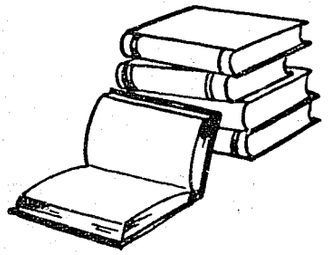
THE B·C·TEACHER



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

VOL. XIX, No. 8 APRIL, 1940 VANCOUVER, B. C.

VANCOUVER, B. C.

BOOKS IN SCIENCE

which have recently been added to our lists

For The Elementary School Grades:

THE SCIENTIFIC LIVING SERIES, by Frasier, Doleman and Van Ney. Illustrated throughout in colour, this is the most beautiful series of natural science readers which we have seen. Every picture offers invaluable aid in the development of the lesson material. The latter is fascinatingly presented and links health and human activities directly with the child's experiences in the world of nature about him. Each book contains thought-provoking exercises and suggestions for interesting projects. Eight books as follows:

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EVERYDAY SCIENCE, by J. A. Partridge. Here is an outstanding book in general science for Grade VII. The topics dealt with have been selected from everyday phenomena of the home and the school, the field and the stream, the garden and the orchard, with which pupils come into most frequent contact. In these topics a close integration is effected with Social Studies, Home Economics, Art, etc. The book is beautifully produced and profusely illustrated. Price..... $1.35

J. M. Dent & Sons (Canada) Ltd.

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TOWARD EVENING

THE B. C. Teacher is in receipt of a letter which the Editor found moving; the more so, perhaps, in that the problem which it raised is one confronting all of us indeed, though imminent and foreboding only for those teachers who are nearing the completion of their schoolroom duties.

Our correspondent is a woman of first class ability and her services as a British Columbia teacher are unquestionably of a high order.

"In June, 1938, my school was closed, as a result of a shut-down in the coal mines, following a strike, and of an exodus enforced upon the families by the relief authorities.

"I was in my sixtieth year, but healthy and active and greatly interested in my work. I had always received very good reports from the Inspectors during my eighteen years of office in the same school, but when I enquired whether I might apply for another position, I was given to understand plainly—and not over-civilly—that it would be useless; that no Board of Trustees would consider engaging a teacher of my age when so many young applicants were on the list for vacancies.

"So, very reluctantly, I gave up my life work and came down here for a prolonged visit with a sister.

"It is a sad feeling to realize that one is being 'laid upon the shelf', so to speak, when one longs to be up and doing. A terrible nostalgia comes over me when I pass a school-house and see other teachers about their business. I wish there were some way in which I could still be connected with the teaching profession, especially now that the war is thinning its ranks.

"I am grateful for my pension, and I pray Heaven that it may

neither be withdrawn nor reduced, but I would prefer to *work*. I read my *B. C. Teacher* from cover to cover; I take long walks; I am collecting and naming the beautiful California wild flowers. But I feel somewhat like a man without a country.

"I think such problems deserve some study. I should like to hear what your viewpoint is".

The B. C. Teacher agrees that such problems deserve study.

Perhaps something more rational could be devised than the mere mechanical rule of thumb provided by resort to birth certificates to determine whether or not a given teacher should give up his life work.

Some people at sixty are younger than others at fifty. To some, retirement comes as a welcome relief; to others—as, for example, to the correspondent quoted above—it means that public interests require that youth be given its chance. Does that mean that mature teachers who wish to remain at their accustomed tasks and who are well qualified—perhaps better qualified than any younger colleague could possibly be—for the service of our school children, must be sent away to eat out their hearts in unsought idleness?

We hope that this editorial may help our correspondent to secure such employment as she desires and is so well equipped for.

But need anyone be distressingly idle? Is there no one in the community who would welcome the aid of an experienced teacher who was willing to give tutorial assistance? Is there a Parent-Teacher Association and does it not cry aloud for the support of just such people as our correspondent? What could she do in co-operation with those organized to serve underprivileged children? We very well know that the Public Library needs her support. We know that *The B. C. Teacher* needs articles from such as she. We are of the opinion that the Lesson-Aids Committee would welcome her assistance.. We very well know that her Church needs her. It is not improbable that her fellow citizens would like her experiences and capabilities to be capitalized for public service on a board of education or a municipal council.

In the long run the problem facing us toward the evening of life is an individual problem, to be solved each of us for and by ourself with whatever little aid friendly counsel may provide. Perhaps therefore a very personal statement may not be out of place.

For the Editor, the evening is further advanced than for his correspondent. He has loved teaching, more than most perhaps, but in preparation for coming days when he will no longer meet his accustomed classes, he has sought to cultivate intellectual curiosity which no years of leisure can discouragingly satisfy. If he is to live out the span traditional in his family, he hopes not to die so ignorant as he is at present regarding various sciences and topics worthy of investigation. He hopes still to find tasks adapted to his capacities. Some of them will be worth while because they will enable him to keep in touch with and to continue to give some service in the educational world; but some of them—many of them—will be worth while because for the first time in a busy life, he will have a chance to do certain things, perhaps not very important in themselves, that he is hungry to get at.

We do not criticize our correspondent for the sense of unfulfillment that is characteristic of most sensitive souls but we do not believe that her life is, or will ever become, empty of interest and usefulness.

Years from now, when the people of her community are talking of her in the past tense, someone will say "And the most useful part of her life came after her retirement".

Meantime, who has a job for a clever wide-awake teacher sixty-one years young?

The B. C. Teacher hopes that various contributors will write discussing different aspects of this same problem.

A LITTLE LOUDER, PLEASE

WE shall have to look up our Cowper to see whether it was of editors that the poet was thinking when he wrote of those who spend their lives

"Dropping buckets into empty wells,
"And growing old in drawing nothing up."

Sometimes that is the way with our job. It is the responsibility of the editor of *The B. C. Teacher* to select from among the indefinite multitude of possible topics a certain few for discussion in the columns of this magazine. From time to time, a subject of real importance to the schools and teachers of British Columbia is broached in these columns in the hope that it may be made the topic of more or less general debate and study. Once in a blue moon that reaction occurs, to the advantage of everybody. How long is a blue moon, anyhow?

Well on to a year ago, after mature thought, the editor reviewed the historical and sociological backgrounds of the Doukhobor problem. That is surely something that concerns teachers, something regarding which teachers should be among those speaking with authority, something tragically in need of intelligent discussion. It was pointed out that we have been following certain policies relative to the Doukhobors these forty years past and that these policies have failed. Policies were adumbrated that might possibly succeed. Discussion was invited. Miss Vera Gilchrist of Coquitlam contributed the results of her own observations and experience as to the Doukobors. So far as we have been informed, nobody else in British Columbia was interested.

The B. C. Teacher thinks that the junior college movement is one of great interest and significance. It will probably be a practical problem, clamoring for solution, here in British Columbia in the relatively early future. We thought that in those circumstances the subject should be discussed from various angles while intelligent and dispassionate consideration are most easily possible. We asked you what you thought about it. But you did not tell us. And you did not ask any questions or offer any suggestions.

These are examples in point. Others could be quoted.

We raise what seems to us an important issue; we inquire your views on the matter or possibly express our own in a fashion intended to be provocative; but nobody is provoked. The silence sometimes all but bursts our ear drums.

(If you are one of that microscopic minority who write to the editor to express agreement or disagreement or further to elaborate matters discussed in editorial or other columns of *The B. C. Teacher*, please take note that we love you but are not talking about you just at present.)

Friends, if you have anything to say—even if it be only a request for some better informed person to follow up a given topic in order that further light may be thrown upon it, please speak up a little louder.

OBITER DICTA

WE greatly regret that articles which certain contributors might properly expect to see in this issue of *The B. C. Teacher* have had to be held over. These include a significant essay by Principal Scott, of Vancouver Art School, on "The Problem of Art Appreciation"; an article arising out of the Editor's visit to the West Indies last summer and the announcements regarding colonial policy made public on February 20; an article on "Travel Scholarships," contributed by an American colleague; "Children Become What Teachers Are," by Walter Abrosimoff of Crescent Valley; "Challenge to Teachers of the Social Studies" by Dr. H. W. Morrison; "Personality and Speech Training," by Miss Dickenson of Carleton School; a witty dissertation on "Science and Politics" by our friend Mr. Cochrane of Ocean Falls; a number of excellent book reviews; an essay by Mrs. Woodrow of King Edward High School, Vancouver, entitled "The World of Tomorrow;" and a highly important paper by Mr. G. H. Cockburn on "Teachers' Credit Unions."

Our Magazine Table

SINCE many periodicals which do not visit us regularly during the year were to be seen on display at our booth in the Hotel Vancouver during the Easter convention, we have decided to dedicate *Our Magazine Table* this month entirely to such magazines. We hope that their publishers, by putting us on their mailing list, will give us further opportunities to draw the attention of prospective teacher-subscribers to their many excellent features. We might add that Mr. J. R. Leask, 3555 West Fourteenth Avenue, Vancouver, B. C., is still prepared to save subscription money and send sample copies of requested publications but we are sorry to state that at the end of the present term this service will of necessity cease. For the efficient execution of this task too much time is required to expect one man to do the work without remuneration, as Mr. Leask has done. His correspondence up to February 15 involved the writing of 587 letters. Through him since September 1 more than eighty schools have sent their magazine orders. Subscripitions have been handled for 256 journals. Sample copies to the extent of 226 have been sent to individual teachers, and exhibits of educational journals were arranged for the various Fall conventions and the display at the Easter convention, of magazines of special interest to teachers was the largest and best yet seen in British Columbia. The net cost of all this service to the Federation is 68 cents.

* * * *

CHILDRENS' ACTIVITIES (Child Training Association, Inc., 1018 South Wabash Ave., Chicago, Ill.; $3) for home and school is a primary journal we are very proud to admit to our inner circle of highly recommended publications. It is not for sale on news stands. The theme of its contents is "Directed Play Moulds Character." The contents themselves consist of games, puzzles, songs, things to make, things to do, stories, play projects, creative work, and drawings. Yet, wonder of wonders, this material in no way really overlaps or duplicates the excellent primary and intermediate work to be found in such old favorites of ours as *The Canadian Teacher, The Grade Teacher, The Instructor* and *The School* (note alphabetical listings, please). We hope that the publishers of *Childrens' Activities* will honor us soon with another copy of their periodical so that we may be able to review it more in detail as its value merits.

* * * *

IF you desire a magazine that is definitely "different" obtain, by hook or by crook, a copy of *The Horn Book Magazine* (The Horn Book, Ind., 264 Boylston St., Boston, Mass.; $2.50) a bi-monthly publication dedicated to a survey of books and reading for young people. But when you subscribe don't expect to receive "a leaf or page, usually containing the alphabet, the nine digits, and the Lord's Prayer, covered with transparent horn, and fixed in a frame with a handle" (unquote). Considerable progress in horn books in general and this one in particular has been made since that time.

* * * *

TIME was when a book in manuscript form was chained to a university desk to prevent its being stolen. Time is when thousands of books gather dust on library shelves through no fault of their own but simply because the average person hasn't the time or opportunity to read them in detail in order to profit from their contents. *The Booklist* (American Library Association, 520 Michigan Avenue, Chicago, Ill.; $3) issued semi-monthly, is an efficient guide to new books and, used intelligently, will certainly help to remedy the above-mentioned disadvantages of modern living. In it there is a section devoted to classified books, another to fiction and others to childrens' books, books for young people, public documents, small library list, free and inexpensive material and author and subject index.

* * * *

COMMERCIAL people have their innings with the mention of the next three publications: *The Business Educational World, The Gregg Writer* and *The National Business Education Quarterly.*

The Business Educational World (The Gregg Publishing Co., 34 N. Crystal St., East Stroudsberg Penn.; $2) for March contains thirty short articles, five of them of the continued type — one of these "The Story of Shorthand" by no less an authority than Mr. John Robert Gregg! "Pick Your Job and Land It" by

S. W. Edlund suggests that prospective employees offer a service instead of ask for a job, appeal to the self-interest of prospects, be specific about what they want to do, about their qualifications, about their results. Teachers who are seeking to improve on their present positions please note.

The Gregg Writer (270 Madison Ave., New York, N. Y.; $1.65) is definitely a magazine of special value to secretaries, stenographers and typists. Personally I found this neat little journal rather maddening when I came to the intriguingly illustrated sections written in shorthand (which is so much "Chinese" to me) and realized that for that reason alone I shall probably never know exactly what "Confucius" say.

The National Business Education Quarterly (Department of Business Education of the National Education Association, 1201 Sixteenth St., N. W., Wash., D. C.; $1.00) specializes in articles on such subjects as consumer education, recent trends in office practice, the teaching of transcription, experience beyond the classroom and business guidance. It is very much worthy of note, in passing, that of the two department directors outside of the United States for 1939-40 the one for Canada is Sheila Mackenzie, Fairview High School of Commerce, Vancouver, British Columbia. How we love to see the names of local teachers in magazines that reach this department.

* * * *

TEACHERS of French are sometimes at a loss for illustrative material. Some may have seen *La Patrie*, (Montreal, 5 cents a copy) "journal du dimanche" on Our Magazine Table at the convention. In the "section comique" we find "Le Surhomme," "Jas. Bras-de-Fer," "Henri", "Blondinette", "Le Fantome," "Jiggs et Maggie," "Le Petit Joson" and even Hans and Fritz disguised as "Toto et Titi." We leave it to your discretion as to how far you should go in employing this type of supplementary material.

* * * *

WITH so many periodicals published for the direct use of teachers it is really a pleasant surprise to come upon one now and then which is frankly given over to the interests of children alone. More than that, *My Weekly Reader*, (American Education Press, Inc., 400 S. Front St., Columbus, Ohio; $.75) the childrens' newspaper, is printed in five editions, each one graded higher in difficulty than the other. At one end

of the scale edition number one is almost 100 per cent. pictorial. At the other end edition number five contains such things as an animated map illustrating an article entitled "Mexico's Six-Year Plan Nears End." Special club rates are offered.

* * * *

FOR high school pupils who would like to subscribe to a school paper specially edited for their requirements we suggest *Current Events*, (same publisher and price as *My Weekly Reader*) a national school magazine which boasts a larger circulation than any other school paper in the world. *Current Events No. 2* is called *Every Week* and has for its motto the saying of Cicero that "The foundation of every state is the education of its youth." *Current Events No. 3*, known as *"Our Times,"* is quite adult in its approach to subject matter. Frankly, *Current Events* is quite American in its outlook and not particularly concerned with the Canadian picture, but, granted this limitation (from our viewpoint), the paper has many fine features.

* * * *

AMERICANS will learn more about themselves at the New York World's Fair this year when they see two visions from across the seas, the mechanical man, "Godfrey," from England and the Dresden "transparent" man from Germany. Officials remark humourously that they do not anticipate any trouble, however, concerning sufficient "Lebensraum" especially since the talking skeleton has been placed between the two gentlemen as a grisly reminder of what both may eventually come to if they persist in quarrelling. *Science News Letter*, (Science Service Inc., 2101 Constitution Ave., Wash.; $5) a weekly summary of current science, supplies the above information and also tells about a new written language making its debut in America. It is Navajo speech, at last put into written form.

* * * *

"RATHER than spend our time and money measuring I. Q.'s we should devote our energies and resources to the kind of education which is both preventive and reconstructive for the adolescent's emotional and physical health. Only by freeing intelligence for action can we realize the promise of democracy." Thus reasons *Educational Method* (Department of Supervisors and Directors of Instruction of the N. E. A., 1201 Sixteenth Ave., N. W., Wash., D. C.; $3.30) for January in "November Issue, Continued." Two articles "Supervision in the New School" and "High School Students Talk It Over" adopt the technique of breaking their respective topics into a series of these with accompanying explanations.

* * * *

DID you know that twenty-two years ago Jan Sibelius, the Finnish composer whose great tone poem, "Finlandia, expresses the nationalism of his people, was hunted by Bolshevik troops who sought to take his life? Comment is unnecessary. "Only Finland Pays" is a short article found in *The New Age* (House of the Temple, 1735—16th St., N. W., Wash., D. C.; $1.50) official organ of Scottish Rite Masons of the Thirty-second Degree.

* * * *

FRONTIERS of Democracy (Progressive Education Association, 221 W. 57 St., New York City, N. Y.; $2.50) is a publication continuing the social frontier. The editor is none other than William H. Kilpatrick and the leading article for February is written by John Dewey. It is entitled "The Meaning of the Term Liberalism." Another contribution, "Liberalism and the Motives of Men" by Gordon W. Allport, is the first in a series of articles exploring various conceptions of human motivation. "When Teachers Organize" is the story of the Alberta Teachers' Association.

* * * *

THE American Council, Institute of Pacific Relations, Inc., 129 East 52nd St., New York publishes *Far Eastern Survey* ($2.50) a fortnightly research service. Most essays in this publication are centred around Japan as the topic of interest. The January issue begins with "Japan in the Changing Phillippine Scene" and the February number with "Coal and Power Shortage in Japan." Each issue is punched and numbered for easy filing and quick reference.

* * * *

CANADIAN Geographical Journal (The Canadian Geographical Society, 2151 Ontario Ontario Street East, Montreal; $, magazine dedicated to the interpr in authentic and popular form, ensive illustration, of geography in its widest sense, first of Canada, then of the rest of the British Commonwealth, and other parts of the world in which Canada has special interest. The photography in the copy of this journal before me is exceptionally good.

"Has the Junior High School Kept Its Promise?" is the challenging title of an article in *The Clearing House* (450 Almaip St., Menasha, Wis.; $3) for January. No definite answer to the query is given but the suggestion is left that since the thirtieth anniversary of the movement is approaching a thorough going stock-taking of aims and achievements should be made. For busy teachers one of the most helpful features of essays in this periodical is the Editor's Note which accompanies each contribution by way of an explanatory introduction.

* * * *

Teacher—"What is the significance of the 11th of November, 1918?"

Schoolgirl—"On that day the Armistice of the Great War was signed and there has been two minutes' peace each year since." (From the Manchester Guardian) —quoted verbatim from *Saturday Night*, the Canadian weekly, which is too well known by you to be described by me.

JUST as we go to press the publication most recently added to our courtesy list comes to hand, *The Modern Instructor*; $2; published by The School Aids Publishing Company, 1935 Albert St., of Regina, from whose presses have issued several dozen books appealing especially to teachers, including several textbooks authorized for use in Saskatchewan. *The Modern Instructor* specializes on practical suggestions for rural schools and teachers of the elementary grades in general. The April number (Vol. 8, No. 8) contains a hectograph section, units for primary grades, songs, schoolroom drama, suggested tests, seatwork material and other attractive features. All in all, a very attractive fifty-page journal. Do you want a sample copy?

AN advanced course for sight-saving teachers and supervisors is offered during its first summer session by the University of Minnesota. It will be sponsored by the Department of Ophthalmology, the Minnesota Society for the Prevention of Blindness, the National Society for the Prevention of Blindness, and the College of Education. Application for admission should be made as early as possible to the Dean's Office, College of Education, University of Minnesota, St. Paul.

B. C. T. F. and Kindred Associations

THE most important Federation news of the month would obviously be an analysis of the activities of the 1940 convention held in Vancouver during the recent Easter vacation. However, complete details of the outstanding business transactions have not yet been dealt with by the Executive, and consequently they will not be presented in the "B. C. Teacher" until the May issue. "The B.C. Teacher" will confine itself for the present to a swift survey of general features of the convention.

Preparations.

Following the appointment of Mr. W. R. MacDougall as convention chairman early in January, a committee was organized to lay plans for the Easter gathering. Names of the committee were published in the March issue of the magazine. To the many hundred teachers who either registered but did not attend or did not even bother to register *The B. C. Teacher* would like to point out that the convention committee spent much time and energy during the first three months of the year in the task of preparing a programme that would best meet the needs of teachers both from the standpoint of professional discussions and from that of classroom or administrative interests.

Realizing that the professional interests of the federation were often relegated to secondary place on the convention programme of former years, the president, Mr. J. A. Sutherland, made provision for daily sessions of the business meeting. The experiment was a complete success.

Convention Gets Under Way.

On Monday morning of March 25, executive officials gathered for preliminary discussions to make final arrangements for the business of the convention. At the same time rural elementary and secondary teachers met in executive session. On the mezzanine floor of the hotel Mr. H. C. Freedman, programme convener, kept an eye on the administration department in the calm before the storm. Later in the morning and early in the afternoon, meetings were held by the rural elementary, unattached members, the dramatic advisory committee, and the secondary teachers' association executive.

Registration at the convention was limited because of the heavy pre-registration effected in larger administrative areas.

First Business.

With Mr. Sutherland emphasizing the fact that best interests of individual teachers could be served within a strong organization, the first business meeting held on Monday evening considered the B. C. T. F. proposal favoring the setting up of larger geographic units in school administration when and where conditions warrant.

General Secretary Harry Charlesworth reported an increased membership for 1940, and stated that he was at that moment attending his twenty-third convention.

Reporting on the twelve-monthly-payment salary plan, Vice-President Creelman failed to report any change in the present school act concerning the number of monthly payments but looked forward hopefully to the next session of the legislature.

Mr. J. R. Atkinson, federation treasurer, found the federation finances in need of careful husbanding and recommended economy in all departments.

Reports on the benevolent fund and the group insurance plan were made by Mr. L. W. Heaslip.

Delegates agreed with the statement that "the rural salary problem is still the gravest one facing the B. C. T. F. and that a strong unified policy must be continued if there is to be any hope of ameliorating conditions."

Mr. A. S. Matheson Receives Fergusson Award.

At the annual rally luncheon held on Tuesday, Dr. G. M. Weir spoke to the assembled guests and Inspector Alva S. Matheson of the Okanagan Valley received the Fergusson memorial award. Enumeration of the achievements of the recipient was made by Mr. Frank Levirs, who found much to commend in Mr. Matheson's activities in the classroom, on federation executive committees, on curriculum revision groups, and in activities improving general conditions for the teacher in the classroom.

Dr. Weir brought greetings from the Department of Education and urged teachers to study the needs of education and the personal needs of teachers in

relation to the wider field of social services at present under the control of the Provincial Government.

We Ask For More.

On Tuesday evening delegates endorsed the stand that teachers' wage scales, particularly in rural areas, should be raised, and that the responsibility for improvements lay with the Provincial Government. More complete statements on this issue will appear in the May *B. C. Teacher.*

We Listen to Speeches and Watch Demonstrations.

An outstanding part of the programme was the demonstrations held in Dawson School where classes from Vancouver elementary schools went through their paces for the benefit of both city and rural teachers. Evidence of the leadership given by public schools was seen in the attendance of several sisters from local Catholic schools.

To English teachers Dr. G. G. Sedgwick, whose absence would make a convention incomplete, viewed with alarm his observations of the manner in which the public, equipped to read superficially, are left highly susceptible to obvious propaganda. Dr. Sedgwick also doubted the wisdom of decreasing the emphasis on grammar in the teaching of English.

Dr. C. H. Gundry, young but competent head of the Vancouver Division of Mental Hygiene, spoke on the close relationship between mental and physical health. He recommended that mental disease be considered in the same light as physical disease, that is, there was something wrong which must be diagnosed and treated.

Geography teachers and their friends visited Vancouver's airport where they were given a look into the intricacies of modern air navigation and weather services. Mr. A. R. MacCaulay of the Vancouver airport was in charge.

Elementary teachers heard Miss Elvina Miller of the Seattle public schools speak on speech training.

Officers and Groups Are Named.

Following the hearing of speakers and observations of demonstrations, federation sections elected the following officers:

Practical arts and industrial science section—L. E. Cantell, Templeton Junior High, president; George T. Riley, Burnaby, secretary.

Science association—T. B. Edwards, Britannia High, president; J. A. Mundie, Britannia High, secretary.

Primary section—Miss E. Dickinson, Carleton School, president.

Commercial section — R. Heywood, Victoria, president. (Secretary to be appointed by president.)

Library section — Margaret Rathie, Model School, president; Evelyn Cruise, King George, secretary.

Secondary social studies' section—Eric Kelly, John Oliver High, president; C. McIntyre, North Vancouver, secretary.

Mathematics section—W. R. Hunter, Cranbrook, president; John E. A. Parnall, secretary.

Guidance section—A. J. Dodd, president.

Health and physical education—W. J. Roper, Lord Byng High School, president; Audrey Horwood, Point Grey Junior High, secretary.

Modern language section — J. A. Armour, New Westminster, president; A. H. Gilley, New Westminster, secretary.

B. C. Principals' Association — Joe Chell, New Westminster, president; George B. Carpenter, Burnaby, secretary.

English section—J. A. Colbert, Kitsilano Junior High, president; Marion Langridge, Magee High, secretary.

Pensions Are Vigorously Discussed.

Only asbestos paper would be sufficient protection for the recording of the long and at times heated discussions on teachers' pensions. The whole background of the subject was minutely examined and the federation committee of Messrs. Morgan, Steeves, and Burnett found the going rough at times as delegates anxiously sought definite information on the present condition of the fund. Again, *The B. C. Teacher* will reserve extensive comment on the matter until its May issue.

We Select Our Leaders.

Succeeding Mr. J. A. Supherland as federation president, Mr. Paul Whitley, principal of Point Grey Junior High School, Vancouver, and holder of various positions on former federation executive committees, was elected. Mr. W. R. MacDougall, convention chairman, was elected as federation vice-president.

We Relax.

Having concerned themselves for three days with academic and professional

matters, teachers relaxed on Wednesday evening and enjoyed the programme of films, cards and dancing arranged by Mr. Jack Hamilton. Possibly because the admission was free, the showing of films by the National Film Society was made to a packed house with many teachers unable to gain entry.

Later in the evening, Mart Kenney and his Western Gentlemen provided music for the dance held in the hotel ballroom.

A display of art gathered from over forty provincial secondary schools was held in the Vancouver Art School under the supervision of Mr. C. Scott, principal of the school. Dr. Norman Black officially opened the exhibition.

PARENT-TEACHER CONVENTION

By Mrs. E. H. Dalgleish,
2757 Waterloo Road, Vancouver.

DELEGATES from ninety affiliations registered at the Eighteenth Annual Convention of the British Columbia Parent-Teacher Federation held in the Hotel Georgia, Vancouver. Among the number were delegates from such distant points as Williams' Lake, Kimberly and Cranberry Lake.

Mrs. J. P. Leeming was elected president succeeding Mrs. J. Hallberg. Other officers elected were Mrs. K. G. Kern, first vice-president; Mrs. F. C. Grocock, second vice-president; Malcom Burns, organizer; and Mrs. D. Ryckman, editor *of Parent-Teacher News,* the official publication of the federation.

Victoria delegates added an original touch by singing an original P.-T. A. song dedicated to parent-teacher associations everywhere.

During the deliberations it was resolved: to demand action on salacious literature; refer the matter of a Canadian flag to the Canadian National Federation of Home and School; to request the erection of a building at U. B. C. to make operable the Marriage Act of 1938; that the National Federation of Home and School be asked to conduct a national campaign against Hallowe'en vandalism and that suggestions for wholesome fun at Hallowe'en be sent to the various parent-teacher associations.

Mrs. John E. Hayes, first vice-president of the National Congress of Parents and Teachers, proved an inspiration to the convention. She closed her parent-teacher forum with the following poem:

The Burden Of The Hour

By George Klingel.

God broke the years to hours and days,
That hour by hour and day by day
Just going on a little way,
We might be able all along
To keep quite strong.
Should all the weight of life be laid
upon our shoulders
And the future rife with foe
And struggle meet us face to face,
We could not go, our feet would stop.
And so, God lays a little on us every day
And never, I believe, on all the way
Will burdens bear so deep,
Nor pathways lie so steep
We can not go, if by God's power
We only bear the burden of the hour.

Dr. F. W. Norwood in his key-note address said "We must not only look to tomorrow but also look back at yesterday and remember and retain some of its spiritual values. We must inspire a spirit of reverence for the past as well as the future and inculcate it in our children."

Professor Morrow in his address at convention dinner stressed that character is essential to real success but pointed out that it is the quality most often found lacking in applicants for a position.

All in all the convention was a real success, the delegates finding it inspiring and profitable. The representatives left fired with new ideas and ambitions and eager to pass on to their associations what they had learned.

WORLD FEDERATION OF EDUCATION ASSOCIATIONS

THE report of the Health Section of the W.F.E.A. is now available. It includes twenty-three papers prepared by leaders who reviewed school health activities in thirteen countries for the 1939 conference. The meetings were held on shipboard, off the coast of Brazil and at Puerto Rico, the Brazilian dictator having at the last moment forbidden the World Federation to hold meetings in Brazil. The sessions of the Health Section were of outstanding interest, as various British Columbia teachers who were in attendance have already reported. Those in any way responsible for the health of the school children of this province are recommended to secure a copy of this report. It may be obtained from the Health Section Secretariat, W. F. E. A., 200 Fifth Avenue, New York City at a cost of 60c, including postage.

LESSON AIDS COMMITTEE CLASSROOM AIDS

THIS month our report must necessarily be rather disjointed. At the Convention we sold 837 separate units of work, a striking proof of their appeal and value. We hope all are pleased with them. . . . Note again—the business of the Lesson-Aids Committee is entirely self-supporting. . . . It is a community effort, and is not operated for profit. . . . The prices of units are fixed by the cost of typing, multigraphing, and distribution. . . . We made many new friends at the Convention, and were glad to meet others whom we had formerly known by name only. . . . Our corner at the hotel was crowded out at times. . . . The display jackets for the units received much praise. They were the work of Grade IV. children of Moberly School, Vancouver. . . . If we continue to receive support there is a possibility that prices may be lowered next year. . . . The units are on sale all the year round, although the work of the committee is over for this year. . . . We already have some ideas for the new units for next year, but would like suggestions and requests. . . . There are plenty of Price Lists and Order Forms for the asking. . . . We tender our appreciation of the appreciation tendered to us. . . .

IMPORTANT: We would like to know the address of Mr. Campbell, who paid for a packet of units, and did not collect it; he omitted to put his address on the order form. . . . The Mexican display deservedly received much attention. Bouquets to Miss Isabelle Storey and her Grade V Model School girls who did the work. . . . At the end of April we shall have a new unit (No. 60) based on this display. . . . All packages of units that were not called for at the Convention have been mailed . . . 5 per cent of our units have been prepared by teachers outside the committee; this should be more, as the rural teachers are more in touch with rural conditions than we city teachers are. We do our best, but there are limitations. . . . Teachers at Creston and Matsqui are hereby thanked for their excellent units. . . . The Supervisor of P. E. in Vancouver, Mr. W. E. Brandreth, speaks very highly of our new P. E. unit (No. 89) . . . One lesson learned at the Convention: we must have more space next year, so that units may be packed on the spot. . . . North Thompson District and North Vancouver led in purchasing units this year. . . . Would Grades III and IV teachers like more of the Silent Reading units with a geographical basis? . . . Make a special note of the following units which have been prepared since the list was published in the November magazine:

Primary

No. 16—Practical Arts 6c
No. 17—Handwork Suggestions 2c
No. 18—Science—Animals and their Homes 8c

Junior

No. 23—Silent Reading—India 2c
No. 24—Silent Reading—Noogloo the Eskimo 2c
No. 25—Silent Reading—Switzerland.. 4c
No. 26—Silent Reading—A Desert Home (Arabia) 2c

Intermediate

No. 40—Middle Atlantic States..... 6c
No. 57—Why Britain is Great (Integrated) 6c
No. 50—Objective Test on South America 4c
No. 58—Medieval England (Integrated) 20c

Senior

No. 78—St. Lawrence Basin (Integrated) 7c

Miscellaneous

No. 89—Physical Education in Rural Schools 8c
No. 90—Art—Hints on Poster Work (Illustrated) 10c
No. 92—Music Appreciation—The Orchestral Instruments 8c

(Please note that No. 92 was accidentally omitted from the new Price List.)

All requests, complaints, suggestions, orders, etc., should be sent direct to the Secretary-Treasurer, Mr. Harry G. Boltwood, 3486 West Second Avenue, Vancouver.

KELOWNA AND DISTRICT.

By Mary E. Kidd.

ST. Patrick's Day decorations greeted the members of the Kelowna and district branch of the O. V. T. A. at the March dinner meeting which was held in the Rutland Community Hall. After a jolly sing-song Mr. Logie gave a report of the O. V. T. A. executive meeting. We were pleased to hear that the O.V.T.A. membership had been increased by forty-two over that of last year.

Mr. Bill Krowels was the speaker of the evening. He took us to Hawaii and then to New Zealand, and finally, with reluctance, home again.

Ramblings of Paidagogos

MORE ANALECTS OF W. J.

ON a previous occasion—some years ago indeed—I gathered together in an essay a few of the commentaries made upon life by a man of great penetration. Needless to say, his mind has not ceased to function in the meantime. Quite on the contrary. So I now set down a group of Analecta of more recent origin.

There is, however, one explanatory comment he has asked me to make. When he read the manuscript he was struck by the pontifical tone of many of the items—an effect he very naturally deplored. The truth is that he is in no sense a pontifical man. Yet for the life of me I cannot see how the tone can be altered. The Analects, in far the majority of cases, are conclusions reached in discussion. They are given here in terse form and completely stripped away from the process of reasoning through which they were developed. I can only pray the reader to keep this in mind. Whether he agrees with the statements or not—and the probability is that there are many with which he will be quite unable to agree—let him at least absolve W. J. of intellectual finality.

The wise man appraises motives; the cynic merely suspects them.

* * * * *

When one is sure of a man's rascality, one can get along with him. It is the state of uncertainty that leads to social awkwardness.

* * * * *

It is better to be foolish than stupid. The first calamity is subject to amelioration, the second is mortal.

* * * * *

Intelligence is simply the quality of behavior. A sleeping man is neither intelligent nor stupid.

* * * * *

Knowledge is an improvement upon belief, but insight is far superior to knowledge.

* * * * *

One can be in a situation but not of it. Participation marks the difference between exposure and experience.

* * * * *

Only ignorance is profound: the known is both simple in itself and in its expression.

* * * * *

The way to knowledge is through an individual analysis and definition of abstract terms.

* * * * *

Rationality is not an inherent quality of the mind. It comes from our being conditioned by an orderly environment.

* * * * *

How can the mere amassing of ideas profit a man? Unless his ideas are interactive and applicable to his life, they deaden his mind and stultify his conversation.

Innate ideas are a form of magic. By means of them the mystical thinker has a short-cut to knowledge.

* * * * *

Conversation is like a ball that we throw back and forth, and a man's calibre can be estimated by his skill in this art. The commonplace man merely lobs the ball back; the intelligent man imparts a spin to it; the stupid man throws it wide of the mark; and the bore passes it from one hand to the other.

* * * * *

Contripetal and centrifugal—these words can be attached to minds as well as the forces. Nothing worth while has been accomplished by minds of the second variety.

* * * * *

Nothing is so exhausting as conversation with a tangential thinker. You have no sooner called up one associative field than he is off to another.

* * * * *

He says his motives are as pure as the driven snow. Perhaps they are —but I should like to ask how far the snow has been driven?

* * * * *

Blank makes a great point of having a "definite scale of values". So has everyone else. Blank's trouble is that he places self-importance and intolerance at the top.

* * * * *

Run the devil down by all means, but at least it can be said for him that he never encouraged skepticism.

* * * * *

I should be sorry to have the adjective "good" applied to me. The "good" man, according to my experience, is one whose modes of behavior were standard some twenty-five or thirty years ago.

* * * * *

Yes, it's a queer world! A man is praised for his virtues, but he is chiefly rewarded for his vices.

* * * * *

The best guarantee of a permanent marriage is a moderate income.

* * * * *

Man's sole progress is in science and the application of science. All other so-called progress is merely change.

* * * * *

Yes, I've heard of hara-kiri. It's rather like the procedure, I believe, whereby a man cuts off his nose to save his face.

* * * * *

The modern view of heredity has been reduced to this: wooden heads can be inherited but wooden legs can't.

* * * * *

Certainly our standards of aesthetic appreciation have a material basis. Consider the impact of reinforced concrete upon our architectural values, or of cosmetics upon our ideas of female pulchritude.

* * * * *

(On leaving the company of an intelligent negro porter) What an occasion for the Latin tag! *Sana mens in corpore* Sambo.

Slattern? Of course the word can be used today. It refers to a girl with wrinkled stockings.

* * * * *

I shall never feel myself to be an old man until some youngster tells me I am "spry".

* * * * *

You say the Jews will always be a race apart? Let me correct you in one particular. It is not the Jews but their traditions that cannot be assimilated.

* * * * *

There is nothing strange about the assertiveness of a minority. Minorities, whether political or religious, have always been self-conscious, touchy, and aggressively coherent. The reason? Simply this. A strong sense of inferiority—even if it be only numerical inferiority—produces compensative behavior.

* * * * *

Language is the deputy by which experience is represented in the mind. The weakness of language is that it can be acquired apart from experience, and so become as great an absurdity as a representative with no constituents.

* * * * *

The effect of cleverness is often obtained by manipulating the purely superficial aspects of a given situation. Vide Mr. G. B. Shaw's remark after the conquest of Poland: "The war is over and Russia has won it". Values derived in this fashion are really monkey values.

* * * * *

The chief difference between Democracy and Totalitarianism lies in the latitude permissible within their respective social norms. In the former, the norms are like a broad boulevarded highway within whose boundaries the traveller may deviate at will; in the latter they are like a narrow bridle-path along which he must walk or perish.

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With Whitehead, I cheerfully resign all absolutes to the theological philosophers.

TODAY.

By GEO. K. SANGSTER, *Livingstone School*

YESTERDAY has gone, and all that then befell
Of hopes to satisfy and fears to quell.
There may be many morrows. Who can tell?
But I'm the sole Today. So use me well.

Long ere my light had dawned this morn I came to you
To proffer all the treasures that I knew.
Spend wisely; use them fearlessly; and do
To others as you'd have them do to you.

Then, if through grace of God you greet another sun,
Do not regret my loss. My course was run.
Cherish that which I taught in tasks well done.
Look up; and hail the new Today begun.

Talks on Art

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

ART may mean many different things. In its broadest sense, it covers everything created by man that strikes us as beautiful—pottery, furniture, poems, buildings, automobiles, sailboats, music, dancing, gardens and so forth. In these talks I am going to think of art on a somewhat narrower sense, discussing painting, sculpture, architecture, music and literature to see if we can discover what characteristics they have in common and how they are related to one another. I shall have something to say to people who really know and love art in one or more of its forms, people who may talk little about it but who live with it and who do not regard it as a fashionable luxury but as a daily necessity. However, I shall have little to tell them that they do not already know, and I shall have more definitely in mind certain other people who are wistfully interested in art and, although not quite at their ease in the presence of its most striking forms, are yet willing to learn; like the lady in the old doggerel who, on being invited to waltz, replied coyly;

"That she couldn't really dance it,
But she'd rather like to try."

Those somewhat puzzled by art, but anxious to understand what it is all about are constantly growing in number.

For one of the features that has characterised our rapidly evolving community life in America since the beginning of this century has been the increasing accessibility of the arts to the mass of the population. Take painting, for example. In my youth an inhabitant of a Canadian city heard about great paintings, but, unless he could go to Europe or at least to New York, he never saw them. I think I am safe in saying that there was no adequate Art Gallery in the whole of Canada. Now every city of considerable size in Canada has its Art Gallery with interesting specimens of modern art at least and usually a few examples of older periods; moreover loan exhibitions from other places are shown from time to time. Several of our cities have Art Schools, which include classes for children. Some of our Universities have Chairs of Fine Arts; in all of them occasional lectures on the Fine Arts are given ,and several of them are provided with valuable collections of art-books and art-reproductions. As for music, everybody is aware of the amazing revolution effected by inventions like the gramophone and radio in the spread of the knowledge of music; the whole repertory of classical music has been made available to anyone at any time in his own home at the pressing of a button. Moreover, nearly all cities in America of any size have their own symphony orchestras, and Chairs of Music are being established in many universities. As for the art of literature, not only are its classics being made available to the increasing number of students who come to our universities, but the significant works of contemporary writers are given a sympathetic attention by modern professors of literature that was lacking in my student-days.

Yes, the horse has been led to the brink of the water, but it is another thing to make him drink. And, by a curious paradox the very age that has done so much to provide the water has, in other respects, been such as to make the horse shy off from it more than ever. For, in proportion as art has become more accessible in a material sense, the more difficult has it become for most people to apprehend in its contemporary forms. To be sure, the "old masters" and "the classics" are there; but we tell people that art is not a dead, but a living thing; and it is its living, contemporary form that they find the most puzzling of all. They go to Art exhibitions and see pictures which represent nothing that exists in heaven or on earth or in the water under the earth; they go to concerts and hear music which seems to them mere discord and chaos; they pick up the latest volume of poetry and find alleged poems which seem to be merely a ballet of punctuation marks; they are confronted with sculpture which suggests an egg balancing on a truncated snake and are told it is the portrait of Miss So-and-So; they are shown by the architects models of houses with so much window-space that the inmates would have to come out to enjoy a moment's privacy—and they go away puzzled as to what Art and Beauty mean.

It is just this combination of the increased accessibility of Art with the in-

creased difficulty of its contemporary manifestation that has raised with peculiar insistence for many people in our generation the question—What, after all, is Art? Why is one object judged beautiful and another not? Are Art and Beauty anything more than just what pleases? And will not one thing please you, and another me? Isn't that all there is to it? Isn't all this business of handing down solemn judgments on Art, like the laws of Sinai, just another racket? And didn't Kipling expose that racket once for all in the well-known verses:

When the flush of a new-born sun fell
first on Eden's green and gold,
Our father Adam sat under a tree and
scratched with a stick in the mould,
And the first rude sketch that the world
had seen was joy to his mighty
heart
Till the devil whispered behind the
leaves: "It's pretty, but is it art?"

It is people who are asking these questions—but who have not yet answered them definitely—that I am addressing.

Now, how am I to help those who are still undecided, but willing to listen? What lifebuoy can I throw out to those desperately clinging to the capsized craft of faith in Art? An immediate definition? I have none; and, if I had, would it help? Would a definition of a strawberry help you to enjoy one? And art is essentially something that must be enjoyed. Now there is nothing harder than to communicate to someone else your reasons for enjoying anything; you certainly can't do it by just explaining to them what the thing is, even if you know what it is. So the definition method won't do.

But before going on let me say how much I esteem the independence of those who refuse to allow the "arty" people to tryannize over them. There is a great deal of humbug talked about Art, and a great deal of alleged Art is itself humbug. It is a healthy sign that people who see modern painting or hear modern music for the first time should begin by revolting against it—though that is no reason why they should end that way too. Above all, I approve of that insistence that art is something that pleases; for it shows an instinctive understanding of the real difference between art-appreciation and other operations of the mind. In most activities of the mind, the question of how you personally feel about the matter at issue is usually irrelevant; the only vital thing to determine is whether it is demonstrably a fact, a truth or not; if it is a fact, then the question whether you like that fact or not, matters not a jot. With art the situation is reversed. A critic may tell you that a certain picture or a certain poem is a masterpiece; he calls that a "fact" or a "truth"; but his truth is of no importance to you unless you succeed in feeling the beauty of the masterpiece. If you won't accept a mathematical demonstration, such as that the sum of the angles in a triangle is equal to two right angles, you are a stubborn fool and I have a right to be angry with you; but if you fail to respond to Beethoven's music or Shakespeare's poetry, you are quite within your rights, and I can only be sorry for you. Intellectual truths are a matter of objective, impersonal *demonstration;* beauty is a matter of subjective, personal *experience.*

And yet—and yet—that is not the whole story. For we experience many things that we do not call beautiful. We experience sea-sickness and all kinds of bodily infirmities; we experience fear; and we do not apply the word "beauty" to those experiences. That is because they are unpleasant, you will say. But we have pleasant experiences which we do not think of calling "beautiful"; the sense of ordinary bodily well-being, exercise in the open air, tasty things to eat, pleasant odours to smell. We do not ordinarily call these experiences aesthetic experiences.

We are here up against a rather difficult philosophical problem. You see what I am driving at, at least, I hope. I am trying to show that it won't quite do to say: Beauty is anything that pleases anybody. When pushed to the wall, none of us will really claim that. You like chocolate sundaes; but you don't seriously call them works of art; you don't feel that everyone should share your liking. But when you admire a sunset, you turn to your companion, with the exclamation: "How beautiful!" instinctively expecting his assent. Why? Evidently because you feel that that spectacle has a significance not only for you but for other people, "a universal significance," like the statement that two and two make four. Yet if by chance your companion challenged your enthusiasm, saying, "I don't see it's beautiful," you would find it hard to do anything about it. You can't *demonstrate* the beauty of a sunset, you can only *experience* it. Yet you

have the feeling that somehow that beauty is of universal importance. In other words, beauty is, on one side a matter of the feelings, a personal matter; on the other, it partakes of the nature of demonstrable truths, in that it is felt to have a universal significance; only that significance cannot be demonstrated.

This is the exasperating thing about beauty. Those who feel it long to communicate their feeling for it; for it seems to demand communication; yet it defies all ordinary means of communication; you feel you would require to be a magician or a hypnotist to lull your friends into seeing things through your eyes.

But at all events we have found here a better approach to the subject than the method definition. Let us stick close to these two key-ideas, experience and *significance* (or, if you like, combine them into "the experience in matters of beauty and Art, your experience and my experience"). Then let us widen the track to include the experience of the race; in other words, the history of man's evolving apprehension of beauty and art.

In other words, let us see whether Beauty may not be—in one of its uses anyway—simply a word used to cover everything that seems to man significant and interesting in life and that the scope of the word widens out as the individual or the species deepens and broadens his and its experience. The word "beauty", that is, stands for different things at different stages of man's spiritual evolution, either as an individual or a species; and in one and the same epoch of time, it may stand for different things in different parts of the world. Let us not be so concerned to define "beauty" as to observe what the term "beauty" connotes. This will involve a brief sketch of aesthetic history for which space in this present number of *The B. C. Teacher* will be inadequate. To this theme I shall therefore devote a second talk in this series.

Library Services for Schools and Teachers Furnished by the Public Library Commission

By WILLIAM KAYE LAMB, PH.D.,
Secretary of the Public Library Commission

INSPECTORS and teachers will be interested in the following tabulation of the services for schools and teachers furnished by the Public Library Commission. The notes have been secured from the office of the Commission, in Victoria.

Open Shelf Division

This Division loans books, etc., to individual borrowers, and offers four distinct services of interest to teachers.

(a) *Main Open Shelf Collection.*

Consists of about 30,000 volumes, mostly non-fiction. Most of the classics, such as Dickens and Thackeray, Hardy and Kilpling, and some more recent writers, are available, but current fiction is not loaned.

The Open Shelf can offer a wide selection of books on literature, science, music, art, economics, history, biography, travel, radio, handicrafts, hobbies, and many other subjects.

No complete catalogue has been printed, but lists of books on many subjects have been prepared, and a check list of these will be sent upon request.

No children's books are available, except to registered pupils of the Elementary Correspondence School (see below).

Persons Served. Any resident of British Columbia who has not access to a good municipal library, and who is not living in a union library district, can borrow books from the main collection of the Open Shelf.

(b) *Teachers' Professional Library.*

A special collection of about 1200 titles, which includes most of the books recommended to teachers by the Department of Education.

A special 47-page catalogue has been printed, and will be sent to any teacher upon request.

Persons Served. Any teacher in the province, except those in the City of Victoria and the City of Vancouver, may borrow books from the Teachers' Professional Library.

(c) *Elementary Correspondence School Library.*

A special collection of about 1000

titles, reserved for the use of pupils of the Elementary Correspondence School.

A 50-page graded and annotated catalogue will be sent free on request to any pupil of the school.

Persons Served. Books can be sent only to pupils of the Elementary Correspondence School. (Students of the High School Correspondence School are served through the main collection of the Open Shelf).

(d) *Picture Collection.*

The Commission possesses several thousand mounted pictures, suitable for use as visual aids, or for beautifying the classroom. So far as the supply of pictures permits, every effort will be made to send pictures which illustrate any special subject or period in which the teacher is specially interested.

The loan collections vary in size from 10 to 50 pictures, and may be secured either on short-term loan, or for a whole school year.

Persons Served. Only schools outside the larger centres of population, and outside the union library districts, can be served, as the supply is relatively limited; and preference will be given to small rural schools.

General Information.

All the book services offered by the Open Shelf are given free of charge to the borrower. Books are sent out by mail, and every package contains a return postage label which will bring them back to the library, postage free.

Address all inquiries and correspondence to the Open Shelf Division, Public Library Commission, Parliament Buildings, Victoria, B. C.

Travelling Library Division

This Division loans collections of books to communities and schools. Community libraries consist of from 50 to 100 books, depending upon circumstances and are loaned for a period of four or six months, at the end of which they are returned and exchanged for a replacement library. The Commission pays outward freight charges, but expects the community to return the books charges prepaid. (These notes are given because a teacher in a rural school occasionally wishes to arrange for the borrowing of a community library, and act as librarian, in an effort to encourage interest and reading among the parents of pupils).

School Libraries usually consist of 65 books. Most of those loaned are borrowed in September and October, and returned in June, at the end of the school year.

In making application for a library it is essential that the teacher state (a) the number of pupils in the school, and how they are divided amongst the different grades, and (b) what books are already available in the school. These details will enable the library to pick out from the books available those which will probably prove most suitable and useful in any individual school.

Schools Served. Although about 275 libraries furnished by the Commission are on loan to schools at the time of writing, demand still far exceeds supply, and early application is essential if books are to be secured.

It has also been necessary to decline to loan school libraries to chools in larger centres, and preference is given to small rural schools, for the obvious reason that, by and large, they are least able to help themselves.

Terms of Loan. The School Board is expected to assume responsibility for the books, and must make good loss or damage beyond reasonable wear and tear. The Board must also agree to pay freight charges both ways on libraries supplied.

Prince George Branch Library.

The Commission maintains a branch library at Prince George, and schools in the area north of Quesnel and Barkerville and situated along the line of the Canadian National Railway from Hazelton to the Alberta boundary should secure their libraries from Prince George.

Address all correspondence to Miss Jeannette Sargent, Public Library Commission, Prince George, B. C.

Inquiries and correspondence from all schools not in the Prince George area should be addressed to Travelling Library Division, Public Library Commission, Parliament Buildings, Victoria.

Please Note: As it is now late in the school year, no further pictures or school libraries can be secured this year.

SUMMER CONFERENCES ON EDUCATION BY RADIO.

TWELVE colleges and universities will conduct summer conferences on education by radio, to study the findings of research studies on which $500,000 is being currently spent. Information as to date and instiutions may be obtained from the Federal Radio Education Committee, Washington, D. C.

New Stress on Old Technique

By T. EDWIN GAUTIER, *Creston Valley High School, Creston*

IT appears that a certain salesman stopped a farmer at the corner of his field to sell him a subscription to a farm journal. "This journal will save you money because it will show you how to farm better", urged the salesman. "Shucks (and similar expressions of disgust) I don't need to learn to farm better", replied the agriculturalist; "I'm not farming as well as I know how now!"

Are we teachers teaching pupils to think as well as we know how? Supervised study seems to be an important tool that might be used more effectively than it is by most of us, perhaps by any of us.

Current stress on guidance has focussed special emphasis on the teacher's function of helping the pupil, from his own point of view, to make the most of his vocational and educational opportunities. Supervised study throws into bold relief the problem of how boys actually do learn. Supervised study may be thought of as the direction of the student in the understanding of the best techniques of efficient study; and the mastery by the pupil of the effective use of these techniques, specifically applied, while he studies advanced assignments under the guidance of the teacher. In recent times there has been a distinct change in pedagogy from teacher activity to pupil activity. There is a new emphasis on the learning process. Creating the right attitude toward study and developing good study habits at home or under supervision at school are vital concerns of the teacher. Supervised study when interpreted as guidance in learning concerns these activities.

Experiments, widespread in the United States, many of them directed by H. R. Douglass, have shown that advising pupils how to study has a permanent beneficial effect on only the lower thirtieth percentile. But here is a different story: practice in learning under teacher supervision has been found extremely effective in

i improving the quality of a pupil's work;
ii increasing the quantity of work he turns out;
iii saving him time; and
iv helping him avoid fatigue.

A characteristic function of secondary education is that of training boys and girls in the art of independent study. This supervised study may take place as an integral part of classroom method, in a part of the class period especially set aside for supervised study, or in whole periods set aside for special individual supervised study. Wherever it does take place it should be directed by a teacher who has made a careful study of the learning processes. Here is a tentative analysis of learning which might serve as a foundation for such a study:

Gathering information:

Listening—Notes; assignments; vocabulary.
Reading—Understanding or comprehending; appreciation; enjoyment.
Memorizing.
Organizing facts — Note-making or outlining.

Using information:

Writing compositions—Planning of all sorts.
Constructive thinking — Solving problems; checking; verifying; forming judgments; making decisions; making generalizations.

Whatever may be the apparent evidence to the contrary, every boy and girl who attends school wants to work, wants to accomplish something, to get something done. Most pupils want to get a great deal done. If we show them that guidance in learning will improve the quality of their work, increase its quantity, save them time and avoid fatiguing them, most assuredly they will be eager for their programme of supervised study. Some form of the activity programme, where pupils work on integrated units, is current in most schools. Here pupils already spend a great deal of time studying or learning, independently of the teacher. Most of them have difficulties and are eager for help from the teacher. No boy wants to fail in school if he can find a way to avoid failure. He knows that he can get better results from supervised study at school than under the poor conditions at home. Experience shows that the ordinary boy will very willingly accept a programme of teacher guidance in pupil learning, especially if it is introduced

gradually so that he can whet his appetite on some of its good effects: helping him realize his objectives, do what he wants to do, work in an economical scientific way that conserves his time, energy and health.

When the teacher who is a specialist in supervising study understands the ability of the individual pupil, he can help the learner establish a purpose which will result in concentration. He can give the student a knowledge of correct study habits and see that practice of essential skills, as in the mechanics of reading, takes place so that there is little reciprocal inhibition of learning techniques not practiced. All this good work will be carried out through personal help and conversation where the teacher pierces defensive barriers of sophistication and indifference, to diagnose and give individual treatment by criticism and approval, encouragement and rebuke. The teacher's sense of humour must manifest itself in these incidental friendly individual conferences; tact and discretion will come with practice and will result in easier, happier learning by the pupil. A tempering of the teacher's enthusiasm with a certain reserve will make the pupil self-reliant and efficient in his intellectual pursuits.

Teachers who are to work in the study halls need to have all the skill of the supervised study teacher outlined above. In addition they need to understand mass behaviour. If a boy misbehaves in a way that causes a disturbance in the study hall the teacher must prevent recurrence of such an act. If the act was unintentional the teacher may acknowledge by a smile or a frown that it was undesirable or may ignore it altogether. If the act was conceived to attract attention, the teacher may ignore it or later on go over and hand the pupil a conference appointment slip; at the conference the teacher will find it easy to get satisfactory results without any loss of "face" by the pupil. In the study hall all routine work should be delegated to pupil assistants so that the teacher can go about quietly giving essential help on call and volunteering aid to the poorer pupils, who, through observation, are known to be in need of it.

Many pupils will be found to need special individual guidance in learning. By careful observation the teacher or teachers in the study hall should be able to locate all these people. But teacher time in the study hall is at a premium and conditions are not altogether suitable for the best guidance. Excellent results may be obtained by dealing with cases that need individual attention, either individually or in groups of three or four. If school finance will allow a suitable arrangement of teacher load there will be a noticeable improvement in the scholarship and morale of the school.

In all the motley throng who go to the study hall for any one period there are three distinct types of people:

1. Reliable pupils who wish to work and have fairly good study habits.
2. Unreliable pupils who by study guidance and a taste of the resultant success may be motivated so that they learn to study and their study hall behaviour improves until they are placed in Group 1.
3. Incorrigible persons who are such a drawback in Group 2 that they must be given special individual treatment, possibly disciplinary.

In the ideal situation Group 2 should occupy the main library study hall under teacher supervision and control. Group 1 might occupy a well-equipped room under teacher supervision and pupil control, with special privileges, including going in and out of the library when necessary. Group 3 should go to the teachers who are doing special remedial work with individuals or small groups; if such teachers are not available, Group 3 might be forced to carry a full-time load or study at the back of some teacher's classroom. Practically, these people in Group 3 are the only study hall problem and they must be dealt with effectively if not ideally.

TWENTY-EIGHTH Annual Report on Labour Organization in Canada for the Calendar Year 1938; Ottawa; The King's Printer; pp. 256; paper cover; 50c.

Kilpatrick Study Conference, Tacoma, January 26, 27 and 28, 1940

By DONALD CAPON *and* F. A. ARMSTRONG

THIS was the third conference of the Progressive Education Association to be held in the Pacific North-West within the past two years. It speaks well for the teachers of the North-West, particularly those of the State of Washington, that upward of 1000 of them should spend a week-end in the study of the fundamental philiosophy and aims of education and the problems related to their application in the conduct of our schools.

The leading figure of the conference, as the title of this report suggests, was William H. Kilpatrick, Professor Emeritus of Columbia University, well-known in the teaching profession as an exponent of the educational philosophy of John Dewey and writer of many outstanding works on Education. Dr. Kilpatrick, it may be mentioned, is a man of charming personality, wide interests, and keen intellect.

The British Columbia contingent was comprised of eighteen teachers, principals, and inspectors.

In the paragraphs which follow an attempt is made to summarize the conclusions reached in the conference discussions, and particularly the point of view expressed by the leader, Dr. Kilpatrick.

How We Learn

Our reaction to any given situation is not confined to one part of our organism; rather, our whole being, with its neuro-muscular-glandular functions, is occupied in meeting the problems which have to be solved or in mastering that which we set out to learn. The effect upon us of any situation or set of circumstances depends upon the manner and quality of our response to them. Our response conditions our behaviour and the attitudes that we build up. It is essential, then, that the environment of children be wholesome and conducive to good living; that their interests be studied as the springs of their activities; and means supplied whereby they may satisfy the creative urge within them. Only in this way will they develop wholesome personalities and live a good life.

Learning is the name we give to the fact that things enter into the stream of life as part of one's being and stay with him to influence what he afterwards does in living. We learn our own reactions, including feeling, thinking, and acting. We learn them in the degree in which we accept them. We learn what we live. "As a man thinketh in his heart so is he". Each child learns not what we tell him to learn but as he sees, feels, or accepts it. He may *appear* to learn under compulsion.

Learning and Character—Learning is living, so each thing learned is built into character. Each thing that he lives is joined up with many things. The essence of character is that it is a seamless web woven into the personality. What is woven in stays even though we may not be able to recall it. Living and learning build character. Especially is character built by the choices that we make. Since children learn what they live the quality of their learning should concern us more than anything else.

We cannot learn what we do not live. Therefore we need schools in which rich living goes on,—rich, fine, sweet and moral as possible. We cannot compel these things; the feeling for a poem, for example. Get children to feel and choose the better things and they become part of them. They build them into their personalities. But the teacher who works primarily for these things works harder than he who works from the standpoint of subject matter mastery, because he is working for a finer, and less tangible, inner response. He works to develop feelings and emotions, knowing that children learn as they feel.

Coercion—Anything which a child does against his own will is done through coercion. We may coerce another only by being able to present an alternative more distasteful than the one proposed for him. But a child learns as he feels in his own mind in regard to a situation, and builds his pleasures and irritations into his character. But this does not mean that he may be allowed to act simply as the impulse of the moment suggests. During the early years of his life he is under the control of his

parents and teachers. But through discussion of ends and probable results he may be led to decide wisely regarding any projected course of action. As years go by he increases in his power of discernment and so develops ever greater power of making desirable yet independent choice in matters of action and conduct.

Democracy should function in the school if we expect to have our pupils, as adults, function in a democracy. Those who are affected by decisions should share in the making of them. Pupils are responsible for their share in the common effort to run the school. The humanizing of the school during the past hundred years is responsible for the remarkably altered attitude of pupils toward it. This has been achieved by taking the pupils more and more *inside* the school and caring for their interests, looking upon them as personalities to be developed. By way of contrast: Horace Mann has recorded that 125 schools in the United States of America were closed in 1837 because the pupils ran the teachers out; in 1844 65 whippings per day were administered in a school of 400; and that three college presidents resigned because the trustees would not allow them to punish students who had advanced beyond the sophomore year. Today the good school has few or no punishments, although it may have to deal with problems of personality.

Social Intelligence

We can build social intelligence in a community by such means as the following:

1. Through the use of the press and radio cause people to think more about social problems.

2. Through forums and study groups the *reliability of a community's thinking* may be greatly increased.

3. The services of university men might be secured to assist in the spreading of knowledge and understanding in such localities as are suitably located.

4. Pupils, according to age, may study civic and social problems. Controversial topics may be introduced in secondary schools. This is a delicate matter, but each individual should be encouraged to come to the place where he can and will think. If we fail to bring pupils to this point we leave them a prey to the demagogue. But, since the purpose is to train them to think for themselves, indoctrination must be avoided. If a teacher expresses an opinion it should be clearly understood that it is his alone. His pupils must be encouraged to arrive at their own conclusions.

Shorts

If a school does not know that a child learns what he lives, that school is dangerous.

Examinations make teachers forget what education is about.

Homogeneous grouping? Cannot get it unless in such matters as height, weight, etc. Teachers have to deal with the whole child and their business is to develop personality.

Teacher: "Who is the smartest in the class?"

Pupil: "Smartest in what?"

The pupil had not thought of smartness being narrowed to academic attainment.

There is no one factor in success, not even I.Q., although children with high I.Q.'s frequently have more and deeper interests than others.

A child may learn the "Golden Rule" through his intellect, but has he *learned, mastered,* that principle if he does not modify his conduct to accord with the so-called learning?

Achievement in music should be realized from the beginning, not a hope deferred.

More children have been made artificially stupid through bad teaching in Arithmetic than in any other subject.

In answer to a question about "passing":

Security as a member of a group is not dangerous to learning. Too much failure results in maladjustment. If you run your school without marks or grades you will find that co-operation is increasing.

Competition is injurious to the learner only when others talk about the results. In itself it exerts a stabilizing influence in that children learn their abilities in relation to each other.

The main technique is that of starting with children as persons, respecting their personalities and helping them to solve their problems. The school run on this principle will teach more and better than the conventional school, and the children will gain a better knowledge of how to attack problems. Thirty-five out of thirty-six studies agree that children by this method (Progressive Education) excel in subject-matter ability, are more honest, and have a finer outlook on life.

Subjects as such should not appear in the elementary grades. By the time the pupil reaches the junior high school he may have developed special interests, which may occupy him for about a quarter of his time. At the end of the high school years he will spend about half of his time in special subjects. But under present conditions modifications of this practice might have to be made in order to meet conditions imposed by the universities.

Indoctrination (implanting a doctrine) implies an unfair and improper use by the teacher of his position to induce pupils to accept his point of view. But this does not imply, as already mentioned, that controversial topics should be eliminated from discussion. The best and most meaningful learning will result through the consideration of them.

The platoon or departmentalized school, based as it is on segregation according to subject-matter ability and, by the very nature of its organization, breaking down the intimate relationships which should exist between teacher and pupil, is less efficient than the school with individual teachers in charge of all classroom activities. This applies especially to the elementary school. But even in the high school one teacher should be in charge of most of the work of a class over a period of two or three years.

The Ideal Teacher

Every teacher in every school ought to have in his mind a map of values;

Loves children and understands them;

Is deeply interested in social welfare;

Has thought about right and wrong;

Knows a great deal,—but a great deal of what is in books is not necessarily grist for his mill;

His educational psychology should be simple;

Is primarily concerned that young people grow toward adequate living, not with teaching subject matter.

Question: What place has drill in a school programme?

In the degree that anything is important to me I will learn it. The more important it is the more quickly I will. It seems to be necessary to the degree in which subject matter is not important to children. To what extent do we drill ourselves?

Two books recommended by Dr. Kilpatrick:

Collings: *An Experiment with a Project Curriculum.*

James: *Talks to Teachers.*

The Doctor is quite certain that the last mentioned is good. He edited it himself with Dr. Dewey for republication last year.

POTTERY

By JESSIE F. PARKES, *Assistant Supervisor of Manual Arts, Vancouver*

POTTERY is an art of very long standing, going back to the time of primitive man. Its production was the result of having to meet a real need. Clay offered a medium which was at once fireproof and waterproof, thus supplying the means of making crude household utensils.

Today, the use of clay falls under two headings—its use commercially, and its use by the craftsmen and artists. A very wide distribution of clay brings it within the reach of many. Pure clay is light grey in colour, of close, fine texture, and soft, often greasy, to the touch. Under great heat it becomes almost white. Many clays contain oxide of iron; these are darker in colour in the natural state, and become a rich red when subjected to high temperature.

Simple articles of pottery have been made in a number of schools with pleasing results. At the Douglas School in Vancouver, pupils of Miss Myra Brydon procured clay near their school, cleaned it, prepared it, and made simple articles such as pin trays and match holders. The tools and equipment were of the simplest, all having been brought from the children's homes. Following is an outline of "How to Prepare and Use Clay".

PREPARATION OF CLAY

Digging and Breaking Up: As soon as the clay has been dug up, break it into small pieces and lay it out on a sack to dry. When dry, pound it until it becomes almost a powder, then pass it through a wire sieve. (An ordinary kitchen sieve, ⅛-inch mesh, will do very well). This will remove pebbles and rubbish.

Cleaning: The clay must next be cleaned. Into a bucket, half filled with

clean water, sprinkle the powdered clay, handful by handful. Continue the sprinkling until the clay begins to rise above the water. Leave this to soak for at least 24 hours. At the end of this time stir the mixture well, let it stand for half an hour, then pour off the top water. Add more water, stir, and set aside again. It may be necessary to repeat this several times in order to get rid of all rubbish that may have been mixed with the clay. The liquid clay should be about the consistence of cream. It is then ready for fine sieving.

Sieving: Line the inside of the kitchen sieve with a layer of fine white cloth—lawn, muslin, organdie, sugar sacking, or several layers of cheese cloth. (The ideal thing is a copper gauze, 80 meshes to the inch, but this is seldom available.) Using a sponge or brush, press the liquid clay (known as clay slip) through this fine sieve. This last sieving will remove grit or sand. The bucket of slip is next set aside to settle. After a few hours the clay will settle to the bottom of the bucket and leave a little clear water on the top. This water may be poured off.

Removing Surplus Water: In order to bring the clay to a consistence that can be moulded or builded, more water must be removed. Line a shallow wooden box with layers of newspaper or other absorbent material. Be sure that the papers rise well at the sides and ends of the box. Over this lay a thin cloth, flour sacking or other similar material. The cloth will prevent pieces of paper from becoming mixed with the clay. Into the box pour the clay slip to a depth of two inches. The water will gradually be absorbed by the newspaper and the clay will be left on the cloth. (A plaster bat is the ideal means of extracting water from slip, but this is not often available.) The clay will soon reach the stage when it can be made into balls about the size of an orange. Wrap the clay balls in a wet cloth and roll them up in newspaper or oil-cloth. This will exclude the air and prevent evaporation and drying.

Throwing Clay: Place a cloth over a hard surface. Take a ball of clay in the two hands, raise the ball high above the head and throw it sharply onto the cloth. This will compress the clay and drive out air. Repeat this several times.

Cutting Clay: Using a wire, divide the clay. If the cut surface shows no air pockets, the clay will be ready for use. Never break clay; this allows air pockets to form.

MAKING A FLAT DISH OR PIN TRAY

Small articles should be selected for the first attempt. A pin tray about 2½ inches in diameter is very good for a beginning.

Draw a circle on heavy cardboard (1¼ inch radius). Cut this out very carefully; be sure the edge is smooth. Select a piece of clay the size of an egg. Place this clay on a board or piece of heavy cardboard. Place the finger tips on the clay, side by side, and commence rolling the clay, separating the fingers as the rolling progresses. This should produce a rope of clay about ⅜-inch thick. Several ropes of clay may be prepared and placed under a damp cloth ready for use.

Coiling: Starting from one end of a clap rope, coil it very snugly into a circle. Lay this circle on the 2½-inch cardboard base. If necessary join a second rope to the first and continue coiling until the cardboard circle has been covered. Keep the fingers slightly moist.

Welding: Starting at the outer edge, draw the fingertips firmly across the coils towards the centre. Continue this until the clay has become welded into a solid mass. Turn the clay over and weld the other side. Replace the clay on the cardboard base. The clay base should be about ⅜-inch thick and uniform throughout. To keep the edges of the clay base even and vertical, place the right angle of a set-square against the edge of the cardboard circle and draw the set-square firmly around the base, thus removing all surplus clay.

We are now ready to build up the sides of the pin tray. Lay a rope of clay around the outer edge of the base, keeping it vertical with the side. Roll out a thin rope of clay, ¼-inch, and lay this thin rope in the angle left between the inner side of the new coil and the base. (This thin rope is only necessary to help to weld the first coil to the base.) Weld these new coils to the base. Continue building and welding coils until the desired height has been reached. Make sure that the top of the tray is level, and that the sides are vertical. Sponge lightly to give a smooth surface. Remove cardboard base from bottom of tray.

Drying: Cover the tray with a slightly damp cloth and set it aside for a day or so. This will allow the clay to harden. Move the tray into a warmer place, remove the cloth and allow it to dry gradually. As the clay dries it becomes lighter in colour, and shrinks very considerably.

Sandpapering: When completely dry the tray is ready for sandpapering. To smooth the bottom of the tray, grasp

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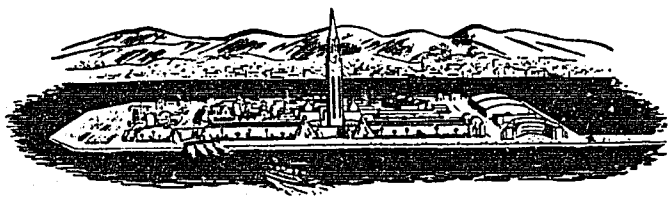

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Southern Pacific

it carefully in the right hand, and move it gently back and forth on a piece of fine sandpaper. (No. O or No. 1.) In the same way the top may be made true and level. For curved surfaces use fine steel wool to obtain a perfectly smooth finish. With the steel wool, very carefully round off sharp edges, as sharp edges are very likely to chip. Lastly, with a pencil or other sharp point, engrave your initials on the bottom.

Hardening: It is very seldom possible to have pottery fired, as kilns are scarce, but clay may be hardened sufficiently that the little trays may be decorated with poster paint and coated with varnish or shellac. Be sure that your clay articles are *absolutely dry*. Moist clay or clay with air pockets will explode under high temperature.

Place the articles on the flat shelf of an oven or on a tin tray. The oven must be cold or almost cold when the clay is placed in it. Start the heat and increase it very slowly, taking at least one and a half hours to bring the temperature up to 500 degrees F. The heat may then be increased as much as possible. The average gas or coal oven will attain about 600 degrees F; the hotter the better. Leave the temperature as high as possible for an hour and a half, then reduce the heat gradually. Do not open the oven or attempt to remove the articles until they are cold. Do not be disappointed if the clay remains a dull grey. Red clay does not change colour, as a rule, under 900 degrees, and white clays do not change colour until they reach a much higher temperature.

Decorating. The trays may have a design drawn upon them and may be coloured with poster paint. Last of all coat the trays with shellac or varnish. Enamels may also be used on clay. If using enamel a preparatory coat of shellac must be applied to the tray to seal the pores of the clay, so as to ensure even finish of the enamels. Do not put hot ash or matches on the shellacked or enamelled tray; it is not safe.

Caution: Clay found in the vicinity of buildings may have become polluted from seepage. Samples of clay should be submitted to the local health authorities for examination before permitting children to handle it. In case of doubt, clay may be purified by boiling. Place the raw clay in a bucket, cover it with water and allow it to stand for 12 hours. Using a stick, stir the mixture until all lumps have been broken up. Add water until the mixture becomes the consistence of cream, then place it on the stove, stirring constantly. Boil the mixture for ten minutes, then allow it to cool and settle. Pupils may then proceed with the cleaning of the clay. Purifying of contaminated clay is very important, and should be done by a responsible person, not by children.

A Project In Remedial Reading

By BEATRICE M. BURKE *and* ARTHUR T. HUNKIN, *of the Central Junior High School, Victoria, B.C.*

THIS article gives an account of a class in remedial reading at the Central Junior High School in Victoria, B. C. The genesis of this project was a teachers' class in the subject in the Fall of the year 1938, for the teachers of Victoria and district, given by Dr. H. B. King, chief inspector of schools for British Columbia. Many books on this subject were studied during the course. The ideas obtained in this class were put into effect in the spring of 1939 by the writers of this report, who were members of the above class. Much help was received through the practical co-operation of Mr. George H. Deane, Municipal Inspector of Schools, Victoria, B. C.

Before outlining the project, it seems wise to state the ideas which determined the scope of the experiment and the type of instruction given. The subject of remedial reading has received much attention during the last ten years in the United States and very recently federal funds have been expended to improve reading through W.P.A. projects and experiments in character education. It should be pointed out that the experimental reading classes were composed of small numbers of pupils, often not more than three or four. These developments, while proving the value of remedial work, have been too expensive to be incorporated without modification in the usual school programme. This paper shows what can be done to improve reading by using most of the remedial techniques without disrupting the school

organization and without adding too much to the instructional costs.

In the United States severe reading defects are found in 8 to 20 per cent of the school population. Most authorities agree that 12 to 15 per cent of the average school are remedial cases, reckoning those who are one year or more retarded in reading ability. The greatest deficiencies seem to have accumulated in the higher grades of the elementary school and in the high school grades. The retention of more pupils in the junior and senior high schools with the consequent wide range of abilities has resulted in a great need for remedial work at this stage of school life.

Probably the most unsatisfactory result of a severe reading disability is the poor attitude which a pupil develops towards school work and school life generally. Such a pupil has neither the ability nor he inclination to absorb good ideas through his own reading.

In recent remedial reading programmes diagnostic tests have been employed. Specific weaknesses have been analyzed and the work of instruction has been individualized as much as possible. In the following experiment an attempt was made to diagnose reading defects and to provide satisfactory remedial treatment. Special techniques to improve the speed of reading were not stressed. Improvement in this respect comes as a natural result of improved comprehension. The specific elements of reading which were given most attention were central thought, vocabulary, inference and selection of details.

While some writers have stressed the importance of eye-movements in reading, it seems to be the consensus of opinion more recently that any physiological deficiencies in this regard have been overemphasized. It is beyond the scope of this article to go into this question but much information on the question may be obtained from the summaries of investigations in remedial reading in the *Journal of Educational Research* from September, 1938, onwards. Research workers now generally believe that eye-movements are merely outward evidence of reading ability, and that better results will follow a well-balanced effort to improve the general reading skills and deepen the understanding rather than to devote too much time to eye-movement exercises.

Guidance was stressed throughout the experiment. The pupils were shown their defects and were made conscious of their needs. The close relation of good reading to the rest of their school work was thoroughly explained. Efforts also were made to explore their interests and to relate them to the reading programme. Motivation and interest became key factors in the venture. Several investigators had found that motivation is of more importance in a remedial programme than the methods employed.

Procedure

Principal and supervisor of the experiment..Mr. A. T. Hunter
Counsellors.....Miss O. W. Heritage
Mr. W. McMichael
Librarian.....Mrs. M. O'B. Tod
Nurse.....Miss E. J. Herbert
Telebinocular.....Miss M. Mackay
Remedial Teacher....Miss B. M. Burke

The Central Junior High School has approximately 550 pupils in Grades VII, VIII and IX and the staff includes two well-trained counsellors. The students, white and oriental, come from all parts of the city. Many of these children are from homes that not only lack reading matter, but definitely do not encourage reading.

During the first term of the school year 1938-1939, a tentative reading programme, scheduled for one period a week and taken by the teachers of English, was carried out in all three grades. However, in the second term it was decided that a more comprehensive programme of reading should be given to a group of Grade VII pupils.

Selection of Group

The seventh grade had been segragated into four classes: 7A and 7B—higher level, 7C and 7D—lower level, by combining their I.Q.s. and their scores on an achievement test. All four classes were afterwards given the Stanford Achievement Test, Part I, on paragraph-meaning and Part II, on word-meaning. This was followed by a Unit-Scales of Attainment Test in Reading Comprehension for 7C and 7D. Finally, 30 pupils (15 boys and 15 girls) were selected from 7C and 7D to form a special reading group of whom 27 remained to finish the experiment. Their I.Q's. ranged from 71 to 104 with an average of 88.4 and their reading ages from 8 years 4 months to 12 years 0 months, with an average of 10 years 8 months. The average reading retardation of the group was three years on the basis of reading comprehension.

Organization of Group as a Club

Starting February 1st, 1939, this group was organized as "The Special Reading

Club". The name, which was their own choice, was neatly lettered on the door of the reading classroom. The majority, realizing the necessity of improving their reading, were enthusiastic about the project. As it was the special previlege of Grades VIII and IX to form clubs, this group really felt the importance of being the only Grade VII club.

In order to give them the extra time required for reading, French and English literature were eliminated. The French teacher elected to take care of spelling and remedial arithmetic during the periods originally set aside for French. The English Literature periods were given over to practice in "good usage". This left four periods of 45 minutes each, per week, for reading.

Motivation

The group was encouraged to bring reading material from home. The girls brought fairy stories, animal stories and Sunday School papers. The boys' choice ran to comic strips, Detective Magazines and War Aces Magazine. However, by the end of February their home supply was exhausted. The school librarian then supplied a box of 40 books of simple vocabularies, but interesting material, viz.: animal stories, hero stories, myths, fairy tales and historical episodes.

DIAGNOSIS AND TESTING

Physical

The school nurse and counsellors were very helpful in regard to physical defects and family histories. Miss Muriel Mackay, of the Provincial Department of Education, very kindly tested the group with the Betts Telebinocular.

Achievement

Although the I.Q.'s of most of the group were known from the 1937-1938 tests, another intelligence test, the Kuhlmann-Anderson, was administered. The Unit Scales of Attainment in Science Reading, the Metropolitan Reading Test and the Chapman-Cook Speed Test were also given and analyzed. These were followed by the Word-Discrimination Test, given in "Remedial Reading" by Monroe and Backus, pages 116-117-118, and the Iowa Word Test.

ADMINISTRATION OF THE PROGRAMME

1. *Word-Recognition Exercises.*

The first (10) minutes of each period was spent on exercises which gave practice in vowels (strong and weak), consonants, reversals, omissions and additions of letters, syllables, prefixes and suffices as outlined in Chapter 3 of "Remedial Reading" by Monroe and Backus. Each child received additional practice on his or her particular weakness. The rest were free to read any material at hand.

2. *Speed of Reading.*

Very early in the programme the mirror was introduced for the observation of eye-movements according to the technique explained in Luella Cole's book, *The Improvement of Reading.* The pupils were keen to watch one another's eye-movements. The eye-movement drills as advocated in this book on pages 98, 100, 103 and 113 were given. The pupils enjoyed giving these drills to one another.

3. *Phrase Reading.*

For the group several sets of flash cards were made, with phrases of from three to five words. The pupils never seemed to tire of this drill. They kept a record of phrases missed and were eager to improve.

4. *Vocabulary Building.*

Dictionaries. The teachers of other subjects supplied lists of technical words from time to time. Each pupil had a special notebook called a dictionary, in which he kept these lists. After entering a list of words under its heading, English, Science, etc., he gave the meanings. Oral exercises in the use of these words followed.

Dynamic Exercises.

The dynamic vocabulary exercises, as supplied by Dr. Osburn of the University of Washington, Seattle, proved helpful. These exercises consisted of words in groups of five, four of which were related in some way. The pupil chose the odd word of the five and gave his reason for the choice. Although we used the Grade IV lists, we found many words that were unfamiliar to these Grade VII pupils.

5. *Silent Reading.*

For practice in detail, selection, inference and interpretation, we used Gates and Peardon, Books A, B, C, and D for Grade V. The stories are simple yet interesting.

6. *Main Ideas and Key Sentences*

Carol Hovius' book, *Flying the Printways,* proved a tremendous success. The group enjoyed the idea of trying out their "mental motors" as outlined in the first chapter. Each kept a chart of his or her rate of reading and scores of comprehension. Of equal interest was Chapter II on main ideas and key sentences.

7. *Free Reading.*

The books supplied by the school librarian were placed on the window sills. Whenever a child wished, he could get one of these books and read for the pleasure of reading. Incidentally, each story read was recorded on a special Book Report card. This took but a moment to record and gave the child a sense of importance as he saw his stock of book reports growing.

RESULTS

The Unit Scales of Attainment Test in Reading, Division 3, Form A, (Educational Test Bureau) was administered at the end of January, 1939, and Form C of the same test in September, 1939, two weeks after the new school term started. The average reading age at the beginning was found to be 10 years 8 months, and at the end 12 years. The average gain in reading was thus one year four months. The second test was given in September to determine whether or not the pupils held the improvement during the vacation.

Great gains were registered in Science Reading. Using parallel forms of the Unit Scales of Attainment Test in Science Reading (Educational Test Bureau), the first test being administered at the end of March, 1939, and the second near the end of June last, it was found that on the average the gain of the group in 12 weeks was actually a reading gain of one year. In speed of reading, as measured by the Chapman-Cook Speed of Reading Test (Educational Test Bureau), the average gain in the 12-week remedial period was two years. The average of the group was raised to the June norms for the grade.

SUMMARY

1. Group remedial work is effective even when the groups are fairly large, provided that the reading difficulties of the individuals are diagnosed.

2. The average gain in general reading ability was found to be 16 months in a 19-week period. This improvement persisted for weeks after the remedial work had been completed. Notable gains were recorded in speed of reading and in reading in science.

3. Of the 27 cases all but five made some improvement. These five had I.Q.'s below 80. They were not really remedial cases because actually they were working to their limited capacity.

4. The general attitude and behaviour of the group improved. The pupils felt that an attempt was made to solve their difficulties and this paved the way for improved personality adjustments.

5. The experiment seemed valuable enough to justify further remedial work in the same grade this year.

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Personality and Speech Training

By EMELYN DICKINSON, B.A., *Carleton School, Vancouver*

IT has always been an interesting subject for debate whether the event makes the man or man, the event. Think of Christianity without the persuasiveness of Jesus Christ or of Naziism without the thundering and blustering of Herr Hitler. There is much food for thought in the speculation. We may state, however, without fear of contradiction that there is no social quality more far-reaching in its import than that of personality. And modern educators go one step further and say there is nothing that reveals this personality more readily and completely than the voice and the speech of the individual. By his voice he manifests his state of health, his intellectual and emotional attitudes, and his powers of mental discrimination; by his speech, his education and training. There is in this day, as there always has been in the past, a need for leadership by men of healthy personality, men whose voices will indicate to us sane attitudes based upon thoughtful and intelligent understanding of our problems. The world is waiting anxiously for men who will be what Elbert Hubbard has called "good conductors of the divine current which we call Life".

"But what," you ask, "has this to do with us teachers? Personality is a gift which the good God either does or does not bestow. There are a few things that we can do but supplying deficiencies in personality is not one of them. Personality is so intangible and so individual a thing. And, too, even if we knew how to guide its development, the hours are so crammed now with drill upon that tremendous body of facts and skills that we have not time enough. And classes are so large. We cannot undertake this task. It is too much to expect."

Yet, pause. Is not the spirit of our curriculum the response of our teachers to the recognition of the importance of personality and the need for careful guidance in fostering its development? But there is a gap between our latest enunciation of purpose and our present teaching practice, and the gap is widening. Is this new curriculum, the fruit of our own studies and experiences and hopes, to fall short of its goal, the development of a well-integrated personality in every child? Are we going on turning out of our schools young people with a knowledge of the factors involved in the solution of current social problems and an acquaintance with past experience but, because of defects of personality, having little ability to express their knowledge and convictions effectively and so unable either to respond to, to stimulate, or to control those around them? While the power of expression rests with the few who are so gifted, we shall have dictatorship; but give this ability to all and we shall have the give-and-take of group discussion, the only natural prelude to democratic action, the instrument by which social co-operation will produce its maximum effectiveness. How is this to be done?

The answer, I believe, lies in a more emphatically stated and more thoroughly organized program of speech training than that under which we labour today. For the graphic and manual arts and for music we have a program that leaves little to be desired, specialists to do the work and supervisors who see that its aims are being sought but for speech, the most universally practised of the arts, instruction is largely incidental and in the hands of teachers often unaware of its psychological and physiological implications and ignorant of the techniques involved. The result is that, though students with native ability in the speech arts are encouraged and given practice for development, most of the boys and girls remain passive listeners. Speech training is the right of all pupils through the grades from the kindergarten on. Recognized in each of its four aspects as an act of thought, as a kind of behaviour, as a pattern of sounds, and as language, speech should have a definite place in the educational program of every child. We teachers should make it our responsibility, first, to equip ourselves with qualifications for the task, since, except in clinical cases where a speicalist in speech correction and pathology is required, speech training is the work of the classroom teacher; and, second, to ensure that our curriculum makes more emphatic the importance of instruction in speech and provides a co-ordinated program that will be diagnostic, corrective, creative, and interpretive. This double responsibility is a heavy one; it calls for the united efforts of all teachers,

Colonel Query's Department

A LIBERAL-CONSERVATIVE SPEAKS HIS MIND.

ONE of the pleasant things about being Colonel Query is that I need not answer the questions I receive for publication. I merely present them to you, dear reader, and you have the privilege of answering them in the manner indicative of your educational inclinations.

Recently I received a letter from a secondary school teacher — these high school men are certainly articulate — in which he says a few things about certain things which seem to be bothering the man on the firing-line, the classroom teacher. His comments and questions ranged over quite a wide field. I shall let him have his say.

Dear Anonymous Professor Query:

This column of yours is beginning to look like the special *B. C. Teacher* grouch section—and an anonymous one at that. When any of us pedophers or philogogues (you remember?) have particularly heavy loads on our minds, we take pen in hand and tell you all about it. Of course, if we have reached the discreet age of a Mr. Stan Meadows when we no longer fear the disapproving eye of the administrator, we boldly state our thesis, damning the new report card or blasting back the ears of the unit-grinders.

Some of us, however, move with caution in commenting adversely on the constant stream of novel methods and administrative procedures. We know that in the fulness of time Dr. Black will say that we are thinking, anyway, and that his reflexes have become so well conditioned that he can absorb any amount of official disapproval. Meanwhile we are glad to use your column to voice our aspirations and discontents without focussing upon our personal identity the spot light of public attention. With this introduction, dear sir, I shall now get on with my knitting. I thought I might ask a few questions, prefacing each with a preamble—you know the way people ask questions at the annual general meeting? These comments and questions arise from my observations of the secondary school as I have witnessed it during the past decade or so.

That gives me away. I am among the class of mildewed juveniles who in the first flush of enthusiasm saw the junior high school born, the four year high school course introduced, the new curriculum launched (there may be submarines lurking), the Morrison mastery concept dropped in the classroom teacher's lap, and a few other changes the names of which you may add at your leisure.

Preamble and first question.

When I was quite young as a teacher I did a lot of explaining to pupils and parents about the four year high school course. I passed on to them from my superiors the assurance that the total field of the former three year course was to be divided into four sections and that in the resulting four year programme few students would fail and that even the comparatively backward student would find the minimum requirements of the course within his intellectual grasp.

I am convinced that what I told my students and their parents was pure buncombe. I have seen the four year high school course become so heavily loaded that even as in former years only the most able are competent to meet its requirements in the normal time limit. From the seats of the mighty I can hear the grunts of disapproval. "You are not teaching subject matter; you are teaching pupils." Did you hear that too?

Classroom teachers: Is the present four year high school course as heavily weighted as the former three year one? Do you find the task of completing the "units" of work within the time at your disposal a task which challenges your ingenuity and defies many of the average students in your classes?

I pause for a reply.

Next poser, with foreword.

Latin is a dead language. It has been dead for a long time. If anything, it is

becoming even deader. At least most of the public, practically all non-Latin teachers and most of the Latin teachers themselves are pretty well convinced of the complete and unequivocal state of extinction of the subject. What little Latin still survives is merely on the curriculum to give the old-time Latin teacher a job until he retires. These classics men are so unadaptable. They don't like teaching shorthand or business English or some other practical subject.

Practical subjects have swarmed into the secondary school syllabuses, loading them like guns for some ferocious combat. An almost inconceivable rage has been shown for the practical subjects—science, geography, manual arts, home economics. Even the fads and frills of a former generation (art and music) have been made respectable. Young people may become commercial artists or trombone players in a swing band. Give them practical subjects. None of these pre-adamite classics which dull the brain and infringe on extra-curricular activities. On with the dance.

Yes, in modern fashion, Latin has been liquidated. It is no longer given credit for teaching students how to think. It can't. There are no faculties left to be trained.

I do not think that the liquidation has helped the students. Nor do I think that the practical subjects have been able to do the job allotted.

In the first place, the methods of science are beyond the understanding of children. They learn its nomenclature, which fatigues the memory without moving the understanding. (Or is there no "understanding" left?). Are our high school students any better equipped for their struggle with life because they have memorized a few chemical terms? The elements of exact science are of no utility for those who do not pursue their studies far enough to form a synthesis or to draw practical conclusions from them.

Again, have our students any more experience because they learn universal history from the time of the cave-dweller up to the present? It is doubtful. History, in spite of attempts at sugar-coating, remains an insipid catalogue of facts and dates. How is it possible to make the life of a people known to children who do not know what the life of a man is?

The trouble is our pupils have never learned to write nor to speak even a few thoughts in clear and effective English. They have not had time. They have been too busy learning superficialities from too many fields. They have been too busy being practical. They have had no time for the intellectual muscle stretching necessary to the learning of Latin.

Some of us may be excused for being hesitant to support the impending complete annihilation of Latin. We have never learned its literature—we have not even mastered its grammar. But we have a suspicion that one of the few subjects which really helped to form men, to teach them how to think and to familiarize themselves with the sovereign clearness of speech, has been so mutilated that its demise is imminent.

We may also be excused for having a suspicion that the liquidation of Latin has been due to expediency rather than to far-sighted educational policies.

Teachers, and the world outside the classroom: Is the high school graduate with his patchwork coat of practical subjects better fitted to meet the demands of society than his predecessor nurtured in the rigorous atmosphere of classical studies.

Well, dear professor, I was going to offer a few more preambles and ask a few more questions about such contentious matters as the present-day practice of grouping high school graduation and university entrance students in the same classes; the introduction of vast numbers of extra-curricular activities; the relation between mastery tests and classification tests; the offering to high school students of extensive options, and the alleged emancipation of the high school teacher of English from the barbaric custom of mutilating the classics ties, the relation between mastery tests in English literature.

I could also explore the field suggested by the contemporary disease common to teachers who spend the long winter evenings and balmy days of summer in taking courses in statistics and administration and philosophy and techniques in this and that subject when they should be fortifying their minds and bodies and souls in ways so obvious that even teachers should recognize them!

ONE OF THE LIBERAL-CONSERVATIVES.

THE following letter, received from Mr. Frank Armstrong just before press time, came rather late for detailed comment in this issue. Possibly our readers will offer their opinions on the question submitted. It is gratifying to

receive such comment, whether pro or con the suggestions made in this column; and it is also essential to the future value of this column.

Is *Time* really a big factor in the operation of a community school? Or is it a "good," if not "real," objection raised as a result of a long tradition of running our schools on a rigid *"Time-table"*? Is a *"Time-table"* actually fundamental to good school administration?

A recent writer on education suggested that there appear to be certain facts, problems, attitudes,, skills, etc. which pupils meet and should develop during the course of their period at school. He observed that these are usually arranged (and, during curriculum revisions, disarranged) according to certain age-levels, arbitrarily set, guessed at, or merely allotted by adults. The subject matter is "taught" by teachers according to certain routine methods, and "drill" is necessary in direct ratio to the unimportance of the subject matter to the pupils. In his thesis, he argues that many of the facts, problems, etc. to which the pupil is expected to be exposed during a school career, or even during one school "year," could and ordinarily would be faced and solved in the course of a number of excursions; and that pupils would "live" and hence "learn" more of them in a community school than they ordinarily do during the present exposure. Thus *"Time-table"* becomes a secondary consideration, and eventually it goes the same way as formal discipline has gone.

I wonder how many of my readers will subscribe to this thesis? Or has that writer gone educationally mad? Or shall we just continue to expose our pupils to subject-matter arbitrarily arranged by adults, and taught by artificially-motivated plans, according to our traditional *"Time-table"*? What do you think?

Here's Mr. Armstrong's letter:

THE COMMUNITY SCHOOL
Vancouver, B. C.
April 1, 1940.

Dear Colonel Query:

I wish to congratulate you upon the excellence of your column. In the January number, with the assistance of our good friend (though a rather devastating critic), Stan Meadows, you laid bare in a few words certain movements in education during the past ten or twenty years which were generally accepted with high hopes by the teaching body, only to be discarded shortly afterwards or greatly modified in thought and practice. Then in the February issue there followed an excellent reply by Scott Sims, which again raised us out of that feeling of despondency and helplessness which, doubtless, oppressed the minds of most of those who read the imposing list of questions raised by your first correspondent, the answers to which were clearly implied. You, also, appear to have regained confidence, since you have set out on a new track and introduce to us another variant, the community school.

From your description of the aims of this new arrival it would appear to offer great possibilities. It seems to afford an excellent means of realizing some of the principal aims of our own educational programme. In the *Programme of Studies for Junior High Schools*, page 232, we read: "The great purpose in all work in social studies is to develop intelligent, responsible, and socially conscious citizens." And again, the aims of guidance, page 270, include the exploration of occupational fields, correct attitudes in group relationships, and service in the community. No doubt these purposes can be most effectively realized in a programme such as you have outlined; i.e., one which brings our pupils into direct contact with community life. Industrial, commercial, civic, and cultural pursuits must then take on added meaning, which will again be reflected in the lives of our pupils. This implies, of course, that considerable time must be allowed not only for field trips to all sorts of places but also for discussion of what has been observed, which will very likely lead to the weighing of the various institutions in terms of their contribution to community life. If so, it is all to the good. Pupils should form the habit of doing that very thing, and one of the most important functions of the school is to develop clear, critical thinking. Society expects this of the institution on which, more than any other, it depends for its future well-being. But a word of caution here: The teacher must not always identify himself with the conclusion reached. His function is to lead the discussion and let the pupils do their own thinking.

Why, then, is the community school not more in evidence if it offers all the advantages which you have mentioned, all of them desirable from the standpoint of education and viewed with favour by our administrators? I think

Our Rural Teachers' Question Box

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

BEFORE opening the Question Box, a word of commendation is due the rural associations for their splendid convention. Special mention goes to Mr. Richardson, Miss McNab and Mr. Jaeger through whose untiring efforts the Rural Elementary and Rural Secondary Sections were united into a Rural Teachers' Association. This is a great forward step and we can really get somewhere now. Mr. E. R. G. Richardson of Comox, our president, will be glad to hear of our problems. If he does not hear from us he will naturally conclude that we are satisfied. Are we?

The Question Box seems slimmer this month, possibly because of the following reasons:

(a) You took your problems to the convention for discussion.

(b) You forgot about them for a while.

Whichever you did, there are still some stickers left. Please accept the invitation to answer one or more of the following:

1. Could you give me the name, publisher and price of periodical literature for children in the intermediate grades? I am particularly interested in Grades 5 and 6.

2. Is there any way in which small schools (e.g., five rooms) may borrow books for a term or longer? My school can not borrow from the Public Library Commission (being too large) and has not the funds to build up a library sufficient for the size of the school.

3. How can I advance my scholastic standing on the minimum salary?

QUESTION: *Would your department allow a teachers' local association space in the magazine for suggestions they have found helpful?*

ANSWER: Most assuredly. For the May issue one page will be allotted to the McBride Teachers' Association, and other associations will follow their lead. Who is next? —D. G. M.

QUESTION: *Can you give me some help with the problem of handling a very sensitive child? I teach in a one-room school.*

ANSWERS The following case study submitted by Mr. D. R. Jaeger may help you to find a solution to your problem:

The Sensitive Child.

I shall assume that the term "sensitive child" is used to designate the "seclusive" child so often found in rural schools—the child who is solitary in his habits and who responds to commonplace situations with silence, monosyllables, blushes, trembling or tears. When such a child is disconcerted by his emotions to the extent that he can not act as other children do, is it because his nerves are more alive and his nervous system more highly organized than those of ordinary chilren? Or, like the spoiled child, is he simply reacting as he has learned to react? I am convinced that in nearly every case the causes of this so-called sensitiveness are to be found in the child's early environment. Due to prolonged illness, to not having associated with other children, to too much mother love, to severe disciplinary measures, or to other causes, the child may have suffered from overprotection or repression or both with the result that he has not had opportunities to learn to adjust himself properly to changing or unpleasant situations.

The following case responded well to treatment. O. P., a boy of 8 years 10 months, had attended school for three years. His intelligence was slightly above normal and most of his work was on a par with that of children of his age and grade. He never got into mischief and possessed several certificates for deportment. He seemed anxious to do well and would readily volunteer for any task he was easily capable of doing, especially if it meant securing approval

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the answer is continued in one word, *Time*. The programme, to be effective, would require a visit or excursion once or twice a month, which would consume from 5 to 10 per cent. of the school time. In addition, one or more periods would have to be spent in discussing what had been observed and its significance in community life. This, in the face of a programme already overcrowded, is too much for teachers to undertake.

Sincerely yours,
F. A. ARMSTRONG.

or praise. He would not, however, volunteer to take part in group activities. When assigned to a group he preferred to do his share of the work by himself. He played with other children as long as everything went smoothly, but any disagreement among the children would cause him to seek the company of one loyal friend or some solitary pastime. When asked to make a report or recite before a group he could not speak for sobbing. When asked to try a task a second time he would retreat into his shell and show little interest in anything. A disapproving glance from the teacher would result in several minutes' weeping and in poorer work. Whenever O.P. encountered a difficulty in his work, another shower occurred.

Investigation showed that O.P. had always been under close guardianship and was considered a model for good behaviour. Before starting school he had had little contact with other children and that only when his mother was present. His mother was rather unstable emotionally, and O.P. showed similar symptoms. A physician had expressed the opinion that he might be subject to St. Vitus Dance. Accordingly, when O. P. entered school the teacher was informed of the doctor's advice and she in turn instructed the school children to treat the boy with great consideration. The children evidently heeded this admonition for they were careful to warn each succeeding teacher of the situation. Whenever a new or undesirable situation presented itself, O. P. took refuge in tears or solitude instead of trying to master it or adjust himself to it.

Corrective measures were necessary in order to cut off this means of escape, to strengthen the boy's confidence in his own abilities, and to prevent the formation of further withdrawing habits. The first step taken was to convince the other pupils that O. P. was quite normal and should be treated accordingly. The second was to make tears of no avail. A kindly firmness proved effective in this case. When O. P. was asked to prepare a report, the importance and value of his work was impressed upon him. When called upon to deliver the report, the delivery had to be acceptable, even though it consisted of only a few words. A smile, a word of approval afterwards were ample reward, for O. P. did want approval. At first he was placed with the lower grades in certain subjects and group activities and given the "most important" tasks, but soon he was promoted to the higher grades because he was "too good." His classmates' remarks of commendation added to his confidence and gradually O. P.'s reputation for being a good group worker was established. His difficulties were taken up step by step, and later trial and error methods were introduced. Any efforts on the part of O. P., even if made unintentionally, were brought to his attention and properly appraised until at last a problem-solving attitude replaced that of escape and withdrawal.

At the end of two years O. P. took part in competitive games and activities and accepted defeat with good sportsmanship. He excelled in his studies and took pride in presenting lengthy reports based upon his own research. When encountering difficulties he would return again and again for advice. He indulged in the occasional prank and accepted punitive assignments in good spirit. In the last six months he even accepted sharp reprimands with a grin, though still with brimming eyes and quivering chin. At home he displayed a sense of independence that at times caused his mother to be anxious for his safety.

QUESTION: *What records are necessary in the rural school?*

ANSWER: Jean P. Browne, of Renata, B. C., sends in the following.

Records.

The teacher in a small school has little inclination to add to the department's requirements regarding attendance and progress records. However, an additional record system suggested by Miss Kate Wufford in her book "Education in the Small Rural School" has proved of value to me, and I in turn am pleased to hand it on.

At the beginning of the term each child is asked to make a Personal Record Folder. This is of cardboard, bound with colored paper. Within this the pupil keeps:

1. A record of all test scores. This is a sheet of brown drawing paper with the list of all subjects and squares for the grades.
2. A spelling improvement graph.
3. A list of books read, with the dates.
4. A few other records in which the pupil is interested. These might include one or more of the following:
   (a) Descriptions of birds with time of arrivals.
   (b) Sport records.
   (c) Records of other hobbies.

The pupils' interest in these records will be small at first, but the teacher

can build it up by including records of hobbies as well as of academic work.

This system is very successful in Grades 4-8, and part of the records can be used as a supplement to the Report to Parents.

MORE ACTIVITY PROJECTS.

A Toy Movie Machine.

By EDITH G. DODSON, *Beaconsfield School, Vancouver.*

A toy movie machine may be made from a Jap orange box, or an apple box, if a larger size is desired. First we bored four holes in the sides to put the rollers through. Then we covered the box inside and out with wallpaper. The rollers were made by cutting two lengths from an old broom handle. The rollers should extend about three inches on either side of the box.

Films were made by pasting pictures on long strips of brown paper. The brown paper should be a couple of inches narrower than each roller. My class is Grade 3 and we made a film of twenty-seven pictures cut from two copies of London Life Insurance Safety Booklets. Films to suit any grade may be used, and making them provides useful seat-work.

If any point is not clear I would be glad to be of further help.

Grade 7 British History.

By NANCY GILDERSLEEVE.

At some time before they had even begun the subject, my Grade 7's had decided that British History was "terribly hard." They were afraid of it, so of course when they did start it they did rather poorly at it. Then, too, the library was not well equipped; there was a lack of interesting material on the subject. The pupils were all very interested in drawing and painting, however, so I decided to help them through that medium.

A roll of brown wrapping paper and some poster paints was the equipment. We cut strips of the paper 4'1"x1' and divided it into square feet, with a one-inch strip left over. In each square it was finished it was joined to the first by overlapping it and pasting it on the left-over strip. Some of the most important dates connected with the depicted incidents were put in the upper right hand corner.

The pupils enjoyed this very much. Furthermore the project accomplished its purpose as all projects should—by interesting the pupils in the subject and fixing the subject matter in their minds. the pupils depicted an outstanding event in their history. The first four pictures showed the natives of Britain, their tools, the Druids, etc. When this group was finished we tacked it on the wall. The next four depicted Caesar's visits and the coming of the Romans. When

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What We Are Reading

THE Listening Hour (Grades IV, V and VI) by Violet Hendry; Toronto, The Ryerson Press; 1939; pp. VI-75; paper covers; illustrated; 50c.

The Listening Hour is a help towards musical appreciation, not a compendium of musical knowledge. Miss Hendry's point of view, stated explicitly only in a casual footnote but bodied forth in every one of her forty-three lessons, is that "At this stage . . . *feeling* is more important than *nomenclature*."

Miss Hendry addresses herself directly to her child readers in a vocabulary that is well within their grasp. Some idea of her style of writing may be gathered from her opening query. "You all like stories, don't you?" and from her specific references, whenever possible, to selections in the Grade IV, V, and VI "Highroads to Reading."

The book consists of three parts, one for each of the grades dealt with. The lessons for the three grades more or less parallel one another. The following are the large general topics given in the order in which they are taken up: 1. "Voices"—of people, animals, and instruments. 2. The instruments of the orchestra. 3. Rhythm. 4. Folk tunes. 5. Melodies. 6. The musical phrase.

Each lesson is illustrated by a number of phonograph recordings—listed only by their Victor catalogue numbers. As a rule neither the title, composer nor performer is mentioned. This may somewhat impair the value of the book for teachers who have not access to a wide selection of Victor records but who might be able to substitute other recordings or have the works performed in some other way.

Small but clear photographs of boys and girls playing the various musical instruments are used to illustrate the book. There is, besides, a large two-page photograph of the Toronto Symphony Orchestra. There appears to have been just one slip-up in the matter of illustrations. Twice on page fifteen the pupils are adjured to study the non-existent picture of a trumpet.

Teachers who find *The Listening Hour* helpful may be interested in the Ryerson Music Series. They are: *Masters of Music* by Violet Hendry, *The Rhythm Hour* by Charman, Rumble and Godden, and *Music Enjoyment and Appreciation* Pts. 1 and II. by J. H. Yocom.

—S. I. M.

SCIENCE for Human Control; by Ralph K. Watkins, Professor of Education, University of Missouri, and Winnifred Perry, teacher of General Science, Roosevelt Junior High School, San Diego, California; New York; Macmillan Publishing Company; 588 pps. (illustrated); price $1.68.

This work, just off the press, is a four star book. Some of its good features are:

(1) The book contains 574 pages printed on excellent paper and is well bound. The diagrams and photographic illustrations, in page and marginal size, are very complete and effective. The book is well set forth in units which are outlined and reviewed.

(2) The authors have made a bold and sweeping innovation. Their work deals with scientific thinking as well as scientific facts. They even go further and apply scientific thinking to the problems of everyday life. In an age when few can think for themselves and find the truth about situations that confront them every day, it is most imperative that the young should be taught how to separate truth from quackery and propaganda. In no uncertain manner, the authors scourge fortune-telling by teacups, and such advertising as pictures of bearded doctors in white coats, squinting at test tubes for substantiation of popular remedies.

(3) Different from most science books, the book starts with our immediate world instead of with natural laws, and finally arrives at the natural laws in an inductive way.

(4) The pupil is not only given facts but is lead to discover them as well. The word "Why?" dominates the book and there are a great number of simple experiments for the pupil to set up.

(5) This book is fully abreast of the latest findings in science. It contains a vast amount of information of such an interesting nature and so practical, that it is as easily read as a novel. It explains the electric refrigerator, the production of sound in motion pictures, the cause of thunder, and so many other things which the majority of people claim they understand but do not, that the subject is made intensely practical.

(6) The book is set forth in direct language. A writer may take a simple

(6) The subject matter is set forth in direct language. A writer may take a simple thought and, lawyer-like, involve

it in such difficult language that the reader has to sweat in order to find it. These authors have dealt with the principles of science in language that children can understand.

The book, for us, has one doubtful feature:

It is written from the American viewpoint. Wherever the authors come down from the skies or up from the ground, in delving in scientific matters, they always arrive in the United States. There are countless allusions to the geography and products of the land South of the border. Of course, this difficulty could be overcome by matching Canadian data with these findings.

The companion books of the series by the same author are, *Understanding Science,* $1.28, and *Science in Our Modern World,* $1.48. The former contains 432 pages and the latter 500 pages. All that has been said about *Science for Human Control* is equally applicable to these two books. The three books so closely inter-related, are well adapted to the science of the Junior High School.—E. W. Reid.

* * * *

A Holiday With Betty and Jack and *The Land of Happy Days;* by Dorothy Nell Whaley and Charles W. Knudsen; Doubleday, Doran & Co.; 72c and 80c; 1938; pp. 176 and 192 respectively.

These are health readers for the second and third grades. Eighty-seven per cent of the new words appear in the Gates or other approved lists for the grade. Careful attention has been given to the remaining 13 per cent that the child may easily master them.

At the end of each chapter are exercises which are not only useful for health teaching but for language and vocabulary building work.

The illustrations are very attractive and colorful.

The chief value of the books, however, would be for individual free reading. The health material is not definite enough for a health reader.—L. M.

* * * *

THE Star-Gazer by Zsolt von Harsanyi; London; George Routledge & Sons, Ltd.; pp. 649; 1939; 8s. 6d.

The StarGazer, a translation from the Hungarian, was chosen as the February 1940 selection of the Book-of-the-Month Club. The English edition, noted above has, however, been available to Canadian readers since early in 1939. The book, a historical novel of the life and times of Galileo was first published in Hungary in 1936 under the title "Eppur Si Muove"—"All the Same It Does Move!"

The author is a Hungarian journalist and novelist in his early fifties. Besides being well known for his own original work he has gained considerable recognition as an adapter of American and English plays for the Hungarian theatre.

The Star-Gazer is not an easy or, on the whole, an enjoyable book to read. It is often with considerable effort that the non-specialist (and too-conscientious-to-skip) reader struggles through page after page of involved astronomical, mathematical and theological dialectic. Moreover, Zsolt von Harsanyi, like many modern "popularizers" or "debunkers" of famous men, makes no effort to enlist our sympathies violently with or against his protagonist.

But, although the immediate upshot of this restraint and painstaking verisimilitude may seem to be dangerously near to tediousness and prolixity the ultimate result is far otherwise. The perservering reader who finally concludes the six-hundred-and-eighty-ninth page of the *Star-Gazer* with a sigh of relief may feel that he has gained very little for all his pains. But before many months have passed he will realize that it is no ordinary book he has read. Unconsciously his mental horizons have been widened immeasurably. He has, unbeknownst to himself, undergone an experience that has enabled him forever afterwards to have a keener and juster appreciation—an appreciation based on wide knowledge rather than upon emotional appeal—of a whole era in the history of human thought. When he recalls to mind *The Star-Gazer,* as he often will, it will not be as of any ordinary biographical novel that he thinks of it but rather as of an historical account worthy to be placed beside Ralph Roeder's "Man of the Renaissance," George Elliot's "Romola" and perhaps —even—not too far below John Addington Symonds "Renaissance in Italy."

S. M.

HUMAN Biology, by George A. Baitsell, Professor of Biology in Yale University; 1939 Edition, published by Edwards Brothers, Inc.; Ann Arbor, Michigan; pp. 205; 1939; $2.

This is a textbook for university students specializing in biology. Its material has been used for the past two years in various large under-graduate courses at Yale University. On account of the marked success of this use it has been published and is offered to other schools for the first time.

The introductory chapter is a consideration of the organization and functions of living matter. The functional and structural nature of protoplasm is first dealt with. It is shown that protoplasm is a unique highly complex material whose characteristics and features in the living state require the constant expenditure of energy for its continued activity. All life processes are centred in the cell —the fundamental unit of structure and function.

In the following chapter the organization of the human body is dealt with. The general plan of the body is indicated by a description of the tissues, organs and organ systems, and the complete structural plan. A rather interesting statement is made to the effect that, "a cubic inch of material from the cortex of the human brain contains some nine and one-fifth billion cells."

With the general plan of the human body in mind as indicated in the previous chapter, eight primary organ systems are then described. These are concerned with such essential functions as: nutrition, respiration, secretion, excretion, transportation, contraction, support and irritability.

After presenting the structural and functional features of the major organ systems, the basic facts of reproduction are taken up. This is followed by a consideration of the biology of inheritance and human heredity, the interrelationship of living organisms, and the biology of disease. All are approached from the viewpoint of the biologist rather than of the anatomist or physiologist.

This book is lithoprinted and so is obtainable at the price of $2—an inexpensive text for the material it contains.

—JAMES R. WILSON.

NORWAY, Changing and Changeless by Agnes Rothery; New York, The Viking Press; pp. 294; illustrated; 1939.

Best known among Agnes Rothery's works are: *Denmark, Kingdom of Reason, Finland, the New Nation* and *Sweden, the Land and the People*. To these she has recently added a fourth, *Norway, Changing and Changeless*.

Now that the Scandinavian countries are being threatened by the Russian (or will it be the Russian-Nazi?) menace these books make almost poignant reading. The poignancy is, of course, supplied entirely by the reader's apprehensive forebodings for all four volumes were, happily, completed before crisis began to follow hard upon crisis.

Norway, Changing and Changeless is a serene and unhurried account of landscape, culture, achievement and aspiration in one of the world's most progressive countries. Part I deals with *The Changless Norway of the Eye*, Part II. with the *The Changing Norway of the Mind* and Part III. with *Spitzbergen, the Frozen Rim of the World*.

"Norway," like many other travel books, has maps for end-papers. They are maps, moreover, upon which one can readily find—with a minimum of eye-strain and book-twisting—almost all the places mentioned in the text. Besides this the book is illustrated with thirty-two intelligently selected full-page photographs.

The last twenty-nine pages contain a chronology of Norwegian history, several pages of statistics, a bibliography and an index. In one of the subdivisions of the blibliography are listed the titles of sixty or seventy modern Norwegian novels which have been translated into English.

Taken as a whole "Norway" more than satisfies the reader in his expectations of being supplied with an interesting, well-written, up-to-date and authentic account of the country whose name it bears. Its only annoying feature is Miss Rothery's inveterate and apparently irrepressible habit of quoting, on the slightest provocation, tag after hackneyed tag from the great but all too well-known poems with which most educated adults have been inoculated between the ages of six and sixteen. But even this is excusable when we guiltily realize that so well has she communicated to us her own enthusiasm and appreciation that very likely the selfsame tags would have come into our minds unbidden had she not invoked them for us first. —S. M.

Correspondence

SUMMER COURSE IN AGRICULTURE

University of British Columbia,
Vancouver, B. C., April 1, 1940.

Editor, *The B. C. Teacher*:

Granted a sufficient number of applicants, there is every possibility that a course suited to the needs of teachers of agriculture in high schools (Agriculture 1. in the university calendar) will be offered at the summer session of 1940.

Interested teachers are requested to notify me as promptly as possible as the matter will be dealt with by the Senate at its meeting on May 6. The proposal already has the approval of the president and dean of agriculture.

If Mr. Annis, R. R. 1, Chilliwack, who has been most active in forwarding this move, has not had time to send you a news note regarding it in time for inclusion in your April number, please insert this letter.

Yours sincerely,
LEMUEL ROBERTSON,
Director of Summer Session.

AND WE ARE TRYING TO MAKE IT BETTER

Editor, *The B. C. Teacher*:

At a recent meeting of the local association, I was instructed to convey to you and your staff the appreciation of our membership for the high quality magazine that has marked the publication this year. We feel that it has been to us, and therefore, to others, a very welcome addition to the many professional magazines which come to us each month.

Believe me to remain,
Very faithfully yours,
T. H. NUTTALL, Secretary,
P. R. and Dist. T. A.

JAPANESE CANADIANS

Room 205, Hotel Devonshire,
Vancouver, B. C., March 15, 1940.

Editor, *The B. C. Teacher*:

Your editorial in the March issue of *The B. C. Teacher* re Japanese Canadians or Niseis as they term themselves is of real interest to me as I am in touch with the editors of their local paper and know well how truly you have expressed their inner feelings: however, it is not too late to win their confidence and respect as the enclosed editorial shows; if we act fairly and in accord with those Christian principles which we profess.

Yours very truly,
A. B. CAREY.

The following passages are taken from the editorial in *The New Canadian* of March 15, to which Mr. Carey alludes:

Probably one of the gravest handicaps under which many a Nisei labours today is a mental state of indecision and a philosophy of defeatism. These things have been induced in the Nisei mind, because the difficulties which he faces and which so often seem insuperable are so easily attributed to race and racial discrimination. And for those in this state of mind, the political affairs of the country probably have but little interest, for it is in this particular area that unjust discrimination has been most irritating and most flagrant.

But for the many who escape this attitude, exclusion from active participation in the country's politics actually has made them better qualified to act as citizens. Our own experience with the vicious effects of prejudice, of alarming charges, of exaggeration and wilful falsehood, has created in all of us a desire for the spirt of tolerance and truth, a desire to uphold basic democratic principles in the general interest, rather than the sacrifice of truth and justice for the benefit of the few.

We believe that we are among thousands ready to support the men who put into action those moral and spiritual convictions which are essential for Canada's strength.

This is the ideal sort of government that we desire, the ideal that we ought to uphold, the ideal that would soon do away with race barriers and race prejudice, and in the end lead to international peace.—N. F. B.

GRANTS FOR EDUCATIONAL RESEARCH

20th March, 1940.

Editor, *The B. C. Teacher*:

Re: Canadian Council for Educational Research.

The Canadian Council for Educational Research has authorized a number of grants for research projects, including several for British Columbia investigations. No more grants can be made in respect of the academic year 1939-40. Applications may, however, be made at any time and they will be forwarded to the chairman of the council for consideration next September. B.C. applications should be addressed to the undersigned.

C. B. CONWAY,
Sec'y. B. C. Committee, C.C.E.R.
Department of Education,
Victoria, B. C.

MINORITY GROUPS

Editor, *The B. C. Teacher*:

A strong plea for racial tolerance is presented in a report upon "Children in Minority Groups" which was prepared for discussion at the White House Conference on children in a democracy, held in January.

Economics as well as blood may be a factor in minority group status and the degree of concentration within a particular area, industry, or occupational field is also a determinant. The report also emphasizes the fact that science has failed to prove any inherent superiority of one race over another.

The bearing of this report upon our own problems, here in British Columbia, seems pretty evident.

ANOTHER B. C. TEACHER.

I DON'T WANT A PENSION.

Editor, *The B. C. Teacher*:

If I were a school board secretary, I would fire every teacher the minute he was sixty-five. Why? Money. Replace a maximum salary with a minimum one, and save perhaps a thousand dollars a year. The people who framed the Pension Act made the school boards a present of many thousand dollars a year, and what did they get for it? Not even thanks, as far as I know. We teachers were deprived of our natural rights to work as long as we are able, and what were we given in return? Nothing but a compulsory savings scheme, camouflaged as a pension act. We were in favor of it, because we were explicitly given to understand that the government would double our contributions, and that we could not be forced to retire on account of age. Many teachers have not found out yet that all this was just propaganda, having no connection with the facts.

The net facts are that we have lost that 'security of tenure' about which the Federation boasts so much, just at the time when we need it most; and that all we get for it is our own savings (or those of other teachers) with interest.

We have been deprived of a natural and legal right, having an 'actuarially sound' cash value of about $5,000 to each of us. If the government, which took away my rights, will pay me that much, I am willing to waive them, and retire at 65. But I would rather have my rights.

DONALD COCHRANE.

News, Personal and Miscellaneous

This department has been the special responsibility of Mr. Ralph O. Norman, who has been requested by the Department of National Defence to join the Royal Canadian Air Force as wireless instructor, with commissioned rank, and has been released for active military service by the school authorities. That Mr. Norman takes with him the appreciative goodwill of his colleagues, he does not need to be told. The vacancy caused as regards "News, Personal and Miscellaneous" has been filled by transferring Mr. Norman's duties to Mr. Francis C. Hardwick. News items and correspondence relative to this department should be addressed to Mr. Hardwick at 7608 Granville St., Vancouver. (LA. 0207R.)—N. F. B.

ANNUAL MEETING OF MAGAZINE COMMITTEE

THE annual meeting of the Magazine Committee occurred on Wednesday, March 27. This important conference of members of the Editorial Board, section representatives, and other friends of *The B. C. Teacher*, provides an important opportunity to review the successes and possible failures or errors of the past and to discuss plans for the future. It is also the business of this meeting to elect certain members of the Editorial Board. Mr. Morrison was replaced in office for 1940-1941 with special responsibility for rural and village schools. Difficulty arose in securing a representative of the primary teachers and the matter was left in the hands of Dr. Black and Miss Whittaker.

The meeting expressed gratitude to Mr. Leask for his arduous services in connection with the Non-Profit Subscription Agency, conducted by him in the name of *The B. C. Teacher*, and the valuable exhibits of educational magazines that now are features of all teachers' conventions. There was a consensus that if the Subscription Agency is to be continued, arrangements should be made for all financial transactions to be dealt with through the staff of the general office of the Federation.

As in other recent years, afternoon tea was served and at this function Mrs. Morrison kindly presided.

DR .COLEMAN RETIRES.

ONE of the most respected educationalists of the province will soon be absent from active professional service when Dr. H. T. Coleman retires as head of the faculty of philosophy and psychology at the University of British Columbia at the end of the present university term.

More than a generation of students, including many teachers, have come under the influence of Dr. Coleman. Many of us will no doubt recall with affection the happy relationships that always existed between Dr. Coleman and his classes.

Dr. Coleman's career started at the age of seventeen when he first started teaching in the schools of Ontario. From that beginning he gradually moved from appointment to appointment until he finally came, in 1920 to his present position at the University of British Columbia. To Dr. Coleman teachers owe a heavy debt of gratitude for his efforts to extend the university facilities placed at the disposal of teachers at the university summer session.

To enumerate the list of Dr. Coleman's literary works would require considerable space, for in the field of philosophy, education, and poetry he is a prolific writer. Many teachers will recall with affection the occasions when Dr. Coleman placed aside his notes on William MacDougall or Herbert Spencer and really told us what he felt and belived by reading to us extracts from his poetical works.

The B. C. Teacher knows it speaks for the fellowship of B. C. teachers in wishing Dr. Coleman many pleasant years of retirement from active service, years in which he will have time to write more of the verses which have taught the lessons of moderation and kindliness.

VANCOUVER'S MASSED CHOIRS AND ORCHESTRA

UNDER the direction of Mr. Burton L. Kurth, energetic music supervisor of Vancouver schools, four large choirs and one orchestra have been organized with the membership drawn from the various choral and instrumental groups of the city schools. Mr. Ifor Roberts, Miss Priscilla Long and others are active in the project.

OKANAGAN-KOOTENAY MAP.

THE teachers of geography and other readers of *The B. C. Teacher* will be interested in the recent publication, by the Canadian Department of Mines and Resources, of a beautifully contoured map of the Okanagan-Kootenay area and adjacent sections of the United States. The map shows the territory from a little west of Cranbrook to a little west of Keremeos and from the boundary to a line passing about eight miles north of Kelowna. This is sheet 82 S. W. of the National Topographic Series. It may be secured from Ottawa for twenty-five cents. This map completes the series of three, covering a southern strip of British Columbia from the Albertan boundary to the Gulf of Georgia.

RISING COST OF BOOKS

IT will be of interest to our readers to know that on account of war conditions in Great Britain many of the publishers there have found it necessary to increase the list prices on their books from 10 to 20%. They make it clear that they are in no way attempting to make additional profit because of conditions, but state that the cost of paper, printing and binding have all increased materially.

The Canadian representatives of these firms are finding it necessary also to increase prices, due to the rise in the Old Country and also on account of the fact that the cost of importing has in many cases more than doubled.

P.-T. A. OPPOSE SALACIOUS LITERATURE

Provincial parent-teacher organizations, meeting in Vancouver for a three day convention during the Easter vacation, began a campaign against the sale of salacious magazines among the youth of British Columbia.

Besides considering this problem, delegates passed a resolution to make operable the Marriage Act of 1939 through the erection of adequate laboratories on the U. B. C. campus in which prospective brides and grooms could have blood tests made. The convention also went on record as favoring a new flag truly representative of Canada.

Special awards were made to Langara School (Vancouver), Pender Harbour, James Bay, South Westminster, Margaret Jenkins (Victoria), and Queensborough, for large increases in their membership.

KENNETH G. CAPLE IN NEW SCHOOL POST

OUR congratulations to Kenneth G. Caple of Vancouver, formerly principal of the Summerland High School, who has been appointed to the temporary position of director of school radio broadcasts.

The Carnegie Foundation has supplied funds for Mr. Caple to make a tour throughout the United States to study methods in use there.

TEACHER WINS SALARY ACTION

JUDGEMENT for $42 and costs against the Langley School Board was awarded to Ronald Arthur Nordman, teacher of Walnut Grove, Langley, by Judge David Whiteside in New Westminster County Court recently.

The award was the difference between $838 received by the plaintiff as 1939 salary and $880 fixed by an arbitration award a year ago. The judgement dismissed the claim against the Corporation of Langley without costs.

The suit of Nordman was in the nature of a test case involving forty Langley teachers who were granted an aggregate increase of approximately $2500 in 1939 salaries. The School Board refused to recognize the arbitration award.

PRINCE RUPERT NEWS

AS a result of the death of Mr. A. Sutton, former principal of Booth Memorial High School, Prince Rupert, several changes have been made in the Prince Rupert school staffs. Mr. W. W. C. O'Neill, formerly vice-principal has been promoted to the principalship. Mr. Charles Hayward has been promoted from the staff to the vice-principalship, and to fill the vacancy, Mr. Walter Ferguson, appointed to the staff of Borden Street School last September has been transferred to the high school. Mr. S. A. Cheeseman fills the vacancy on the Borden Street staff.

TEACHERS IN POLITICS

SEVERAL B. C. teachers, both active and in former service, participated as candidates in the recent Dominion elections. Mr. Jas. Sinclair, successful Liberal candidate in North Vancouver, is a former teacher of the West Vancouver High School. Mr. Arnold Webster, whose challenge to G. G. McGeer in 1935 was almost successful, was defeated as a C. C. F. candidate in Vancouver. In New Westminster, Mr. Tom Alsbury, also a C. C. F. candidate, lost to the sitting member, Mr. Tom Reid; and Mr. Ronald Grantham of Nanaimo lost in the race as the C. C. F. entry.

SCHOOL ART EXHIBIT PLEASES CONVENTION

FIRST of its kind in British Columbia was the exhibition of high school art presented at the Vancouver Art School during the recent Easter convention. Mr. Scott, principal of the school, assembled contributions from nearly forty secondary schools and arranged an exhibition which in the opinion of visitors was conspicuously successful.

In the absence of Dr. G. M. Weir, who was unable to attend the display, Dr. N. F. Black, editor *The B. C. Teacher*, officially opened the exhibition.

NOTICE TO JAYWALKERS

THAT every pedestrian proceeding along a highway where a sidewalk is provided shall proceed upon the sidewalk; but if there is no sidewalk he shall proceed on the extreme left side of the highway. . . . That no person riding a bicycle on a highway shall carry any other person on the bicycle."

These amendments to the Highway Act came into force on March 15, 1940.

POWELL RIVER HIGH SCHOOL

A thousand Powell River District school children enjoyed a half holiday on March 7 to mark the official opening of the new $18,000 high school the previous night by the Honorable Doctor George M. Weir.

"Democracy and education go hand in hand," declared Dr. Weir. "Fitness and health are essentials to sound education and the new building will stand as proof of the worthiness of those aims."

SECONDARY SCHOOL TEACHERS' ASSOCIATION COUNCIL MEETS

COUNCIL members of the B. C. Secondary School Teachers' Association meeting during the Easter convention, passed resolutions recommending the maintaining of the association according to the present constitution of the Federation. The council also heard reports on the success of the plan whereby "key men" in various parts of the province corresponded with subject section province regarding subject problems. The continuance of the plan was recommended. Members endorsed eighteen resolutions from different subject sections.

For the year 1940-1941 the following officers were elected: president, W. Alsbury, Grandview High School of Commerce, Vancouver; secretary-treasurer, J. E. Clague, Vancouver Technical School. *The B. C. Teacher* representative, F. C. Hardwick, King Edward High School, Vancouver; Geographical representatives, areas not already represented on the executive, will be requested by the secretary to appoint spokesmen.

COLUMBIA'S AMERICAN SCHOOL OF THE AIR

(9:15—9:45 Eastern Standard Time.)

MONDAY: Frontiers of Democracy
- April 8: Face to Face by Telephone
- April 15: Printing by Radio
- April 22: Planning for the World Tomorrow

TUESDAY: Folk Music of America
- April 9: "Blues" Songs
- April 16; 23: Folk music submitted by listeners.

WEDNESDAY: New Horizons
- April 10: Insects, Friends or Foes
- April 17: Reptiles—Then and Now
- April 24: S.O.S. For a Continent—Why is there an urgent need for the conservation of our natural resources?

THURSDAY: Tales from Far and Near
- April 11: We Didn't Mean To Go To Sea *by Arthur Ransome.*
- April 18: Mr. Bumps and His Monkey *by Walter de la Mare*
- April 25: Wind in the Chimney *by Cornelia Meigs*

FRIDAY: This Living World

These programmes originate in New York High School aditoriums and feature ten minute panel discussions on current topics by students.
- April 12: Our Civil Liberties
- April 19: The Two Party System
- April 26: Making Democracy Work

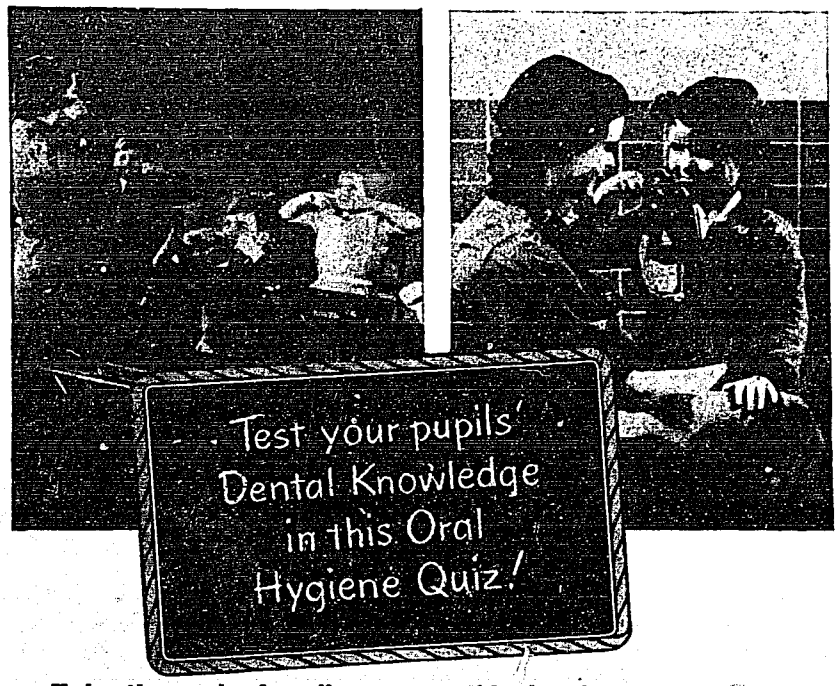
N.B.C. RED NETWORK

(Sunday 12—12:15 E.S.T.)

The story of all of us based on V. M. Hillyer's "A Child's History of the World."

This presentation aims especially to take the listener out of the country in which he lives and to make him realize his place in a world scheme. Each week the listeners, both young and old, are invited to climb the "Staircase of Time," a great imagined flight of stairs reaching from the world's beginning to the present.

CKWX, Tuesday, 8:30 p.m.—The Quiz Man.



Today thousands of pupils can pass this dental quiz . . . they've learned in their classroom the correct answers in modern oral hygiene.

1. What is the best way to learn about dental hygiene?

Answer: Simple classroom demonstrations, in which the index finger is placed *outside* the jaw to represent the tooth brush, and rotated from the base of the gums toward the teeth—teach the children correct dental habits in a clear and *interesting* way.

2. Just how do soft foods affect the teeth and gums?

Answer: The soft foods in juvenile diets *taste* delicious and are nourishing, but they are often woefully lacking in the roughage needed to *exercise the gums.* Gums which lack exercise often grow tender . . . "pink tooth brush" may appear. The Ipana technique of regular gum massage helps guard against this threat!

3. Can children help their parents towards a brighter, healthier smile?

Answer: They can—and thousands do . . . simply by demonstrating to their parents their homework in daily gum massage. Classroom drills, coupled with the advice of many modern dentists, are bringing to more and more homes the healthful dental routine of Ipana and massage.

The makers of Ipana have prepared a striking health chart, in full colour, which is helping teachers all over the country in their class drills in gum massage. They will gladly send you one to hang in your classroom. Send your name and address to Bristol-Myers Company of Canada, Ltd., 1239 Benoit Street, Montreal, P.Q.

Published in the Interest of Better Health by Bristol-Myers Company of Canada, Ltd., Montreal, P.Q.