Black,

Editor, *The B. C. Teacher*:

Before leaving your fair province, I would like to express my appreciation of your kindness in sending complimentary copies of *The B. C. Teacher* to me, an exchange teacher from Kingston, Ontario. I have enjoyed reading the magazine.

With sincere wishes for your continued success, I remain,

Very gratefully yours,
KATHLEEN BRADY.

* * * * *

525 West 120th St., New York, N.Y.
May 24th, 1940.

Mr. Norman F. Black,

Editor, *The B. C. Teacher*:

We appreciate very keenly the generous paragraph relative to "School and Society" which appears on page 445 of your May number. I may say that our office staff regards *The B. C. Teacher* as one of the very brightest of our exchanges.

With reference to your first editorial in the current number I may say that we have in type a leading article captioned, "The First Major Casualty of the War," which deals with the problems of the evacuated children in England.

With every good wish,
Cordially yours,

WILLIAM C. BAGLEY,

A GRAMMAR BOX

Editor, *The B. C. Teacher*:

Though I am not teaching in a rural area, conditions in my one-room school of six grades are practically those of the isolated teacher. Therefore, I am interested in the section of the magazine conducted by Mr. Morrison.

I would like particularly to commend the "Grammar Box" as suggested there in the February issue of *The B. C. Teacher* by Miss Margaret Cuthbert, Clayhurst School. After reading the suggestion, I made use of it among my students. Their enthusiasm was great, and is daily increasing. Games and lively chatter at lunch hour and recess are often interrupted to add another mistake and correction to those in the "box." Even the little children of Grade I have begun to check mistakes in the conversation of their classmates. A greater care in speech and a consciousness of the correct word to use may be noted in every child.

Then, as we allow no "paper" to be counted unless punctuation and spelling are correct, each one is, in itself, a lesson in written composition.

I heartily recommend the use of "A Grammar Box" in every elementary class-room!

Yours truly,
(Miss) JOYCE M. CROPPER,
Teacher.

Hamilton Road School,
Burnaby.

FOR TEACHERS INTERESTED

IN TESTING
Department of Education,
Victoria, B.C.
May 14th, 1940.

Editor, *The B. C. Teacher*:

Throughout the present school year test record sheets have been included with each package of standardized tests purchased through the Text-Book Branch of the Department of Education. These forms are supposed to be returned to the Department of Tests and Measurements in order that British Columbia norms may be drawn up from the raw scores which the pupils make on the tests. It is important that these be available to teachers because most of the present norms are based on United States school populations and, even where Canadian norms are available, curricular changes have resulted in deviations from the original achievement levels. So far, returns of record sheets have been very disappoint-

ing; many schools which have administered tests have failed to return their raw scores.

These scores could quite easily be obtained by having the Department inspectors administer the tests or check up on teachers who have not turned them in, but this would smack of the very thing we are trying to avoid, the externally-imposed examination. Norms should represent the voluntary effort of teachers in measuring their pupils' abilities under normal conditions. Consequently, all those who have failed to forward their scores are urged to do so before the end of the school year. Additional record sheets may be obtained from the undersigned.

C. B. CONWAY,
Inspector of Schools.

IS YOUR INCOME GUARANTEED?

4211 Marguerite Avenue,
Vancouver, B.C.
May 21st, 1940.

Editor, *The B. C. Teacher*:

I should like to take this opportunity to commend the fine work being done by the Salary Insurance Committee of the B. C. T. F.

For the first time in my life, last fall, I was faced with a serious illness—necessitating an operation, hospitalization and my absence from school for five months. Fortunately, I had joined the Salary Insurance Scheme of the Vancouver School Teachers.

Immediately upon completion of the application forms by my doctor, the benefits were paid promptly each month. Freedom from financial worry played no small part in my rapid recovery. The members of the committee did everything in their power to assist me at that time.

Thanks to our scheme I am now back at work free from the worries of doctors' and hospital bills.

Yours sincerely,
A very appreciative beneficiary.
SHEILA MACKENZIE,
Principal, Port Alberni Elementary Schools.

OFFER OF EXCHANGE

30 Bloor Street West,
Toronto, Ont., May 18th, 1940.

Editor, *The B. C. Teacher*:

Miss Hazel Bodkin of Burlington is quite anxious to exchange with a B. C. teacher for this coming year. She applied sometime ago to our inter-change officer in the Department of Education but to date has heard nothing. I called

Mr. Campbell and he tells me that he sent her name to Mr. McCorkindale. Miss Bodkin would be quite willing to teach in some other centre than Vancouver; and I wondered if you would let your members in Penticton, Nelson, etc., know of this opportunity to exchange with Burlington, Ontario.

Burlington is a fair sized town at the end of Lake Ontario, between Hamilton and Toronto, on both Highway No. 2 and the Queen Elizabeth Way. It is within easy driving distance of Niagara Falls, Toronto, Hamilton, Guelph, etc. I think any teacher exchanging with Burlington would enjoy the life there.

Miss Bodkin has a Kindergarten-Primary class. That in Ontario means something similar to Grade I but dealt with by a mixture of Kindergarten and Primary methods. Any Grade I teacher could probably exchange with her.

Sincerely yours,
(Signed) H. E. CAIR,
General Secretary.

Federation of Women Teachers' Associations of Ontario.

NEWS FROM BRITAIN

The Old Rectory,
Kidlington, Oxon.,
April 30th, 1940.

Editor, *The B. C. Teacher*:

I Am sorry that my prolonged struggle with an English germ, and the lackadaisical aftermath thereof has delayed so long my writing to the magazine as one of the exchange teachers whom you have urged to express themselves. I have enjoyed having *The B. C. Teacher* each month and have some of my friends here interested in reading it.

Last Saturday I had the good fortune to attend a meeting of the county branch of the National Union of Teachers, a meeting to which evacuated teachers were invited as well as those regularly teaching in the county. Four members of the central executive came to lead the discussion of problems that have arisen directly as a result of the war. They divided the field among them under the headings of EDUCATION, TENURE, SALARIES and EVACUATION, each speaker limited to fifteen minutes and five for questions. I was struck by two things—the protection the Union has given all teachers, largely through its members, and the amount of ground these speakers covered in such a brief time.

The speaker on EDUCATION outlined the efforts of the teachers to maintain

the highest standards of instruction under the disorganized conditions, as, for example, when evacuated a certain secondary school was so widely scattered that it was impossible to carry on as a unit. The teachers through the Union suggested to the authorities a re-arrangement of billeting that made it possible for classes to be carried on almost normally. In other cases it is the teachers who have to keep a watchful eye to guard for the city children in free places, scholarships, and opportunities that might be threatened by unofficial and therefore well-to-do evacuees in the district.

The question of tenure brought to light many acute problems that arose with evacuation. Only about half the school children of London evacuated. Practically all the teachers were compelled to leave with them. That situation put many teachers in a precarious position. Through the efforts of the Union, not one teacher has lost his job. One education authority indeed decided not to re-open its infant schools for the duration and seventy teachers were given notice. The Union acted promptly, with the result that these teachers were absorbed into various lines of work and not one lost his position. Still more striking was the case of a secondary school with a staff of 48 and only one Union member. With the war the pupils scattered, and the whole staff was given notice. The one Union member applied to the Union headquarters, and was given advice which he passed on to the other 47, with the result that all retained their positions.

Who is not interested in salaries? In the war emergency the authorities have agreed that not only any teacher on active military service, but also any teacher on war duty at home or taking other employment to meet staffing reductions shall have his situation and his position under the salary scale protected. The local authorities make up to civil pay the amount received by those on active service. With the increased cost of living comes the question of war bonuses. The executive has succeeded in preserving the Burnham Scale that regulates salaries and increments and in introducing a percentage system of bonuses adapted to the various salary levels. The payment of these has not started yet but the scheme is ready.

Evacuation has brought manifold other problems and untold expense. Teachers with homes in evacuated areas were faced with the difficulty of maintaining two

homes, or closing the town home, when by September no firm would store furniture. Some moved their families out to their own reception area and shut up the house, but they still had to pay rates. Others, unable to bear the expense of rent and rates, sold their furniture for a song, and gave up their homes. All this, added to the expense of travelling to and fro to visit the family or arrange the business of closing up, made a heavy burden for evacuated teachers. The efforts of the Union with the Ministry of Health have now brought some benefits and compensations. Those with homes in the city can now claim a certain amount of indemnity and travelling expenses twice a year. Alas, those who were forced to sell up now find themselves in the lurch. No longer are they householders and therefore they have no claim for loss! Imagine how some of these are feeling who are now drafted back to the evacuated area for the re-opening of the schools there! Re-evacuation, if it comes, will bring new problems. Response both for information as to the number of children leaving and the number of billets available in reception areas has been so slow that organization has been almost impossible. The rest of the school and staff may not join the first part but may be sent to another reception area. Moreover, a second evacuation would be carried out under conditions of bombing. Is it a pleasant prospect?

The meeting paid tribute to the man who did so much during the last war and after to further education, Mr. H. A. L. Fisher, who died last week from black-out injuries. The speakers expressed the hope that progress would be achieved even in these uncertain times and that authorities and teachers would continue to plan for the future, even though there were no stability to encourage them.

A few details about my own school might interest friends in British Columbia. The first half of the year we were on half time with the senior school. In addition we used the Infant School hall for music and P. E. and the church hall for small classes or study. Now we have a farm house and buildings converted to our own use so that we hold our classes there full time, though we still need the other two halls. Even the barn with loft above makes a pleasant class room. At this season it is very pleasing to look out on green fields and hear the lambs baa-ing, the cows moo-ing, as a varia-

tion from the roar of planes overhead. To relieve the billeting situation, many girls now stay for school lunch which is served by the domestic science department of the senior school for three pence a day.

Early this year an emergency school was opened in East Ham., at first on a much limited programme but later working on a programme of essentials for school certificate. The number of pupils is limited by the accommodation in air-raid shelters, but some of our girls have for one reason or another returned home to join those who never came out. Those who remain in the village are for the most part happily billeted, though naturally many adjustments have had to be made. The girls, though, all look fatter and healthier, everyone agrees.

We have a hostel established now, in charge of one of the mothers who came as a helper. There the children are sent temporarily if difficulties arise in billeting or if new children arrive. There are usually seven or eight girls there and they always seem happy and comfortable. Many parents would be happier to have their children in such hostels under staff supervision rather than in private billets. The great problem for planning is to know how many will remain in the reception areas. That nobody can tell.

Meanwhile I myself am snatching every opportunity to enjoy to the full the English countryside in spring. With the

daffodils in the wood, the skylarks, and I hope soon, a nightingale, English poetry is coming to life. As I write now I hear the cuckoo's soft voice from the trees in the next field. Even the roar of the bombers cannot drown his song.

With all good wishes for a good summer holiday.

Yours sincerely,
GERTRUDE A. LANGRIDGE.

Vancouver, B.C., May 16th, 1940.

Dr. N. F. Black,

Editor, *The B. C. Teacher*:

On behalf of the British Columbia Teachers' Federation, I wish to tender to you our sincere thanks for your valued co-operation and assistance in connection with the preparation and presentation of the Report of the Editorial Board, at the Easter Convention.

We have now practically completed all details in connection with clearing up Convention and Annual Meeting matters, and I am sure you will be glad to know that from many points of view and particularly with regard to organization, our Convention this year was one of the most outstanding in the Federation's history. We appreciate the part you played in bringing about this success.

Yours sincerely,
HARRY CHARLESWORTH.
General Secretary,
B. C. Teachers' Federation

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News, Personal and Miscellaneous

BON VOYAGE TO EXCHANGE TEACHERS

AS the sands of the 1939-1940 school year run out, exchange teachers from the Old Country are preparing to leave their present sanctuary in Canada for the troubled but resolute "island set in the silver sea". To all of these visitors from Great Britain who have made their homes among us since last September we wish Godspeed.

The hope of *The B. C. Teacher* is that they will take home pleasant memories of their stay with us and that they will assure their friends and relatives at home that Canada is prepared to strain its energies to the utmost in the present struggle for the maintenance of freedom of mind and conscience.

MUSIC ABOVE DISCORDANT VOICES

"PRESENTATION of the musical festivals throughout British Columbia during the stress of war should be highly commended," stated a leading Vancouver newspaper in commenting on the success of the annual festivals held during April and May.

As in former years outstanding Canadian and British adjudicators supervised the task of criticising and evaluating the efforts of scores of individuals and groups which appeared in the various festivals. In the opinion of the judges, school music in this province has reached a remarkable standard of excellence and reflects more than passing credit upon the teachers who are responsible for the work of the school children participating.

During the past two years efforts have been made by British Columbia educational authorities to discourage the emphasis upon the competitive element in the festivals. In keeping with this policy marks are no longer awarded to school groups. Standards reached are indicated by the awarding of letter grades.

The B. C. Teacher is strongly in favor of this move. It feels that the duty of adjudicators is not to differentiate achievement of school musical groups by the awarding of marks based upon an abstract and probably unreliable statistical basis—a procedure which places a false emphasis upon the competitive element—but is to offer constructive criticism based upon a knowledge of the conditions under which teachers are working in our schools.

NEW SURREY JUNIOR HIGH "SEMIAHAMOO" will be the name of the new junior high school being built at White Rock from funds voted by Surrey citizens in the recent school money bylaw.

SCHOOL CADETS

TWO British Columbia private schools have announced the formation of cadet corps. Mr. H. N. MacCorkindale, referring to the possibility of the organization of such units in the Vancouver secondary schools, stated that at the moment money had not been provided for the maintenance of cadet corps which had been disbanded in 1933 because of lack of funds.

UNIVERSITY EXTENSION SUMMER COURSE

THE University of British Columbia Extension Department has been fortunate in securing Dr. Melvin Brodshaug, Director of Research for Erpi Classroom Films Inc., to direct a short summer course, "Motion Pictures in Education". The course has been specially arranged for school teachers who wish to become more familiar with the use of films in the classroom. Lecture topics will include the role of the motion picture in learning films in the classroom, evaluation of motion pictures in education, technical aspects of the motion picture, functions of the instructional film, continuity writing and production of films for education. The lectures will be supplemented by laboratory periods which will provide practical experience in camera operation, editing, projection and other phases of motion picture technique. The course is to be given July 29 to August 9. Full particulars are contained in an attractive folder which can be obtained by writing to the Department of University Extension.

ISLAND HIGH SCHOOLS CONSOLIDATE?

AT a meeting held last month and presided over by Mr. James Prowse of Harewood a plan to consolidate the high schools of the Harewood and Brechin districts was discussed and, in part, approved.

In future, it was announced, pupils of Brechin School will receive manual training and domestic science instruction at the Harewood School.

SCHOOL LIBRARIES' SUPERVISION URGED

British Columbia Library Association recently urged the provincial secretary to provide for the appointment of a superintendent of school libraries. The organization deplored the neglect of library services in the schools of the province.

NEW UNIVERSITY LIBRARIAN **A**PPPOINTMENT of Dr. K. Lamb to the position of librarian of the University of British Columbia was recently announced. Dr. Lamb will succeed John Ridington who will retire from his post at the end of August.

BIBLE STUDY IN THE SCHOOLS **T**EACHERS and the general public will be interested in a statement by Dr. G. M. Weir that there exists a basis for a compromise on the long-discussed question of Bible Study in British Columbia schools.

Dr. Weir pointed out that the Putman-Weir commission of 1924 had recommended against any plan to make Bible Study a school subject to be taught by the regular teachers. He suggested that various church groups interested in the matter draw up and submit to the department of education a suggested elective course or courses in Biblical literature and that instruction be given extra-murally under conditions already provided for students who take extra-mural courses in violin and pianoforte.

The proposed courses, stated the Minister of Education, should be arranged in four parts with each section carrying one credit.

UNIVERSITY APPOINTMENT

FRIENDS and colleagues of Dr. Dorothy M. Mawdsley of the King Edward High School staff, Vancouver, are congratulating her on her recent appointment to the position of assistant professor in the department of English at the University of British Columbia.

EDUCATION IN BRITAIN

A recent contributor to *The B. C. Teacher* outlined the tragic plight of British public education during the first months of the present war. It is a matter of some satisfaction to be informed by later despatches that plans are now under way in Britain to attempt to restore, at least in part, educational services which had been so devastated by the first impact of war. It would

be a sad commentary on the Mother Country if even war were permitted to undermine the future well being of the young people in whose hands will lie the heavy task of giving leadership to their country when the present war is over.

KELOWNA AND DISTRICT

THE May dinner-meeting of the Kelowna and District Branch of the O.V.T.A. was as interesting as usual. Mrs. Kitley, the wife of our president, and Mrs. Guesnel and Mrs. Petapicca (former teachers in Kelowna) were welcome guests at the meeting. We were glad to hear that our vice-president, Mr. Hooper, is recovering from an operation and will soon be back attending to his duties.

A report on the Annual Spring Dance held May 3 was given by the convener, Miss McLeod. A brief discussion followed on the approaching Okanagan Valley Track Meet to be held in Vernon.

Mrs. Cushing was the speaker for the evening. She showed interesting slides of pictures taken on a trip to California and Mexico.

FIFTY YEARS OF SECONDARY EDUCATION.

UNDER the supervision of Mr. K. A. Waites of King Edward High School, Vancouver, the pupils of Vancouver's oldest secondary school will shortly publish a history to mark the fiftieth anniversary of "The Mother of High Schools." Publication of the brochure will coincide with golden jubilee celebrations in which all of Vancouver secondary schools will collaborate. Other features of the celebrations to be held during education week in November will be school reunions, a night of music, and a pageant depicting the story of secondary education in Vancouver. Mr. W. Y. McLeish, also of King Edward High School, is general chairman of the committee in charge of the jubilee programme.

JUDGE WARNS OF INVASION OF DEMOCRACY

"EVEN though we win the war we may find ourselves with only a remnant of democracy in another generation, if the present invasion of democracy continues," stated Justice A. M. Manson in a recent address.

Mr. Justice Manson urged that everyone preserve individual liberty and freedom of religion, speech, thought, and press.

MR. SHADBOLT HEADS SUMMER CLASS

OF genuine interest to art teachers in general and to his many Vancouver friends in particular, is the announcement from the Vancouver Art School concerning a special drawing and painting class to be conducted by Mr. Jack Shadbolt at the Vancouver Centre from July 1st to July 31st.

Mr. Shadbolt formerly on the art staff of the Vancouver school board, will organize his course to assist artists

or art students in brushing up their painting principles and methods and the draughtsmanship underlying the painting.

Recognized as one of B. C.'s leading artists, Mr. Shadbolt will undoubtedly bring a wealth of experience and original ideas to his discussions with members of the summer class.

Information concerning the class may be obtained by writing the secretary of the Vancouver Art School at Cambie and Dunsmuir streets, Vancouver.

HOUSES FOR RENT

FOR RENT—During July and August, furnished, rental of \$35.00 per month. Details are as follows: Corner Collingwood and First Ave., few yards from beach and three blocks from Jericho; 8 rooms, three upstairs; telephone, refrigeration, sawdust burner in kitchen. Service: Fuel, telephone, light free if amount consumed does not exceed \$7.00 per month. Apply 3475 W. 1st Ave., Vancouver, B.C.

FOR EXCHANGE—For August, good house (3 bedrooms) in Kerrisdale, Vancouver, 10 minutes from beach by car, for house in Oak Bay to accommodate family of four. References given either in Vancouver or Victoria. 1878 West 46th, Vancouver, B.C.

FOR RENT—July and August, furnished 6-room house, 3 bedrooms, automatic hot water, grand piano, close to two street cars. Address communications to Mrs. E. Davies, 3508 W. 39th Ave., Vancouver, B.C.

FOR RENT—July and August, light, airy furnished suite, suitable for two; bath and shower, wood fireplace, frigid-aire; within three minutes of Stanley Park. Apply E. E. Salome Townsend, Suite 8, 1860 Robson St.

WILL RENT—Furnished, at unfurnished rate, for July and August, or longer, comfortable apartment; suitable accommodation for three. Garage, electric stove, refrigerator, grand piano, radio, linen, china, etc. Suite 4, 3411 Oak St., Vancouver, B.C. Bayview 8878R.

FOR RENT—For July, a five-room bungalow in Vancouver, offered in exchange for use of a house in the Okanagan or for rent on reasonable terms. E. Worthington, 3408 W. 37th Ave., Vancouver.

FOR RENT—Furnished home in Southlands for the summer months to a reliable party. Handy to car and University. Good garden. Obtainable after June 20th. Rent \$35.00. 3521 West 42nd Avenue, Vancouver.

FOR RENT—July and August, furnished, completely modern 4-room bungalow; sun porch, fruit trees; large garage, \$35. R. G. Gordon, 2274 Adams St., Vancouver.

WANTED—I should like to get in touch with two or three other young women who might care to consider sharing a summer cottage for July. Anne Onymus, c-o Editor of The B. C. Teacher.

SUITE—July and August; bachelor suite; furnished. E. M. Doherty, Suite 11—2830 Hemlock.

FOR RENT—Furnished 7-room house; close to University and beach; Frigid-aire and electric stove. Reasonable. Would like to exchange this house for one in Victoria for the summer. Apply to 4419 West Fifth Ave., Vancouver; ALma 1468.

FOR RENT—Furnished 6-room house, Kerrisdale district; attractive garden; near two street-cars. Mrs. H. Sproston, 3484 38th Ave. W., Vancouver, B.C.

FOR RENT—Four-room fully furnished duplex for July and August; close to beach, car, and University. Mrs. A. B. Noble, 2860 Mackenzie St., Vancouver; BAY. 7685-L.

FOR RENT—Two-room suite in attractive new home; lovely view; electric range; meals if desired; reasonable. 2141 Mathers Ave., West Vancouver; Phone West 1009-B.

FOR RENT—Four-room furnished bungalow, two bedrooms, convenient to beaches and University. Available June 20 to August 31. \$35. Apply 2608 West 13th Ave., Vancouver; BAY. 4518-M.

Index to Volume XIX

SEPTEMBER, 1939—JUNE, 1940

IN MEMORIAM

	Page		Page
JOHN K. KEENAN (October).....	97	HELEN LENTSMEN (December).....	216
MARJORIE WILSON (October).....	97	HERBERT HAMILTON SMITH (February).....	322
CLARA E. STEWART (December).....	216	ARTHUR SUTTON (March).....	375

ADMINISTRATION		Page	Vancouver Massed Choirs and Orchestra		Page
September—Technical Vocational Correspondence Courses as Individual Instruction in High Schools, J. W. Gibson.....		29	(News).....	433	
October—Modernization of Report Cards, M. Peck.....		563	School Art Exhibit (News).....	435	
January—Co-operation in McBride District, O. E. Wahl.....		249	The Bumble Bee Prince, by A. Liberal.....	469	
Self-Teaching Devices, Miss Scanlon.....		264	May—Talks on Art, No. 2, A. F. B. Clark.....	454	
Question of Christmas Presents.....		265	Our Music Library, M. N. Barwick.....	457	
Left-Handedness, E. J. Patterson.....		272	June—Talks on Art, No. 3, A. F. B. Clark.....	501	
February—The Community School, Col. Query.....		313	B. C. T. F. AND KINDRED ASSOCIATIONS		
Trial and Error, S. Sims.....		315	B. C. T. F.—President's Message, Sept., 7.		
Are the Breaks Working? G. W. Stevens.....		315	Just Among Ourselves (Ed.), Oct., 110. Why Join the B. C. T. F., Nov., 117. Financial Statement, 1938-1939, Nov., 119. B. C. T. F. Finances (Ed.), Dec., 181, and Jan., 234. Executive Meetings, Nov., 125; Jan., 239; June, 495. Members on Active Service, Dec., 219; Jan., 271 and 276; Feb., 321 and 323. Convention, Feb., 287; Mar., 325 (Ed.) and 382; April, 398; June, 495. Fergusson Memorial Award, Mar., 333 and 373; April, 398. Report of Nominating Committee, Mar., 373. Gratuitous Subscription Service and Magazine Exhibits, Oct., 62; Mar., 320; April, 394. Annual Meeting of Magazine Committee, April, 433. Constitution, Dec., 231; Mar., 378.		
March—Larger Administration Units.....		336	Federation Departments, Subsidiary Associations and Sections—Central and Northern Vancouver Island, Oct., 60; Nov., 123; Feb., 324; Mar., 377. Cobble Hill, Mar., 376. Elementary Teachers' Association, Lesson Aids Committee, Oct., 62; Dec., 218; Feb., 289; Mar., 365; April, 401. Fraser Valley, Nov., 161; Dec., 180; Mar., 337; May, 482. Greater Victoria, Nov., 121. Guidance Section, Feb., 290. Kelowna and District, Oct., 61; Nov., 121; Dec., 184; Feb., 290; Mar., 335; April, 401. Kootenay East, Mar., 338 and 376. Kootenay North, Dec., 185; Jan., 244. Kootenay South and Slocan, Dec., 179; Jan., 240. Kootenay West, Nov., 122. Lower Mainland Secondary Teachers' Association, Nov., 161; Dec., 184. McBride, Jan., 249. Nakusp, Mar., 338. North Vancouver, Jan., 242; Okanagan North, Dec., 185. Peace River, Jan., 241. Port Alberni, Dec., 185. Powell River, Mar., 374; April, 435. Prince Rupert, Dec., 178; April, 434. S. S. T. A., Jan., 243; April, 435. Vice-Principals and Male Assistants, Nov., 120.		
Training Pupils to Work Independently, C. R. Morgison.....		368	Kindred Associations—Audubon Clubs, Mar., 376. British Columbia Drama Association, Oct., 99. British Columbia Radio School, Oct., 60. British Columbia Institute of Cinematography, Sept., 13; Oct., 62; Nov., 162; Dec., 183; Feb., 290; Mar., 338. Canadian Youth Congress, Oct., 84. Canadian Teachers' Federation, Sept., 11; Oct., 61; Nov., 157; Dec., 187; Jan., 240; Feb., 292; May, 449. Japanese Canadian Citizens' League, Dec., 184. John O'London Circle, Dec., 183. Junior Red Cross, May, 482. L'Alliance Francaise, Feb., 289. League of Empire, Nov., 160. League of Nations Society, Dec., 180; Jan., 274; Feb., 286 and 323. MacMillan Clubs, Nov., 180; Feb., 322. National Film Society, Nov., 124. Parent-Teacher Federation, Nov., 124; Dec., 185; Mar., 336; April, 400 and 474. Shakespeare Society, Oct., 60. Teachers' Bowling		
Guidance in Eight-Grade Elementary Schools, M. Timberlake.....		360			
April—New Stress on Old Technique (Supervision of Study), T. E. Gautier.....		409			
Kilpatrick Study Conference, D. Capon and F. A. Armstrong.....		411			
Project in Remedial Reading, B. M. Burke and A. T. Hunkin.....		416			
Liberal-Conservative Spraks His Mind.....		421			
The Sensitive Child, D. R. Jaeger.....		424			
Records in the Rural School, J. P. Browne.....		425			
June—Observations in American Schools, E. A. Hardy.....		506			
APPOINTMENTS, PROMOTIONS, TRANSFERS AND RETIREMENTS					
September—Appointments made at U. B. C. Retirements.....		39			
Changes in the Inspectorial Staff.....		40			
October—Dr. H. B. King Stays.....		99			
Mr. McLean Returns.....		99			
November—Mr. Hickman Says Goodbye.....		159			
New Teachers Up Country.....		160			
January—Messrs. Morrison and Towell Transferred.....		274			
April—Dr. Coleman Retires.....		433			
Kenneth G. Caple in New Post.....		434			
ART AND MUSIC					
September—The Fine Arts as an Antidote, S. P. Mould.....		35			
October—Art and Plain Thinking, S. P. Judge.....		70			
November—Music and Poetry, C. F.....		149			
January—Handwork in Grades III and IV, O. Regan.....		264			
February—Wanted: Suggestions Regarding Music Festivals, E. Etter.....		319			
Provincial High School Art Exhibition, C. H. Scott.....		321			
Music Scholarships (News).....		323			
March—Art Display (News).....		336			
Choral Speaking, A. Mossman.....		350			
Our Art Education: An Essay in Direction, J. L. Shadbolt.....		345			
April—Talks on Art, No. 1, A. F. B. Clark.....		405			
Pottery, J. F. Parkes.....		413			
The Listening Hour, Hendry; rev. by S. I. M.....		428			

League, Oct., 101.	Welfare Federation (Vancouver), Nov., 164.	West London Teachers' Association (Letter from President), Dec., 219.	World Federation of Educational Associations, Sept., 13; Jan., 273; April, 400.	Natural History Society, Nov., 124.
--------------------	--	---	---	-------------------------------------

CORRESPONDENCE EDUCATION

September—Technical Vocational Correspondence Courses as Individual Instruction in High Schools, J. W. Gibson.....	29
February—Neglected British School Children (Ed.).....	279
October—C. T. F. Bulletin.....	61
History of British Columbia Salary Situation, H. Hayward.....	81
Taxation for Education, C. M. Hockridge.....	81
December—We Stand on Guard, O Canada, (C. T. F. Bulletin No. 3).....	187
Education and Democracy, J. M. Thomas.....	200
History of British Columbia Salary Situation, H. Hayward.....	209
New Curriculum vs. Salaries.....	182
January—The Sales Tax—Is It the Answer? B. Thorsteinsson.....	255

EDUCATIONAL RESEARCH

October—Educational Research, H. B. King.....	96
January—Canadian Council for Education Research (Ed.).....	233
March—Matriculation Marks and University Success, E. J. Dunn.....	352
April—Grants for Educational Research, C. B. Conway.....	431
June—For Teachers Interested in Testing, C. B. Conway.....	537

ENGLISH

October—The Reading Situation, E. W. Reid.....	73
December—The Teaching of English (Ed.).....	171
January—Pathways to Reading; rev. by M. L. G.....	208
Through the Green Gate; rev. by J. I. A.....	270
February—Do You Teach Every Time You Speak? J. B. McLean.....	303
Spelling in a Rural School, L. F. Spearing.....	310
A Grammar Box, M. Cuthbert.....	311
An Illustrated Poem, N. Gildersleeve.....	311
First Principles of Speech Training; Avery, Dorsey and Sickels; rev. by Anne Mossman.....	318
March—Choral Speaking, A. Mossman.....	350
April—Project in Remedial Reading, B. M. Burke and A. T. Junkin.....	416
Personality and Speech Training, E. Dickinson.....	421

FOREIGN LANGUAGES

September—Le Camp Francais, Shawnigan Lake (News).....	41
January—Intensive Reading in French; rev. by J. R. Mennie.....	269
March—Tests in Modern Languages, J. R. Mennie.....	374

HOME ECONOMICS

December—The Canadian Home Economics Association, M. Juntley.....	189
January—Practical Arts in the Elementary Grades, L. B. Matthews.....	262

LIBRARIES

November—Librarians Make History (News).....	121
The Vertical File, M. E. Colman.....	147
December—The Vertical File, M. E. Colman.....	207
Provincial Library Service.....	182
February—Attention, School Librarians.....	285
April—Library Service for Schools and Teachers, W. K. Lamb.....	407

MISCELLANEOUS

September—The Blue Pencil (Ed.).....	5
October—Getting Acquainted with the Doukhobors, V. Gilchrist.....	66

What Should We Tell the Young?.....	77
On Returning from a (Very) Rural School, L. Gidney.....	90
November—Education Week, — And After (Ed.).....	107
The Theatre in Action, D. Somerset.....	133
Getting Acquainted with the Doukhobors, V. Gilchrist.....	137
Ethical Aspects of the Suppression of Information, A. V. McNeill.....	141
The Good Left Hand, D. Cochrane.....	151
December—Objectives of Teachers' Organizations (Ed.).....	167
Education and Democracy, J. M. Thomas.....	200
Gilchrist, R. J. Downey.....	204
December—Three Dimension Pictures, M. A. Gildersleeve.....	205
Notes from Another Rural School, L. Gidney.....	206
Revista De Educacao, N. F. B.....	211
Members on Active Service (Correspondence).....	219
January—Nineteen Hundred and Forty (Ed.).....	231
Nos Cahiers, Revue Trimestrielle; rev. by N. F. B.....	266
Members on Active Service (Correspondence).....	271 and 276
Left Handedness, F. J. Patterson.....	272
February—Neglected British School Children (Ed.).....	279
Do Not Forget What It is All About (Ed.).....	281
Moral Re-Armament, N. Kent.....	320
Members on Active Service (Correspondence).....	321 and 323
British Columbia Rhodes Scholar (News).....	322
March—British Precedents Preferred (Ed.).....	329
Rise of a New Spirit, K. O'Mara.....	369
Motive Centred Education, J. S. Tuttle.....	342
April—Toward Evening (Ed.: Unemployed Teachers).....	389
A Toy Machine, E. G. Dobson.....	426
Teachers in Politics.....	435
May—Visit to the World of Tomorrow, J. Woodrow.....	458
Neglected Children (Ed.).....	437
When We Don't Mean What We Appear To Say (Ed.).....	441
Bearing of Alberta Elections on Educational Policies, A. J. H. Powell.....	480
Employment of Retired Teachers, by Annuitant.....	480
Jubilee Celebration (Vancouver High Schools).....	483
Children Become What Teachers Are, W. Abrosimoff.....	464
June—The Doukhobor Challenge (Ed.).....	485
News from Britain, G. A. Langridge.....	538
Reforestation, A. C. Young.....	517
Rendezvous with Spring, L. Gidney.....	500
Giving the Doukhobors What They Need and Like, R. A. E.....	511
NATIONAL AND INTERNATIONAL AFFAIRS	
September—Armageddon—and the Teacher (Ed.).....	1
Needed Discretion in War-time (Obiter Dicta).....	6
Impressions of the Bahamas, N. F. Black.....	24
Teachers Under Arms (News).....	41
Highlights of the World News, J. E. G.....	45
October—Should Reforms be Postponed (Ed.).....	49
Nationalism and Jamaica Teachers' Union (Ed.).....	51
Impressions of Cuba, N. F. Black.....	71
International Morality, Paidagogos.....	85
Highlights of the World News, J. E. G.....	102
November—Impressions of Jamaica, N. F. Black.....	145
December—Anxious Days in the Baltic Lands, G. Langridge.....	198
January—Obiter Dicta.....	25
"Maintain Morale, Eliminate Hatred".	

G. M. Weir	Page 245
"War vs. Education", A. Poole	259
February—Can Your School Help? M. Wilton	321
Impressions of Curacao, N. F. Black	308
March—Impressions of Venezuela, N. F. Black	363
April—Minority Group (Letter)	432

PRIMARY WORK

October—Good Manners for the Youngest, F. Duggar	68
January—Little Pig's Picnic and Other Stories; rev. by J. I. A.	269
Through the Green Gate; rev. by J. I. A.	270
March—Teaching Reading to Slow Learning Children; Kirk; rev. by A. J. Dauphinee	369
May—Phonics, H. S. Dailey	466
HEALTH AND PHYSICAL EDUCATION	
October—Peace River District and Tuberculosis	37
November—Our Bad Boys, C. H. Gundry	159
December—Towards Mental Health in School; rev. by S. M.	212
Basketball Methods; rev. by C. M. McLachlan	215
January—Provincial Recreation Centres	275
February—Intensive Rural Hygiene Work in Netherlands India, J. L. Hyderick; rev. by N. E. B.	316
The Rhythm Hour; Charman; rev. by J. I. A.	318
April—Holiday with Betty and Jack and the Land of Happy Days (Health Readers); rev. by L. M.	429
May—Something Different for Sports Day, S. J. Bryant	465

RAMBLINGS OF PAIDAGOGOS

September—What About Checkers?	17
October—International Morality	85
November—I Introduce my Friend	131
December—The Analyst	196
January—Psychic Visitation	246
February—The Gentle Euphemism	296
March—Age Looks at Youth	339
April—More Analects, W. J.	402
May—The River: An Allegory	452
June—Some Random Comment	498

REVIEWS (MISCELLANEOUS)

(Not Listed elsewhere)

December—Autobiography with Letters; rev. by S. M.	215
January—The Sea and the Jungle; rev. by S. M.	266

RURAL SCHOOL PROBLEMS

September—Improving the Rural School, M. Bartle	36
A Unit in Local History, N. A. Gildersleeve	36
October—Connecting School and Home Life	87
Autumn Chats with Juniors in Rural Schools, E. Scanlon	87
Easing the Teacher Load without Eliminating Necessary Courses	89
On Returning from a (Very) Rural School, L. Gidney	90
November—School Concerts, A. Terine	150
February—Attention, Rural Teachers, A. R. Jaeger	287
Spelling in a Rural School, L. F. Spear	310
A Grammar Box, Mr. Cuthbert	311
An Illustrated Poem, N. A. Gildersleeve	311
March—Training Pupils to Work Independently, C. R. Margison	368
Plans for Easter Convention	365
April—Records in the Rural School, J. P. Browne	425
May—Rural Teachers' Association, C. MacNab	476

(Continued from page 535)

names are, of course, withheld, but their place of residence is given, rather annoyingly at the end instead of the first of the passages, as one naturally wishes to know what locality he is hearing from before he finishes reading. All ages are represented from school children to non-ogenerians. The letters are written from manor houses, rectories, apartment houses, cottages and tenements. The appealing sincerity of the book is increased by the fact that when errors in spelling or grammar have occurred in the original contributions they have been reproduced without alteration.

Home Front, it goes without saying, will be of great interest to Canadian readers. Through it we are given a more complete picture of England at war than we can expect to glean from the columns of our newspapers. We marvel at the almost unbelievable changes in the daily lives of the people and we admire the patience and courage with which hardship and disturbance are accepted. We close the book with a new understanding of and respect for the grim determination that permeates every department of life in Great Britain today.—S.I.M.

THE Faith of Morn, by Archer Wallace. New York. Round Table Press, Inc. pp. 150. 1940. \$1.50.

Archer Wallace already has 20 books to his credit. Among his more recent titles are: *I Believe in People*, *The Silver Lining*, *Stars in the Sky*, and *The Religious Faiths of Great Men*.

The Faith of Morn, sent us by the Ryerson Press, Toronto, is described by them as a "book of devotional meditations for adults". Although we are nowhere so informed, it is quite probable that the 23 short papers which make up this book were originally delivered as sermons. Each chapter is complete in itself. Representative headings are: "Spiritual Homesickness", "The Common Things of Life", "The Bend of the Road", and "The Legion of Happy Souls".

The Faith of Morn is by no means a distinguished book. Neither content nor style is likely to make a lasting impression upon the reader. There is, however, no doubting Mr. Wallace's sincerity and desire to help. There must be hundreds of readers who will agree with the publishers' statement that "this book has exactly what the world needs today—strength and inspiration for the individual"—S.M.

	Page		Page
Rotation of Courses in Rural High School, T. Jackson.....	471	March—U. B. C. Summer School of the Theatre.....	338
June—The Task of the Schools.....	523	McGill University Summer School (News).....	377
SCIENCE AND MATHEMATICS		Audubon Nature Camp (News).....	377
September—Make Your Own Film Slide; A Project in Physics, A. W. Jackson.....	23	April—Summer Course in Agriculture (Letter), L. Robertson.....	451
Paper and Paper Making, D. Cochrane.....	33	May—The Senate Replies (Correspondence).....	479
Science Project, Grade III.....	48	University Convocation.....	483
November—Elementary Science, J. W. B. Shore.....	134	University Extension.....	484
December—Agriculture in High Schools, J. S. Campbell.....	204	VERSE	
How to Build a Terrarium, K. Scanlon.....	204	September—The Questioners, N. F. Black.....	37
Mastering our Environment; rev. by X. Y. Z.....	213	October—Answer, M. E. Colman.....	83
January—10-Cent Thermo-Barometer, D. Cochrane.....	264	November—Not in Vain, G. K. Sangster.....	125
Discovery of the Elements; rev. by X. Y. Z.....	268	February—These Things Endure, M. E. Colman.....	302
February—A First Course in Analytic Geometry, Campbell; rev. by A. B. C.....	316	April—Today, G. K. Sangster.....	404
April—Science for Human Control, Walking; rev. by E. W. Reid.....	428	June—Little Folks and Drums, G. K. Sangster.....	504
The Star Gazer, Harsanyi; rev. by S. M. Wilson.....	429	VISUAL EDUCATION	
Human Biology, Bartsell; rev. by J. R. Wilson.....	430	September—Make Your Own Film Slide, A. W. Jackson.....	23
Summer Course in Agriculture (Letter), L. Robertson.....	431	Queen's Releases an Interesting Picture.....	40
May—Science and Politics, D. Cochrane.....	462	October—Obiter Dicta.....	54
GEOGRAPHY AND THE SOCIAL STUDIES		Teacher Construction of Filmstrips, G. M. Patterson.....	78
September—Impressions of the Bahamas, N. F. Black.....	24	December—The Pontine Marshes.....	216
October—Impressions of Cuba, N. F. Black.....	71	January—Teacher-made Films Shown by National Film Society.....	244
November—Impressions of Jamaica, N. F. Black.....	145	February—Free Films, E. A. Thomas.....	321
December—The Empire Story; rev. by M. P. D.....	211	OUR MAGAZINE TABLE	
January—Britain and the Empire; rev. by F. I. Higginbotham.....	267	American Teacher, The, Dec., 177. Asia, Sept., 10. A. T. A. Magazine, Oct., 56; Jan., 237; Mar., 331; June, 493. Athletic Journal, Dec., 177. Booklist, The, April, 394.	
Paging All Geography Teachers, T. S. Byrne.....	271	Boston Newsletter, The, Feb., 283. Bulletin, The (Halifax), Jan., 238; June, 492. Bulletin, The (Ont.), Jan., 238; June, 492. Bulletin, The (Sask.), Sept., 8; Jan., 237; June, 493.	
February—Impressions of Curacao, N. F. Black.....	308	Bulletin of the San Diego Teachers' Association, Mar., 330. Business Educational World, April, 394.	
March—Geography for Today, Hepburn; rev. by R. K. F.....	371	Canadian Business, Mar., 330. Canadian Geographical Journal, April, 396.	
Red Blanket, Dickson; rev. by S. I. M. Trade and Industry, Merriman and Macintosh; rev. by S. M.....	370	Canadian Forum, Sept., 10; Nov., 113; June, 494. Canadian Nature, Oct., 55; Nov., 116. Canadian School Journal, Sept., 9; Jan., 237; June, 493.	
England in the Feudal Age (Part of Lesson Aid for Unit 3, Grade VII).....	365	Canadian Teacher, Sept., 9; Nov., 113; Jan., 236; June, 492. Child Life, Nov., 115. Children's Activities, April, 394. Cinema Progress, Sept., 10. Classical Journal, Oct., 57; Dec., 176; Mar., 331; May, 446. Clearing House, April, 397. Current Events, April, 396. Curriculum Journal, Dec., 176; Feb., 284.	
Impressions of Venezuela, N. F. Black.....	363	Design, Dec., 175.	
April—Grade VII British History History, N. A. Gildersleeve.....	426	Educational Courier, Jan., 236; June, 493.	
Norway, Changing and Changeless, Rothery; rev. by S. M.....	430	Educational Gazette, Sept., 9; Dec., 175.	
May—Geography Teachers Co-operate, R. C. Harris.....	478	Educational Method, April, 396. Educational Review, The, Oct., 577; Jan., 237; June, 494.	
TESTS AND EXAMINATIONS		El Padre, Mar., 330. English Journal, Oct., 55; Dec., 175; May, 446.	
September—Nature and Utility of Standardized Tests, H. S. Johnson.....	19	Far Eastern Survey, April, 396. Frontiers of Democracy, April, 396.	
January—Standardized Tests Obtainable from the Department.....	242	General Films Ltd., (Study Guides), May, 444. Golden Boy, Mar., 331. Grade Teacher, The, Sept., 8; Nov., 115; Mar., 332; June, 494.	
March—Tests in Modern Languages, J. R. Mennie.....	374	Graduate Chronicle, The, Feb., 283. Gregg Writer, April, 395.	
Obiter Dicta.....	443	Horn Book Magazine, April, 394. Hygeia, Dec., 175.	
Geography Teachers Co-operate, R. C. Harris.....	478	Instructor, The, Sept., 8; Nov., 116; Jan., 237; June, 494.	
June—For Teachers Interested in Testing, C. B. Conway.....	537	J. A. T. Magazine, Sept., 8. Journal of Chemical Education, Sept., 10; Feb., 284; May, 444. Journal of Educational Research, Oct., 56; Mar., 332; May, 445. June, 494. Journal of Geography, Oct., 56; Feb., 284; May, 446.	
UNIVERSITIES AND SUMMER SCHOOLS		Journal of the National Education Association, Jan., 237. Jamaica Union of Teachers' Maga-	
September—University Extension Course.....	12		
Summer School Again, S. I. M.....	31		
Le Camp Francais, Shawnigan Lake (News).....	41		
October—University Offers Theatre Services.....	98		
U. B. C. Evening Courses.....	100		
New Commerce Courses.....	101		
December—High Cost of Summer Courses.....	181		
The Registrar Makes Announcements.....	217		
Summer Fees to be Recognized (Letter).....	218		
January—Summer Session Lectures.....	275		

zine, Jan., 237.

La Patrie, April, 395. *Liberty*, Mar., 330. *Magazine of Art*, Sept., 10; Nov., 116; Mar., 331; May, 445. *Manitoba School Journal*, Oct., 57; Jan., 337; June, 493. *Manitoba Teacher*, The, Nov., 113; Jan., 236; June, 493. *Modern Instructor*, Feb., 283; April, 397; May, 445. *Modern Language Journal*, Dec., 176; Mar., 331; May, 446. *Music Educators' Journal*, Oct., 56; Mar., 331; June, 494.

National Business Education Quarterly, April, 395. *New Advance*, May, 444. *New Age*, April, 396. *New Canadian*, Nov., 115; Dec., 177; June, 494. *Nottingham Teacher*, Sept., 10.

Our Dumb Animals, Sept., 9; Dec., 175; Feb., 284; May, 444.

Pennsylvania School Journal, Jan., 237. *Pittsburgh Teachers' Bulletin*, Dec., 177. *Popular Homecraft*, Jan., 238. *Pro-Rec. Bulletin*, Jan., 236; May, 446.

Queen's Review, June, 493. *Quill and Scroll*, Mar., 332.

Saturday Night, April, 397; *Science News Letter*, April, 395; *Science Observer*, Sept., 9. *The School*, Sept., 8; Nov., 113; Jan., 236; June, 492. *School Activities*, Oct., 55; Dec., 175; Feb., 284; May, 444. *School and Society*, Sept., 9; Nov., 116; Feb., 284; May, 445. *School Arts*, Sept., 9; Jan., 238; Mar., 331; May, 444; June, 494. *School Progress*, Oct., 56; Jan., 237; June, 493. *School Review*, Oct., 57. *School Science and Mathematics*, Dec., 176; Mar., 331; May, 444. *Social Studies*, Sept., 10; Feb., 283; May, 446; June, 494. *Student Life*, Mar., 330.

Teacher Magazine, The, Feb., 283. *Transvaal Educational News*, Nov., 116; Mar., 332.

Understanding the Child, Jan., 236. *Washington Educational Journal*, Jan., 237; *World Affairs*, Sept., 10; Nov., 115; Jan., 236; May, 444.

Your Health, Nov., 113; May, 446.

CANADIAN TUBERCULOSIS ASSOCIATION

As never before, the people of Canada are being urged to rally to the support of the 38-year-old anti-tuberculosis movement.

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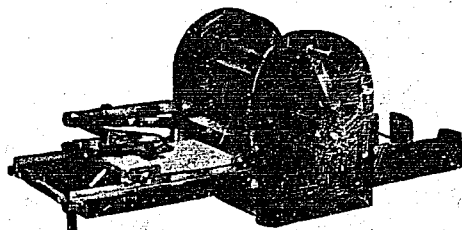


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