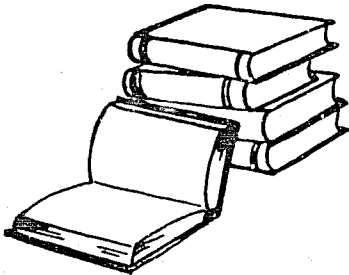


THE

B · C · TEACHER



OFFICIAL ORGAN OF THE B · C · TEACHERS' FEDERATION

VOL. XIX. No. 9

MAY, 1940

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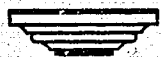
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VOL. XIX, No. 9

MAY, 1940

VANCOUVER, B.C.

NEGLECTED CHILDREN

IN *The Schoolmaster*, organ of the National Union of Teachers, comments appeared on March 14 relative to an editorial published in *The B. C. Teacher* last February under the heading "Neglected British School Children". Reference is made upon the same page of *The Schoolmaster* to "the excess of complacency with which this subject is often treated" and it is admitted to be "a solemn thought that in not many weeks' time, unless something really drastic is done, a large proportion of the children of this country will have been out of school for a year".

"I never expected to live to see the day when the school children of Great Britain would be pitied by the teachers of British Columbia. Alas it has arrived", says Autolycus, on behalf of *The Schoolmaster*.

Our contemporary rather mistakes our emotion. It is nothing so passive as pity. It is hot indignation. We wish we saw more evidence of hot indignation on the part of the friends of education in Great Britain. We know that they have been active in efforts to retrieve the situation, but we are not sure that they have been active enough, or sufficiently quick in the adoption of new methods to meet a new situation. However, *The B. C. Teacher* is not indulging in captious criticism. The question at issue is not what has been done or what left undone, or who is to blame, but simply what more, if anything, can yet be done on behalf of children of the United Kingdom for whom ordinary educational facilities are lacking or endangered.

As we remarked in the editorial in question, "Surely, when the traditional machinery of education broke down and it was evident that the breakdown would be one of indefinite length, advantage should immediately have been taken of the long years of successful experience in education by



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mail in the Overseas Dominions. . . . Twenty years from now the spiritual and economic cost of Britain's failure to mobilize her educational army and to modernize her educational machinery to meet wartime conditions will amount to something that good citizens may well anticipate with alarm".

Quoting this passage our Old Country colleague writes as follows:

"Our lively contemporary in the above passages, I think, exceeds the limits of justice. Postal tuition is a means of overcoming the handicap of long distances between teacher and taught. The Editor of *The B. C. Teacher* would not, I presume, advocate postal tuition when the teacher and pupil are near enough to meet daily. The breakdown in Britain is not due to distance, but to disorganization. I know the Editor of *The B. C. Teacher* sees *The Schoolmaster*, and I shall be interested to see what he has to say on this point. It is all very well to assert, as he does, that thousands of people in Canada and elsewhere are shocked at the official ineptitude that is responsible for so many British children *not* being 'set homework by post' but, I think, if they knew the circumstances, they would not make that point the ground for any condemnation they might utter".

The phrase in inverted commas may remind some of our readers that the editorial in *The B. C. Teacher* was called forth by the following remark of the London *Spectator*:

"It is stated that the Finns are thinking of arranging for evacuated school children to be set homework by post. Surely a gratuitous aggravation of the horrors of war".

The implication underlying *The Schoolmaster's* defense of the indefensible is that what was possible in luckless Finland is impossible in Great Britain, because, unlike the former, it is disorganized!

But *The B. C. Teacher* is not interested in such debate as might perhaps make somebody forget that we and *The Schoolmaster*—and *The Spectator*—are all on the same side. It should be far from discomfiting to our friends in the Motherland that we British overseas look upon their children as our children and are disinclined to pocket our anger when we see the interests of these youngsters needlessly sacrificed.

We have to rely, for knowledge of conditions, chiefly upon British publications and private correspondents, and the information puzzles us. On the front page of this same issue of *The Schoolmaster*, its "Special Commissioner" to London writes:

"I doubt if anything will ever efface from my memory the feelings of profound despair which invaded my mind in the autumn of 1939 as September turned to October, October deepened into November and still the children of the world's greatest city ran wild and undisciplined through her highways and byways. In the grim streets of Bethnal Green, Whitechapel, Stepney and Old Wapping, . . . we were back before the days of 1870".

Elsewhere in the same issue *The Schoolmaster* quotes the Parliamentary Secretary to the Board of Education as telling the House of Commons that early in March "one-quarter of the children were in full-time and about one-quarter in half-time education. Another quarter were under

the Home Service Scheme, and the remainder were without school". A Labour Member, declaring that "children were paying the price of this war more than any other section of the community" and that "more damage had been done to the educational system in six months of war than could be rectified probably in five years of peace", said that the official attitude "gave the impression of impervious complacency". A Conservative Member, speaking of 85,000 London school children receiving only "home instruction of some sort or other", intimated that this meant that such children were getting something only "a few degrees removed from nothing at all". And the Editor of *The B. C. Teacher* knows from long experience that home service need not be but "a few degrees removed from nothing at all" if only the educational authorities were doing something reasonably comparable to what is being done for many thousands of overseas children that are dependent upon home study directed by correspondence.

That at this date "education is coming back", we are glad to believe. We also hope that British children may be spared the horrors of wholesale aerial bombardment, the danger of which led to the disruption of the schools, but against such danger preparation must still be made. A part of that preparation, *The B. C. Teacher* is convinced, should be carefully planned utilization of studies directed in the fashion approved by the experience of those parts of the Empire, and other countries, that have had long and successful experience in the conduct of correspondence courses. If children are really isolated from their teachers—perhaps living for the time with friends in sequestered neighbourhoods—study outlines of the type familiar to correspondence students in Canada, New Zealand, Australia and elsewhere, would be quite invaluable. In districts in which teachers are permitted to assemble only a few of their charges at a time they would be almost equally invaluable, particularly if the children represent widely different stages of educational advancement. There certainly is a place for supervised correspondence courses even where teacher and pupil meet daily, if the time for personal instruction be abnormally limited or if conditions require the children to do a major part of their work independently.

Admittedly, correspondence courses for elementary and secondary school pupils originated primarily as a means to serve the needs of those far from schools. In his private capacity, the Editor of *The B. C. Teacher* has for years been associated in modest fashion with the supervision of correspondence courses for students of high school grades. Some of his students are in the British navy or in remote settlements or in hospitals, and so on; but very many of them are enrolled in ordinary schools, which happen not to be in a position to offer the particular course desired. The children get such help as the local teachers can provide without being unduly burdened, but the pupils' study-outlines provide them with the needed detailed suggestions and instructions as to what to do next and provision is made for the thorough checking of all written work. Even in time of peace there will be numbers of children and of older people who need the aid that the educational authorities can supply along this line; and if indeed the schools of the United Kingdom are to be crippled in their efforts to serve their clientele in the customary fashion, there will still be

room for puzzled indignation if British school children who need such help are not "set homework by mail".

Certainly the proposal, which no doubt has already been advanced by many others than merely *The B. C. Teacher*, at least deserves serious and dispassionate consideration.

WHEN WE DON'T MEAN WHAT WE APPEAR TO SAY

IF some contributors on occasion feel aggrieved at devilish typographical miracles of which they have been victims, they may perhaps find comfort in the disasters of similar sort that from time to time overtake editors. A contemporary journal recently reproduced our editorial of March dealing with British Columbia's Oriental question. But the linotypist inadvertently omitted a line of his copy, with the result that *The B. C. Teacher* was made responsible for a statement very different from any with which we should care to have our name associated. The following passage was quoted, minus the words in italics:

"Restriction of occupation, on the basis of the place of birth of one's grandfather, is illogical and morally indefensible. Cruelty never is wise or right. 'Whatsoever ye would that men should do to you, do ye even so to them; for this is the Law and the Prophets'. Maybe the world is not yet ready for a *Christianity really committed to such a rule*. But there must be some decent degree of consonance between the ethics of Jesus and a proper policy relative to the Orientals in our midst".

Something similar befell us in our April number. In the manuscript of the editorial entitled "Toward Evening", the following passage occurred:

"Some people at sixty are younger than others at fifty. To some, retirement comes as a welcome relief; to others—as, for instance, the correspondent quoted above—it means *the premature collapse of joy and the sense of usefulness*. It is true that public interest requires 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?"

But our readers never till now saw the words here printed in italics!

Oh, yes, we know that the Editor was not the only sufferer and that it doubtless served him jolly well right. We know about that other line that somehow survived deletion and those twain that actually appeared twice, and the dash that should have been a row of asterisks, and the misspelled word attributed to Paidagogos and the extra "t" allotted to Miss Whitaker and the punctuation marks that somehow aren't there, and the signature that was wrongly indented, and the unintentional omission of the end of Miss Gildersleeve's contribution, and the "Miss" that was prematurely and without consent transformed into a "Mrs"!

The Editor ruefully cries "Peccavi", with a feeling that his punishment is adequate to his offenses. And he daren't even blame the compositor or the proofreader; they could get abundantly even with him next month!

"We do pray for mercy . . ."

Obiter Dicta

SINCE the leading editorial for this issue was set up in type there has reached the Editor's desk a delayed copy of the London *Spectator* in which Janus makes the following rejoinder to comments of *The B. C. Teacher*:

"The truth that to depart from deadly earnest never pays ought to be blazoned on every writer's desk. I have been chastened (and at the same time flattered) this week by receipt of a rebuke for my lapses all the way from British Columbia. Back in December I mentioned that the Finns were thinking of arranging for evacuated school-children to be set homework by post, and added, with what I now recognize as unbecoming levity, 'Surely a gratuitous aggravation of the horrors of war'. The monthly organ, *The B. C. Teacher*, has taken this up and me to task. Thousands of people, it declares, in Canada and Australia and New Zealand are shocked that so many British children are *not* being set homework by post, and to reinforce that condemnation comes, from the same source, a copy of the *Phi Delta Kappan*, published at Fulton, Missouri, devoted almost wholly to the subject of Supervised Correspondence Study. If Lord De La Warr can convert his evacuee children into Supervised Correspondence Students he will have made history and I, in my humble way, shall have helped".

* * * * *

THE *B. C. Teacher* is indebted to Mr. William Jones for a copy of a very interesting document, an heirloom in his family. It is a detailed report of the battle of Trafalgar as witnessed by Samuel Fairley from the deck of H.M.S. Neptune. The document is unfortunately too long for reproduction *in extenso* in this magazine at present but will be loaned with pleasure to any teacher who might care to use the MS. in his social studies classes.

* * * * *

MR. R. C. HARRIS'S letter, printed in the present issue of *The B. C. Teacher* under the caption "Geography Teachers Co-operate", should call forth a vigorous response from teachers of high school geography and has implied in it a suggestion that could with advantage be followed up by various other departments of British Columbia Teachers' Federation. Examinations play a less dominating role in our schools than formerly they did, but a place for them still remains, even a place for departmental and university entrance examinations. That many of these tests are deplorably unscientific everybody knows except the handful of men responsible for them; but if needed reforms are to be secured with reasonable promptitude, the teachers concerned will have to do something more than merely expostulate. They must themselves demonstrate a "better way" by formulating examination questions, and even whole papers, of a type that will have some reasonable bearing upon the courses they are called upon to teach and the objectives of such courses as set forth in the authorized programme of studies.

LAST month's request to our readers that they "speak a little louder" has brought encouraging response. "Annuitant's" letter is an example in point. Another is a capital article on the Doukhobor question by R. A. F., which unfortunately we are compelled to hold over until next month. Other valued material that could not be included in this number is provided by our gifted young contributor, Miss Lee Gidney, who writes of "Rendezvous with Spring" in a fashion that made postponement hard; by Mr. A. C. Young, from up Squamish way, who tells of a practical reforestation project that is now in its second year as a Labor Day programme; by Mr. Miller, who next month will tell us of the travelling art exhibit; and by other good friends. Procrustes, we are convinced, despite tradition to the contrary, really was an editor who had to cut down his contributors to fit 48 pages of space.

* * * * *

EVERY organized section of British Columbia Teachers' Federation is entitled to representation on the Magazine Committee. The Editor wrote to the officers of 17 such sections during the sessions of the Easter Convention but written information as to the representatives elected has in many cases not been received. If the reader of this paragraph is an officer in any section of the Federation he is requested to make sure that his Group has reported who is to represent it during the year 1940-1941.

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VOUS ECRIVEZ sans trop de difficulté;

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SHORTAGE of space this month makes it necessary for us to mention some important publications very briefly instead of at length as they deserve. Here they are: *The Canadian Teacher*, *The School*, *The Grade Teacher*, *The Instructor*, *School Progress*, *The Educational Review*, *The Canadian Forum*, *The Teachers' Magazine* and various journals and bulletins which are the official organs of the different provincial federations. To this list we might also add the names of other periodicals from many parts of the British Empire and certain sections of the United States. All these publications, however, we are earmarking for first mention next month, when, it is hoped, we shall not be so cramped for room as we are at present.

TEACHERS interested in establishing monitor courts in their schools will find "A Functioning Student Court" in the March copy of *School Activities* (1515 Lane St., Topeka, Kansas, \$2.00) of very practical assistance.

SCHOOL Arts (The Davis Press, Inc., Worcester, Mass., \$3.25) for January contains many excellent reproductions of hand lettered pages from medieval parchment books. The February issue supplies a free copy of an invaluable History of Art Chart. The April edition, dedicated to "home and costume", is an exceptionally practical number. Child Art is the theme for May. The picture on the May cover is a masterpiece. Although not quite "surrealistic" it certainly has plenty of "dada" in it and quite a little "goo goo" as well.

WE might consider the German minorities in other countries as Hitler's human dynamite. He was like a man sitting at an electric panel. . . . When the time was ripe he reached out and threw one of the switches. . . . Great Britain, France and Poland formed an

alliance to stop him. . . . Hitler pushed the buttons marked 'Danzig' and 'Poland'—and blew up a continent."—Quoted from an article in *World Affairs* (224 Bloor St., W., Toronto, \$1.00).

GENERAL Films Ltd. are the exclusive distributors of Study Guides for Curriculum Enrichment prepared by the Educational Department of Films Incorporated, 330 West 42nd Street, New York, N.Y. The Study Guide now before me concerns "Silent Barriers," a Gaumont-British Picture. In it is found a synopsis of the film concerned together with many suggestions for curriculum correlation and motion picture appreciation.

CANADA's National Youth Magazine, *New Advance* (21 Washington Ave., Toronto, \$1.00) was raided on March 7th. The War Measures Act invited the raid, the R.C.M.P. and Toronto police staged it. All the material was returned "with apologies." Are you curious?

CASH prizes to the value of seventy dollars are offered in a photographic contest conducted by *Our Dumb Animals* (Massachusetts S.P.C.A., 180 Longwood Ave., Boston, \$1.00). The contest will close June 30, 1940. For further details see the March issue.

MORE and more attention is being paid to high school chemistry by the *Journal of Chemical Education* (20th and Northampton St., Easton, Penn., \$3.50). The March number contains "An Atomic Weight Determination for High School Students," and the April edition offers "A Model of a Modern Sewage Treatment Plant as a Project in High School Chemistry." Both issues have High School Notes, a new and valuable section.

EXTRACTING Aluminum From Its Ore" is the title of a one-act play (of all things) in *School Science and Mathematics* (450 Ahnaip St., Menasha, Wisconsin, \$2.50) for March. In it the hero meddles with a metal to prove his mettle. The April issue comes out with a brand new Easter bonnet cover and tells us all about "Molecule, a New Chemistry Card Game" that uses chem-

ical atoms, or ions, as units. "A New Proof of the Pythagorean Theorem" is also offered. Both numbers contain "High Lights of the March (April) Skies" and both stress education for conservation of natural resources.

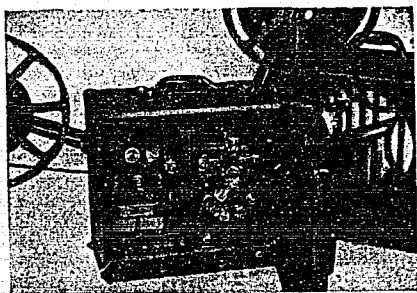
* * *
THREE Penitente Cristos, one looking human, one inhuman (reproduced on the cover) and the last one unhuman, are shown in Volume 33, Number 3, of *Magazine of Art* (The American Federation of Arts, Barr Bldg., Wash., D.C., \$5.50). But it is the *Devil Angel*, reproduced in the same article that is actually the last word in startling wood-carving. It has "it", "oomph" and "ugh". News and Comment in the April magazine mentions Pare Lorentz and his new film, "The Fight for Life," said to leave one limp as a dishrag.

* * *
IN this department at some future time I think I'll conduct a quiz. Suppose for example you were asked right now to identify a certain publication by name—given the information that it is issued weekly, has a plain yellow cover, is edited by William C. Bagley, nearly

always leads off with a feature article by a leading educator and contains such standard departments as Educational Events and Shorter Articles and Discussions. Would you recognize at once that dependable periodical *School and Society*, 525 West 120th St., New York, N.Y., \$5.00.

* * *
ANY teacher or student doing research work on any phase of the subject of Reading should obtain the March copy of *Journal of Educational Research* (Public School Publishing Co., Bloomington, Ill., \$3.50). The April issue tells of "An Item Analysis of Measures of Teaching Ability" and casts serious doubt upon the validity of the tests studied.

* * *
THE *Modern Instructor* (School Aids Pub. Co., 1935 Albert St., Regina, \$2.00) is a newcomer to our magazine table. It is the same size, almost to the page, as *The B.C. Teacher*. Within its covers are to be found miscellaneous problems, a hectograph section, history and geography projects, study questions and tests, verses, visual aids and even a letter from Aunt Susan!



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YOUR questions, Music and Visual Aids, M. T. N. A. Activities, and The Turntable (a Review of Recordings) are permanent departments in the composition of another visitor in our midst. We refer to the *Music Teachers' Review* (45 Astor Place, New York, N.Y., \$1.25). But don't subscribe to it if you are an exponent of jump and jive. A valuable section of the magazine is the one called The Music Shelf. This part is devoted to a review of new music and is illustrated with selected thematics.

HATS off to Paul Kazoolin, editor of the *Pro-Rec Bulletin* (604 Hall Bldg., Vancouver, B.C.) issued weekly by the B. C. Recreation Centres. Each number is a gold mine of information for members of recreation centres and through every page runs a breezy, cheery note, as friendly as a handshake.

ANOTHER Vancouver publication given over to the maintenance of physical fitness but from quite a different viewpoint is *Your Health* (710 Seymour St., Vancouver, B.C., \$2.00), official organ of the B. C. Tuberculosis Society. The cover for March-April depicts a knight on horseback. On his breast is the deible-barred Lorraine cross so familiar on Xmas seals. Your subscription to *Your Health* will help, both spiritually and materially, the cause to which the magazine is dedicated, namely, a fight to the death against the dread scourge of tuberculosis.

WHETHER we like it or not our pupils continue to attend on an average at least one "movie" a week and it is the English teacher's responsibility that they are not entirely overwhelmed by "Hollywood Hokum". So states an article in *The English Journal* (University of Chicago Press, 5750 Ellis Ave., Chicago, \$3.35) for March. In the same issue many helpful suggestions are given "On Teaching Public Speaking". It is also interesting to note that both the March and April issues contain articles on the use of recording equipment, instruments of a new learning technique that eventually may approach the present popularity of "visual" education.

LONELY teachers of French, baseball terms in Spanish, Sabbatical leave, teaching Russian, are some of the topics discussed in the February edition of *The*

Modern Language Journal (450 Ahnaip St., Menasha, Wis., \$2.50). Both March and April numbers contain instructive reviews of recent French and Spanish films. Having lately enjoyed "Betrayal" at the last showing this season of the Vancouver National Film Society, I was particularly interested in the review offered of that picture and also of a description given of "Champs Elysees", directed and acted by the inimitable Sacha Guitry.

WHAT will Italy do next? Will she join Britain and France or remain neutral? Mr. Harold Kemp believes he knows all the answers in "Mussolini; Italy's Geographer in Chief", found in the April *Journal of Geography* (A. J. Nystrom & Co., 3333 Elston Ave., Chicago, \$2.50). Conservation is the theme of "Our National Forests—A Social Problem". Another article supplies some very valuable "Helps in Teaching Principles of Geography".

THE International Forum" is growing into quite an important feature of *The Social Studies* (1021 Filbert St., Philadelphia, Pa., \$2.00). The subject for March was "A View of Finland". We have often mentioned the excellent Illustrated Section and Motion Picture Department. Other permanent and helpful sections are News and Comment, Book Reviews and Book Notes, and Current Publications Received.

PINOCCHIO" is "old stuff", according to a note on "Lucian and Pinocchio" in *The Classical Journal* (Geo. Banta Pub. Co., Menasha, Wis., \$2.75) for April. "Technocracy in the Ancient World" furnishes another amusing parallel along the same line of argument, that, after all, there is nothing new under the sun.

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B. C. T. F. and Kindred Associations

FEDERATION NEWS

Reminders

1. B.C.T.F. fees of members who have not yet paid them are now *Four Months Overdue!*

2. Sick Benefit Contributions which have not been paid are now *Four Months Overdue*. Members who are in arrears are not protected now and are not eligible to claim benefits in the event of illness. Forward your contribution immediately to place yourself in good standing.

OUR SICK BENEFIT FUND—ITS FIRST BIRTHDAY

JUST one year ago, immediately after being instructed to do so by the 1939 Annual Convention, we launched our Sick Benefit Fund. Having operated for one year, we may now look back and see what progress has been achieved and to what extent our plan has served the teachers.

Our membership is slightly over 700. Added to the 400 members in the similar Vancouver Secondary Teachers' Fund, this means that 1100 teachers or slightly more than one-third of our B. C. T. F. membership are now protected against illness and accident at exceedingly low rates. While this is probably as much as could be expected in one year, we are of the opinion that all our members should avail themselves of the splendid protection which they can now secure. We are convinced of this when we study the number of teachers who have had long and inexpensive illnesses this year, as shown below, and who have found that the benefits received have been of inestimable value in ensuring a continuance of income during a period of loss of salary in which extra expenses have been incurred for medical service.

Many Teachers Have Benefitted

Already the Fund has paid out in claims \$1624 to twelve of our members. Four members will draw claims for the maximum period of sixty days. The largest claim paid to date amounted to \$385, for a contribution of only \$7. We defy any one to duplicate the service which our fund is giving at such low cost.

The Vancouver Secondary has paid out approximately \$800 also in claims, and the Vancouver Medical plan, which was

quite recently launched, is giving service in the field of doctors' and hospital fees.

We repeat that these co-operative plans have already justified their existence and should receive the support of all B. C. T. F. members.

While we contend that our plan is giving a service that cannot be duplicated elsewhere at the same cost, or even at much higher cost, there is a limit to the value that may be given in return for the exceedingly low contributions which we assess our members.

In our humble opinion members should not expect services which would cost \$30 or more with an insurance company, for a contribution as low as \$3 and not in excess of \$10.

Members should inform themselves of the nature and extent of the benefits offered by the Sick Benefit scheme before joining. The time of the committee should not be taken up with claims which it has no authority to pay.

There Is No Santa Claus

Obviously claims cannot be paid for: the first ten days of absence, holidays, doctors' fees, hospital charges, illnesses which commenced before the claimant joined the fund, or other similar cases. The committee must refuse claims from members who have failed to pay their contributions. Teachers who decide to apply for membership after they become ill so that they may make a claim, cannot be accepted as new members until they recover and return to duty. Believe it or not, claims have been submitted for each of the cases mentioned above.

Incidentally, we gave up our belief in Santa Claus many years ago, although some of our colleagues apparently have not!

While our regulations are not as severe as those of an insurance company, in order that we may safeguard the interests of the members as a whole, we must conduct the affairs of the Fund in a businesslike way. We feel that we are exceedingly generous in protecting members from September to December without payment of their contribution until the latter date, on the assumption that it will be paid when it becomes due on December 31. On the other hand, members having received that service, should feel obligated to pay the contribution. After January 1, members whose contributions are unpaid are unprotected and should not expect to receive benefits if

they become ill. It is only by adhering strictly to such regulations, which are definitely set forth in the by-laws, that we can hope to operate the Fund on a sound financial basis.

We have received the excuse many times from members that they lack information in regard to the Sick Benefit Plan. We do not feel that this is a justifiable complaint as detailed information has been supplied in every issue of *The B. C. Teacher* since last September. Prior to that time a number of articles were also published. We have invited questions and offered to supply information upon request.

Once more we are providing below some of the chief features of the plan. We suggest that members make a careful study of them and keep them on file for future reference:

Details Regarding Your Sick Benefit Fund

1. **MEMBERSHIP:**
Membership in the Fund is open to B. C. T. F. members in good standing.
2. **BENEFITS:**
 - (a) Benefits are paid according to the scale of contributions benefits which are shown on all enrollment and remittance forms.
 - (b) No benefits are paid to new members for any illness which commences during the first thirty days of membership.
 - (c) The following waiting periods, during which no benefits are paid, apply in the case of the first absence in any school year:
For the Present Year (1939-40):
"A" members—10 teaching days of absence for which no benefits are paid. Benefits commence on the 11th teaching day.
"B" and "C" Members—20 teaching days of absence for which no benefits are paid. Benefits commence on the 21st teaching day of absence.

NOTE—1. No benefits are paid for holidays, or other than actual school days.
2. The plan does not cover medical and hospital bills.

3. **MAXIMUM BENEFIT PERIOD:**
The maximum period for which members may draw benefits in any one school year is 60 teaching days.
4. **WAITING PERIOD:**
The waiting period for which no benefits are paid does not necessarily consist of a single continuous absence. Several absences of one, two or more

days may be counted until the required waiting period is built up (10 teaching days and 20 teaching days for "A" and "B" members respectively).

5. **SECOND ILLNESS:**

In the event of a second illness in the same school year, there is no waiting period for the second illness and benefits commence from the first teaching day of absence.

6. **CONTRIBUTIONS:**

1. Contributions are paid annually along with B. C. T. F. fees.
2. Contributions are due in September but members are allowed until December 31 and are carried fully protected until that date. Members who fail to pay by December 31 forfeit their benefit protection until the contribution is received.

7. **HOW TO JOIN:**

1. Sign an application card and forward to the Federation office, accompanied by the \$2 initial fee.
2. Pay your annual contribution *not later than December 31st.*

8. **HOW TO APPLY FOR BENEFITS:**

In the event of absence from teaching duty on account of illness or accident which will extend beyond the initial waiting period and entitle you to draw benefits, notify the committee. The necessary claim forms and complete instructions regarding the procedure to be followed will be sent to you promptly.

While claims have been exceptionally heavy this year, we are confident that we shall finish the year in a sound financial position, and have a modest sum to carry into reserve, even though it will not be as large as we had originally expected.

* * *

SUMMER SESSION STUDENTS

MANY Summer Session students will welcome the fact that Geography and Psychology are listed as subjects for majors in the 1939-40 University of British Columbia Calendar.

In reply to a request made by the Summer Session Students' Association, the Department of Education will accept 2½ units of work in Librarianship towards the completion of the requirements for an Academic Certificate.

The Association's request for University credit in Art Appreciation, Guidance, Librarianship and Music Appreciation has been considered by the University. No credit can be given for these courses, however, until they are offered for credit in the Winter Session. Fur-

thermore, academic credit for courses in Physical Education can not be given at the present time.

This summer, the Summer Session Registration booklet will contain an Activity Card which will replace last year's arrangement regarding student activities. This card should be removed at the time of registration.

TEACHERS IN POLITICS

SHOULD teachers take part in politics? Apparently teachers in Alberta think so. A number of them contested both the provincial and Dominion elections recently. No less than ten were returned to the Provincial legislature, some of them for a second term. In this they were more successful than the B. C. teachers who ran in the Dominion election, as all three who did so were defeated. We wonder if teachers who are active in politics in Alberta are, as is the tendency in some quarters in this province, regarded as freaks or treated as lepers. We hope not.

The following news item appeared in an Edmonton paper:

"Teachers Can Take It!" For those of us who felt that the election of ten teachers to the Legislature of Alberta in 1935 was a freak incident quite impossible of repetition, the new returns are especially interesting. Of those who sat in the last House, Messrs. Aberhart, Tanner, Duke, Hooke, Tomy, Ansley, Bourcier and Popil are in again. Glenn McLachlan, who made the pilgrimage to Major Douglas in 1936, now holds a commission in the army and did not stand as a candidate. Solon Low, who did a competent job as Provincial Treasurer, was the one teacher M.L.A. who suffered defeat. The reasons for that are obscure, but we suspect that Mr. Low paid the penalty for his share in the reinstatement of taxpaying as one of the normal and essential duties of citizenship. One new teacher-M.L.A. is G. E. Taylor, of Drumheller, who defeated F. C. Moyer, K.C., a former member for the riding.

"We offer this information (without reference to the political stripe of the men concerned) to give the lie to the hoary old gibe that a teacher is 'a man among boys and a boy among men'. If the political arena may fairly be considered a place for manly contest, then I would suggest that teachers made an excellent showing in it.

"We reserve for special mention Mr. J. Percy Page, the well-known coach of the Edmonton Commercial Grads, for many years international champions of women's basketball. Mr. Page (principal

of the McDougall Commercial High School) headed the Citizens' slate in the city polling, and will bring a mature educational philosophy and long experience as a teacher to the service of the Opposition caucus and of the Legislature and people of Alberta.

"To complete the record for Alberta to date, we may add that in the Federal field Messrs. Blackmore and Johnston are re-elected under the New Democracy banner, while Walter Kuhl of the same party is 12 votes behind in an unfinished count in the Jasper-Edson riding. Mr. Blackmore is expected to be the leader of his group in the new House of Commons.

"All Canadian teachers, and especially those who were for years associated with him in the work of the Canadian Teachers' Federation, will join in extending warm congratulations to Mr. M. J. Coldwell, returned to Parliament with a handsome majority in Rosetown-Biggar (Sask.). Mr. Coldwell's reputation as a parliamentarian already ranks high, and we look forward to further successes for him. In the coming movement for Federal Aid for Education the guidance and help of such men should be very valuable."

TEXTBOOK OR SHOVEL?

THE *Canada Year Book*, 1938 (page 804) gives us wage statistics on different classes of labour. For a 44-hour week and a 50-hour week year we get the following:

Building Labourers	\$913.00
Trackmen and Labourers (Elec. Rly.)	983.50
Unskilled factory labour.....	933.00

If we take the third figure (\$933) as representative of a year's pay for unskilled labour, and apply it, we find that about 6000 men teachers, or 42% of those tabulated, *do not rate unskilled labour wages* for a year's work.

And again: "It is sad, but true, that the colossal industry of educating Canada's 2,200,000 school children claims only 27 per thousand of the young men who go through Canadian universities; for the remaining 973 we may well believe that the rewards of an educational career are too uncertain and too meagre.

"Can it be that these young men have decided, before they even get out into the world, that the dominant philosophy of our nation is Crass Materialism, and that they had better conform rather than starve?

"We wonder what the heads of our universities think about all this."

—From the C.T.F. Salary Report

CONVENTION POST MORTEM

WITH Convention Secretary Whatmough in the chair, members of the 1940 Convention Committee met on April 15th to present an accounting of their activities during the Easter session. Treasurer J. R. Atkinson reported a balanced budget and suggested changes for the 1941 convention. Other members also advanced constructive criticism for the improvement of the annual gathering.

Mr. Harry Charlesworth pointed out in an analysis of the registration that 1022 teachers had attended; 611 had registered but had not attended, and analysis of the attendance at the different sessions of the annual meeting showed that a surprisingly small number of teachers had attended the vital business meetings at which such subjects as pensions and salaries had been discussed. At the final business meeting only 214 members were present.

The General Secretary pointed out that only 50 per cent of teachers registering for the convention actually attended.

DOINGS AT CASTLEGAR

THE *B.C. Teacher* is happy to give publicity to the activities both professional and personal of the Castlegar and District Teachers' Association. In January, local teachers heard an address on the pension fund from Brian Thompson of Trail. To the same city went Miss Margaret MacDonald, who was succeeded in her former post at Brilliant by Miss Patricia Comerford of Equimalt.

Returning from the University of Washington, where she had been studying for some time, is Miss Asta Zukerberg. Teachers of the district have also welcomed back Mrs. E. Dalgas who has been on leave of absence for six months.

ART TEACHERS REVIEW
YEAR'S WORK

MEETING at the Easter Convention members of the provincial art section elected King Logan (Richmond) president, Miss A. E. Thomas (Penticton) secretary, and a committee composed of Miss Peck and Messrs. Shadbolt, Cianci, Ozard, Scott, and Miller to supervise activities for the coming year.

Reviewing the past year's programme, Mr. W. R. Brooks, retiring president, found satisfaction in the extensive series of topics discussed during his term of

office. Among the subjects discussed had been "Appreciation of Art in the Schools"; "Stage Scenery and Lighting"; "Commercial Art as a Vocation"; "Films and Slides"; "An Experiment in Art Appreciation", and a questionnaire on "Drawing".

Mr. Brooks reported that the section had sponsored an art club for high school graduates desirous of continuing their art work and that an exhibit from elementary and secondary schools had been arranged and was at the disposal of any British Columbia school which desired to use it.

PRINCETON AND DISTRICT

MR. C. E. Ritchie of Princeton was elected president of the Princeton and District Teachers' Association which held its organization meeting in Princeton on Saturday, April 13th, 1940. To serve with him on the executive will be Mr. C. R. Mattice, Princeton, vice-president; Miss Mary Jones, Copper Mountain, secretary-treasurer; Mr. R. G. Williston, Princeton, *B.C. Teacher* correspondent; and Mr. E. E. Hyndman, Hedley; Mr. J. Macally, Blakeburn; and Mr. W. R. Noel, Coalmont.

This new local of the O. V. T. A. will represent 33 teachers from 12 schools which are roughly enclosed in a triangle bounded by Hedley on the east, Copper Mountain on the south, and Brookmere on the west. Meetings are scheduled to be held every second month in Princeton with the first one called for May 18th. It was indicated that teachers wished these meetings to be of a discussion type from which they could obtain curriculum help and aid in solving their particular teaching problems.

NATURAL HISTORY SOCIETY

UNDER the direction of C. F. Connor (King Edward High School, Vancouver) the Natural History Society has organized an extensive library of books and periodicals for the use of members of the society.

British Columbia science teachers and others interested in natural history could have access to this valuable collection by joining the organization. Membership fee is \$1.00 a year.

Included on the list of Natural History Society activities for the spring and summer are Saturday afternoon expeditions and a summer camp.

PARENT-TEACHER ACTIVITIES

B RITISH Columbia Parent-Teacher Federation and all its officers have a very full year ahead of them. Two of the major projects developed from resolutions passed at the convention.

Mr. Clement Logan, principal of Aberdeen School, is heading the committee dealing with Hallowe'en vandalism. So much damage has been done to public and private property and even a life taken by Hallowe'en pranks that the Federation felt there was real need for some education for a sane Hallowe'en. If wholesome fun is suggested and indulged in there need be no necessity for destruction at this period. Really constructive ideas are being developed by the committee and will be published to furnish aid to all communities.

A committee, convened by Mrs. H. Gibson, is working on the campaign against salacious literature. Support of the campaign is being sought from many organizations throughout British Columbia and any suggestions or ideas are welcomed.

I S there a school that could use some "used toys"? When the appeal was sent out for used magazines, cards, colored paper and wool there were also some toys contributed. Anyone wishing more information about the toys need only write "The Parent-Teacher Office, Mezzanine Floor, David Spencer Ltd., Vancouver." It might be said here that more and more schools are being "adopted" at the suggestion of Dr. King and we shall have more extensive information about this service in the future.

* * * *

MAY 15, 16 and 17 mark the days of the convention for the Washington Congress of Parents and Teachers to be held in Aberdeen, Washington. Representatives of the B. C. Federation are attending to extend greetings from the British Columbia people. Much good can be gained by these exchanges of visits; and to add enjoyment there is the trip on the Olympic Peninsula, always beautiful at this time of the year.

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A small supply of our booklet—"THE ROYAL VISIT, 1939" is still available. These also may be obtained upon written request to

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Ramblings of Paidagogos

THE RIVER—AN ALLEGORY

LONG years ago there dwelt in a peaceful and fertile valley a race of husbandmen whose industry never failed to reap a rich and abundant reward. Want was unknown. Nowhere in the world had nature showered her blessings with a freer hand, and nowhere had man more wisely availed himself of her beneficence. Each autumn the crops ripened to gold, fruit hung heavy upon the trees, and the flowers bloomed in multicolored profusion. The cattle grew sleek and fat, the birds warbled their most tuneful lays, and on every hand there were evidences of human prosperity and contentment.

Many as were the natural advantages of this tranquil region, there was nevertheless one that sustained them all. From a distant mountain range there flowed a crystal river that passed through the valley and irrigated its farms. So far back as man's memory reached, the river had been there. Always it had been looked upon as the great fructifier, through whose life-giving stream the affluence of the land arose. Yet the inhabitants of the valley had never worshipped the river. Their enlightenment was such that they had from time immemorial regarded it as a source to be employed for the benefit of their fields, and as a means to the enjoyment of a copious life.

Alas for the inconstancy of human existence! After many centuries of peace and well-being, the valley and its people were conquered by a warlike race from the mountains and subjected to the will of a tyrant. The days of their prosperity were over.

He was a strange man, this tyrant, given to dark moods and wild fancies. The rude scenes and the fierce events of his youth had combined to cast the fitful gleam of madness upon a brilliant and sensitive spirit. He sought for beauty and found it often in cruelty. Human feelings and human needs were too base and mundane to have more than a passing significance in his thought.

So it came to pass that as he surveyed the valley with its treasure of abundant and cheerful life, there was but one feature that captured his imagination. The river! He saw the river as a symbol of power and majesty, of mystic beauty, of eternal purity. Seeing it thus, he was filled with a smoldering contempt for those who had put it to ignoble uses; and in his soul he swore a great oath that henceforth the river should be held inviolate and sacred.

To this end he issued an edict that the irrigation ditches were to be forever closed; and on either bank of the river, from the head of the valley to the sea, he planted groves of ornamental trees and girt them with lovely gardens. He set up little shrines in shady places, and adorned the river with every gracious beauty his genius could devise. Then as day followed day and month followed month, he gave himself up to ecstatic contemplation of his handiwork. The river was a river no more. It was a shimmer of pale beauty remote from all the cares and labors of the world.

But while the river flowed immaculate within its banks and mirrored their surpassing loveliness, the valley became parched and the fields sterile. The crops failed and the cattle died. Where formerly the inhabitants had been vigorous and jovial, they were now reduced to emaciated creatures who crept about with sorrowful faces. Laughter became a memory. The children ceased to play. Famine took the place of plenty and happiness was succeeded by despair.

Yet the tyrant felt none of this. "I have given them a sacred river for their adoration," he cried, "and they ask me for bread. What have I to do with clods like these?"

It was at this darkest moment—for even in the midst of desolation there is hope—that there arose a wise man among these people who showed them that if they would endure a little longer their hour of tribulation would pass.

"Hearken unto me," he said, "and I will enlarge your hearts with a parable. The valley can be likened to the whole life of man and the river to man's mind. Only as his mind sustains and enlightens his life does he live abundantly; and no matter how nobly his mind may be adorned, apart from his life it is a vain and useless thing. Mind and life, river and valley, these cannot save by the touch of madness be divided. Be of good cheer, therefore. For in a little while the madman will perish; and the river will return, as in the fulfillment of its own nature it must return, to bring fruition and contentment to the valley."

* * * * *

Such is the curious legend as it has been preserved in the annals of this people. And even today, when the name of the tyrant is forgotten and the season of privation is but an ancient memory, the words of the wise man are remembered and treasured. They are carved in granite above the doorway of the Capitol, and each year at the vernal equinox they are proclaimed in every corner of the land: "Mind and life, river and valley, these cannot save by the touch of madness be divided."

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Talks On Art — No. 2

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

IF my readers accepted the views set forth in the "Talk On Art" in the April issue of *The B.C. Teacher*, we are in agreement regarding at least a few basic clues that may provide guidance in our search for and appreciation of beauty. We are agreed that when we exclaim: "How beautiful!", it is just a sign to indicate that we have had an experience—visual, aural or purely mental—that seems to us to have significance not only for ourselves, but for all men. I should not call the phrase "the experience of the significant" a formal definition of beauty, but rather a plain statement of what happens within us to call forth the use of the word beauty. Now I shall try to trace the growth of this "experience of the significant" within the life of the individual and then within the life of humanity.

First, I appeal to your own experience. What was your earliest experience of beauty? What kind of things first struck you as beautiful when you were a child? Were they not things that were obviously agreeable—pretty, bright, smooth, graceful things—a pretty face, flower, bright sunshine, sprightly animals like kittens and birds, simple melody? Out of the meaningless and hostile welter of things which press upon the consciousness of a helpless infant, only those objects such as friendliness, comfort and delight emerge as "significant". Such is the first grade in the apprehension of "beauty" on the part of the individual—and it must be added that it is a grade many people never pass beyond, the whole life long; they remain aesthetically infantile forever; only the pretty, the soft, the charming constitute "beauty" to them.

Most of us, however, reach the second grade. As we grow in physical strength and become ambitious to play our part in the world, more strenuous aspects of life, like force of body and will, discipline and dignity come to seem "significant" to us; they, too, detach themselves from the inert mass of meaningless or unpleasant experience that makes up daily life. We reach the point where we associate the idea of "beauty" with these masculine qualities of strength and balance and dignity as well as with the feminine qualities of prettiness and grace; we see "beauty" now in the muscular athlete, the sturdy oak-tree, the thoroughbred horse, the mighty chords of music.

Beyond this second grade of the "beautiful" it is safe to say that most people never get—and indeed the Greeks, as artistic a people as ever lived, never got beyond it in the great period of their national art, as far, at least, as their plastic art was concerned. Beyond the beauty of prettiness and the beauty of strength lies, for most people, the vast no-man's land of what they call the "ugly".

The passage to the third grade of "beauty" is the Ass's Bridge of Aesthetics; if you can get across it, your aesthetical battle is half over. This third grade is that wherein "the ugly" itself becomes (under certain conditions) beautiful, like the Beast in the fairy tale who turns out to be a Prince Charming. This question of "the ugly" and its relation to Art and Beauty is one of the great problems of Aesthetics and, if one really wishes to enlarge one's appreciation of beauty, in nature as well as in art, it is necessary to come to grips with it. Let us take a simple familiar case. An old, wrinkled face is not in itself a thing of beauty according to the two first and most obvious grades of beauty; it is neither pretty and graceful, nor strong and dignified. Yet perhaps you have caught yourself saying at the sight of a wrinkled, old woman: "What a beautiful face!" If you have, then you are already across the Ass's Bridge; your experience of life has deepened to the point where wrinkles, suffering, old age, resignation are not merely part of the dull, meaningless deadweight that our mortal life drags along, but symbols of spiritual discipline, of character-growth; these formerly undifferentiated details suddenly have stood out from the formless mass and have taken on "significance"; a sector of life has been reclaimed from the No-Man's Land of "the ugly" and annexed to the realm of "the beautiful".

For the individual, then, "beauty" keeps expanding by taking in new areas of experience, in proportion as we deepen our sensitiveness to life; as we cease to take things merely for granted and become acutely aware of their significance, their symbolic character. But for the race, too, in a parallel way, "beauty" keeps expanding as humanity deepens its experience in the course of history, as its soul becomes more responsive to all the

aspects of the universe about it. And, naturally, as all growth is accompanied by "growing pains", as adaption is always a difficult process, the transfer of territory from the domain of "the ugly" to that of "the beautiful" is accompanied throughout the life of the individual and throughout the aesthetic history of the race by a continuous chorus of wails and howls from those who rebel at new ways of looking at things. From the time of the Greeks until now they have been telling us that the true Beauty is the Beauty of the past.

I am now going to attempt a very rapid survey of the aesthetic history of the Western world since Greek times. I believe that the inevitable compression of so many facts into brief compass will not be confusing to you, if you keep this guiding clue before your mind. What I am driving at is that the growth of the idea of "beauty" is parallel with the deepening of man's spiritual experience (that is, his experience in moral, religious, social, political, scientific spheres, all taken together). This survey will, I hope, show that you cannot turn the aesthetic clock back, unless you turn the whole clock of human history back.

To the Greeks—who were the adolescents of the Western world, not, as some people still seem to think, its patriarchs—"beauty" meant what it means to the adolescent mind generally—grace and charm, or strength and dignity. For the Greeks saw in intense suffering nothing but a blemish on the harmony of nature; indeed, unrestrained emotion of any kind was apparently not "beautiful" to them. (I am, of course, speaking only of the Greeks of the great, classical period, not of the Hellenistic times; and I am thinking of their plastic art rather than of their literature). It was Christianity, and intensely emotional religion, which revealed to man the "significance" of pain and suffering as something that purifies the spirit; suffering was, to it, a sign of spirituality; and so the outer marks of suffering, the wracked body, the expression of anguish, death itself, become common objects in Christian art. What to the Greek was "ugly" becomes "beauty" in Gothic sculpture and in the religious painting of the Middle Ages; and this "beauty" of pain and death has never been lost, but has been handed down to modern art.

If the religious and moral revolution we call Christianity annexed the realm of suffering to Beauty's domain, the political, social and economic revolution

that was involved in the rise of the middle class to power between the seventeenth and nineteenth centuries brought with it new and extensive aesthetic conquests. The feeling of the importance and dignity of the average man spread gradually abroad. The two greatest contributions of this new democratic spirit to Art are genre painting and the realistic novel. The art of the Renaissance is aristocratic, like the society of the countries in which it flourished. The great Italian painters do not depict scenes from homely life; nor do the English or French dramatists of that time consider middle-class people worthy to appear as the heroes of tragedy. Middle-class life is ugly. But when Holland had, by the united efforts of the common citizens, thrown off the yoke of the Spaniard, paintings in which the ordinary bourgeois, his home and his occupations take the place of honour, make their appearance; Dutchmen saw a new significance in these common-place things for which they had fought and died; and gradually—but only very gradually—the world came to agree with them.

The clash between the conceptions of "beauty" is well represented by the anecdote of Louis XIV being shown some of Teniers' tavern-scenes; the Grand Monarque associating "beauty" and "art" with the dignified landscapes of Poussin or the stately portraits of Rigault, exclaimed with an indignant finality worthy of a Victorian visitor at a cubist exhibition: "Take away that rubbish!" And it was in France and England (the two other countries in which the middle-classes were increasing in wealth and influence) that the novel was to develop, in the course of the eighteenth century, into a new form of literary art, by picturing in words, as the Dutch had done in pigments, the ordinary life of the middle classes. So far did this modern feeling for the significance of the human being, just as a human being, go in the nineteenth century, that the portrayal in painting, in drama and in the novel of even the outcast, the reprobate and the criminal became a legitimate function of art.

One of the most striking conquests of "art" and "beauty" in modern times is the vast domain of what we call "nature" (i.e., the aspects of the external world, excluding man). Ancient art and literature paid little attention to "nature"; the ancients apparently saw no "significance" in her; man alone engrossed all their curiosity. Even in modern literature and

art, the passion for painting and describing landscape is of relatively recent origin, going hardly much farther back than the later eighteenth century. That is particularly true of the wilder, more menacing aspects of nature, like mountains, seas, rivers in flood, storms, etc. What a role these play in the painting and the poetry—yes, even in the music—of the nineteenth century! Yet up to almost the time of our grandfathers they were regarded as "ugly" things. A traveller of the early eighteenth century wrote in his diary that "Switzerland would be a beautiful country, if it were not for its mountains!" Why this sudden realization of the "significance" of nature? That is still an unsolved problem; but is it too venturesome to suggest that the new artistic interest in nature is not unconnected with the new scientific interest in her which was developing during the same period? Geology, botany, zoology, chemistry, physiology, were making gigantic strides in the eighteenth century; did all that not focus man's attention on nature for the first time, and what leads to the discovery of "significance" in anything but the focussing of attention on it? There is also the paradoxical fact that the new fascination man finds in nature coincides with his growing tendency to separate himself from nature in daily life and to congregate in large cities; but, after all, isn't it only when you cease yourself to be part of a thing (as man in earlier ages had been almost a part of nature) that you become conscious of it as a separate entity and that it takes on "significance"? Even today it is the city-man on a holiday, not the local farmer, who raves about the scenery.

This rapid sketch of aesthetic history, incomplete as it is, will illustrate what I mean by the ever-expanding boundaries of "beauty"; and there is no reason to suppose that in our time we have reached the limits of that expansion. From this

sketch may also emerge a provisional definition of art as the representation in some medium (words, paint, musical tone, marble, etc.) of the significant in life and nature; I say a definition of art to distinguish the latter from what we may call "natural beauty", that is, the significant in life and nature directly apprehended. The main upshot of all I have been saying is that if you wish to appreciate the world of art, past and present, you must greatly enlarge the scope and increase the flexibility of the ordinary connotation of the word "beautiful". And that means that you will have to submit to an aesthetic discipline; you will have to try to like things you instinctively dislike. Now, in my experience, most people are willing to submit to all kinds of discipline, moral, religious, military, athletic, even intellectual; but if there is one kind of discipline most normal people rebel at, it is the discipline of their taste. "I know what I like, don't I?" Yes, but you don't know what you might like if you tried. On looking at an unfamiliar picture, on hearing unfamiliar music, on reading a poem written in an unfamiliar style or an unfamiliar rhythm, choke down that natural human impulse to register disgust or mockery at the sight of the strange and never-before-experienced; and patiently watch to see if the artist has not a new message for you, a never-before-noticed reaction of the human spirit if he is a novelist, a neglected effect of light on water or foliage if he is a painter, a strange new harmony that plumbs a depth of grief or yearning beyond the reach of words if he is a musician. If you ask why you should take all this trouble, one might answer because it is an investment which will pay you immense dividends in added pleasure in life; one might add that you will also deepen your knowledge of nature and man; worlds in which the artist as well as the scientist is constantly discovering new continents.

THERE are some men so enamoured by a half-seen truth that they devote their energy to quarrelling with untruth rather than to proving the little they do know. They are like slaves with fans, who drive out through one window flies that return through another. Stern men and unforgiving, they are so intent on punishing the evildoer that they have no time to practise magnanimity. Such men forget, or never knew, that cruelty and justice mix no better than fire and water, but that one extinguishes the other, leaving cruelty or justice. I have never seen one such man who favoured mercy rather than his own delight in the importance of his feat of self-respect. Self-importance gives them no time for importance.

—From the log of Tros of Samothrace.

Our Music Library

By M. N. BARWICK, President, Kelowna Rural Teachers' Association

THE Kelowna Rural Teachers' Association is a group of rural teachers of the Kelowna district who meet once each month in Kelowna to discuss problems relating to their work. The Association is in its third year, and much useful and beneficial work has been accomplished during this period.

As rural teachers, we felt the need of a music library which would be of help in teaching music. As none was available, we decided to build up our own. Details of finances were worked out in a series of meetings, and finally a committee was appointed to purchase records, charts, etc., which would form the basis of the desired library. After a great deal of study this committee worked out units of material which were subsequently purchased.

Participating in the scheme are 15 schools of one, two or three rooms each. Two school districts contributed \$10 each, and every other school board contributed \$5. The money was used to buy approximately 80 records, books and charts. The purchase was made through a local music firm which allowed a substantial discount. The records were divided into 15 units, each consisting of a junior and senior section. This provided for the various types of schools participating in the scheme, including schools, particularly one-room schools, that had not taken much music before.

The junior section is comprised of records to illustrate:

- (a) Primary pattern songs.
- (b) Rhythmic response records.
- (c) Percussion band.
- (d) Folk dances (with teaching instructions).
- (e) Records for appreciation and quiet listening; e.g., Dance of the Hours, March of the Little Lead Soldiers, Children's Corner Suite.

The senior section illustrates:

- (a) Senior pattern songs.
- (b) The four families of the orchestra; e.g., strings, woodwinds, brass and percussion.
- (c) Orchestral suites; e.g., Nutcracker Suite, Children's Corner Suite, Peer Gynt.
- (d) Band records; e.g., William Tell.
- (e) Folk dances (with teaching instructions).

(f) Harp and pipe organ.

(g) Study of the four main ranges of the human voice; e.g., soprano, alto, tenor and bass.

A schedule has been drawn up, and each school keeps one unit of the course for one month. The unit is then passed along to the next school, and the unit next in order is received. Thus, music lessons for 15 months are assured for a total outlay of \$5, while the school owns one set. Units have been constructed so that more expensive records may be added later while still keeping the set in balance.

For example, Unit No. 1 of the course is listed as "Songs for Little People". It comprises pattern songs, rhythmic medleys for rhythmic response for junior and senior grades. The senior section of this unit consists of an orchestral suite serving as an introduction to Unit Two which is on a study of the orchestra. The sets are so constructed that they lead through the 15 units, taking in all the illustrations listed in the foregoing paragraphs.

The office of the Inspector, which is already headquarters for the Okanagan Valley Teachers' Association library, is also the headquarters of the rural music library. Inspector Matheson has taken a great interest in this work, and has given our local association every help and encouragement in this undertaking.

The following books were found helpful in building up the music library:

- (a) Programme of Studies.
- (b) Rennie and Smith—Lesson Helps in Music Appreciation.
- (c) Walter Damrosch's N.B.C. Music Lessons (Four books).
- (d) Victor Junior and Senior Music Appreciation Units.

The committee of three consisted of Miss Myra Lang of Benvoulin School, Miss Evelyn Henderson of Mission Creek School, and Mr. Alfred Humphries of Ellison School, and many thanks are due to them for the fine work they have done in building up the foundation for the first rural music library in the Okanagan Valley.

Perhaps some reader may earn similar gratitude by launching such a scheme in some other part of British Columbia.

A Visit To the World of Tomorrow

By JEAN WOODROW, King Edward High School, Vancouver

"Around the palace, loftier, fairer, ampler than any yet.
Earth's modern wonder, history's seven outstripping,
High rising tier on tier, with glass and iron facades,
Gladdening the sun and sky, enlured in cheerfullest hues--
Bronze, lilac, robin's egg, marine and crimson,
Over whose golden roof shall flaunt, beneath Thy banner Freedom
The banners of the states and flags of every land,
A brood of lofty, fair, but lesser palaces shall cluster.

Somewhere within their walls shall all that forwards perfect human life be perfected,
Tried, taught, advanced, visibly exhibited.

—WALT WHITMAN, *Song of the Exposition.*

TRYLON and Perisphere—aspiration and perfection—welcoming us, dazzling white against the blue sky of a New York June, we enter the World of Tomorrow. "Just another World's Fair," you say. Well, maybe. But if the world of tomorrow is going to be anything like the 21-mile sample of it which Grover Whalen has just sprung upon an amazed world—yes, thank you, I believe I'd like to live to see it!

Let me tell you a few things about this new world, as portrayed for us by thousands of artists on the canvas of Flushing Meadow.

First of all, it seems a world of glorious form and amazing colour (the architects and painters having let down their hair and had themselves a marvellous time "painting the things as they saw it" with apparently none of the usual restrictions which hamper such folk in the execution of their ideas.) Colour is used generously and daringly both indoors and out—murals on the outside walls of buildings in a new weatherproof paint—murals in relief and mosaic—murals in carved wood, in metal, in almost every conceivable medium. Form and line in building are also daring, usually beautiful, always functional.

This is a world of light. In the daytime, buildings are as bright indoors as out, thanks to the use of building glass for walls. But at night, they fairly glow. Indoors, indirect lighting reaches its highest peak of perfection, literally turning dark into day. It is possible in almost any of these buildings to take snapshots at night. Outdoors, buildings are floodlit, pillars and arches are thrown into relief by concealed lights, or outlines in neon tubing. Mercury lights flood trees and shrubs, making them even greener than by day. And flaming fountains and

rockets dance to the music of a symphony orchestra in the huge Lagoon of Nations.

It is also a world where science and its magic reign supreme in every phase of life—in the home and in the factory, on the farm and on the highway. In home and factory, robots obey our slightest commands and perform miraculous tasks. On the highway we shall travel swiftly along three-storied roadways, if we take to the highway at all; for it is much more probable that we shall be taking the silvery rocket-ship in which we shall shoot from continent to continent as speedily as we now fly from city to city. And through all, we see science standing guard over life, conquering disease and ugliness, building ever toward the sunrise.

Above all, it is a world where all peoples and nations of the earth can dwell at peace in themselves and with each other, each lending of the beauty and graciousness of its own way of life to enhance the life of its neighbor. Within the buildings representative of the various countries have been brought together treasures without price in magnificent profusion. Britain has brought her most luxurious train, her fastest racing car, vessels of gold and silver, bolts of the finest wool and linen, and a vast store of historical treasures representing the traditions of over nine centuries, climaxed by a detailed sound film of the coronation of King George VI. France brings heavy silks, new dress designs, all the glory of its culinary genius, and gems of art collected from the length and breadth of the land. Belgium brings precious stones and superb craftsmanship in metals, glass and textiles. Sweden brings new ideas in home-living and stresses the superiority of hand-work

over machine-made products. Turkey brings glorious rugs, superlative workmanship in pottery and metals, the rich fruits of her fields, her exotic music, her culinary delicacies. Russia glories in the might of her new mechanical age—Italy rejoices in her water-power, her natural resources and her feats of colonization rather than in the arts of past ages which have until now been her boast. Japan, on the contrary, stresses her past, and brings pearls, rich brocades, magnificent embroideries, paintings, carvings in wood and stone. Czecho-Slovakia rises above her tragic destiny to defy the totalitarian heel, and with faith in the future presents the glories of her past, blazing mosaics, stained-glass, crystal, hand-weaving, bright embroideries. Here is the most heart-rending and at the same time the most inspiring building of the whole exposition. (And, as a footnote, may we add that here is a world from which Germany and what

she stands for has disappeared. Is this a prophecy?)

Just another World's Fair? Well, perhaps. But if it gives us, as we leave, even a faint spark of hope that the ash-heap of our present civilization may one day flower into something worthwhile, even as the dump which was Flushing Meadow has blazed up into a city of shining walls and towers, then it has not altogether failed of its purpose.

"After all, not to create only, or found only,

But to bring perhaps from afar what is already founded,

To give it our own identity, average, limitless, free—

To fill the gross, the torpid bulk with vital religious fire,

Not to repel or destroy, so much as accept, fuse, rehabilitate.

These also are lessons of our New World.

Challenge To Teachers of the Social Studies

By HUGH M. MORRISON, *Vancouver Normal School*

THE public school curriculum has many aspects, a few of which stand out clearly. First, and most important, the school is concerned with the physical development of the child. Thus, physical education and health activities are stressed. Second, the school must recognize the material environment of the individual, and thus, we have the natural sciences and, to a certain extent, geography. Third, we have to consider the individual's social environment, or, if you will, human relationships, and in this way we have the social studies portion of the curriculum. Fourth, we are concerned with the aesthetic and manual development of the child, and this, in the main, is attempted through literary, musical and artistic appreciation, and through practical arts. Fifth and finally, basic to the achievement, basic to even attempting to achieve the objectives of the above-mentioned curricular activities, there are the tool subjects such as the language arts and mathematics.

To be sure, these five curricular aspects are not separate and distinct compartments. In their operation towards their predominant aim of developing individuals adjusted to total environment, they are interlocked and intertwined in a manner similar to a web of three dimensions. For example, aesthetic

activities contribute toward the development of a contented and philosophical individual, and this development has profound effects upon improving mental, and in turn, physical health, as well as improving social relationships. In this way, the cultural, the physical and the social activities of the curriculum are mutually beneficial to the child. Without this significant fact about the interdependence of the various curricular activities, there would be little or no basis for the different degrees of correlation and integration which may be achieved through activity work. On the other hand, for clarity of our pedagogical thinking, we may accept, as has been suggested, five aspects of the curriculum.

Of these divisions, the one dealing with human relationships or social studies presents a very challenging front to the teacher. This is one of the most unsatisfactory parts of the curriculum. Generally, authorities on the social studies are poles apart in regard to selection and arrangement of factual materials. There are many reasons for this unfortunate state of affairs.

First, the nature of the social studies, in contrast to most of the other curricular activities, is not definite. There are no exact equations or formulae in the field of human relations. In human society there are no elements, no periodic

tables, and no large strata of absolute similarities to be found stretching across communities, national boundaries, and continents. On the contrary, the very opposite of this exists, because mankind is cluttered with innumerable customs and mores, all rooted deeply in the traditional past. The *individual* human as the adjective implies is individualistic—there are no averages. On the other hand, there is an important common factor in human relations which, instead of solidifying conducts, tends to increase the turmoil. This is the well-known personal factor. Witness the disagreements and conflicting theories of the social scientists themselves; witness the innumerable political, economic and religious dogmas among the peoples—a babble of tongues. Now this fluctuating nature of society is not an evil; indeed, it is the very essence of progress. The point is that this complex nature of society, about which the very scholars of society—the social scientists—differ so widely, makes for the schools, particularly the teachers of the social studies, an extremely difficult task.

So difficult is this task that there is no wide agreement on what constitute the factual materials of the social studies, or on how these materials should be organized. There is no agreement, let it be repeated, but widely divergent opinions. These opinions range all the way from loose ultra-progressive catch-at-the-moment forms of presentation (certainly not organization) to traditional iron-clad subject organization with the proper submissive kowtows to the cause of history. More research and experimentation has been performed on this vital problem in the United States than anywhere else in the world. Yet, today, there is as much, if not more, disagreement than ever before; and no solution appears to be in sight. This was the general theme touched on again and again at the Fall Convention (1939) in Kansas City of the National Council for the Social Studies. This divergence is particularly noticeable in the Council's special bulletin, *The Future of the Social Studies*, which contains fifteen separate curricular outlines for the social studies from Grades I to XII, inclusive. These outlines represent the ideas of the leading authorities in the United States, such as Howard R. Anderson, Roy W. Hatch, Mary G. Kely, A. C. Krey, L. C. Marshall, Harold Rugg, and Howard E. Wilson. It would therefore appear, if one may take the liberty of using a

rather outworn expression, that the only certain thing about the social studies is uncertainty. Thus, it may well be that in the future teachers will have to face revision after revision in the social studies programmes. Here is one aspect of the challenge for which we teachers of the social studies should keep ourselves in readiness.

Second, it follows from the complexity and disagreement over the nature, that the evaluation of the social studies outcomes will be difficult. Unless it be knowledge and certain skills, there is nothing else among the outcomes which lends itself to concrete measurement. Attitudes or so-called social sensitivity, and appreciations cannot be *immediately* measured at the present stage of educational research. This uncertainty in evaluation is no justification for over-emphasizing facts, so often resulting in recall which is not purposeful.

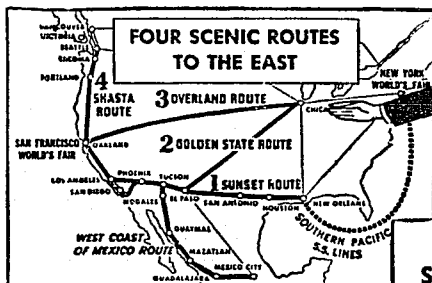
Third, and a very vital difficulty, is the influence of the social scientist upon the social studies. Before this part of the challenge is elaborated, terms should be made clear. Social sciences are the products of scholarly specialists in social relations. Social studies are the school's *selective* application of the social sciences for the purpose of developing children into sound citizens. This distinction is not universally accepted, but the present writer prefers it. Now the school has and always will have to shape the factual materials from the findings of the social scientist. This has resulted in advantages and in disadvantages to the school.

The school is indebted to the social scientist for at least two great contributions. They are the factual materials which must necessarily be used in instruction, and the scientific method as applied in investigation and in thought. One of the school's primary duties is to teach how to think, but in order to think there must be something to think about. The social scientist, through labourous work, supplies the necessary materials about which to think. Furthermore, his method of obtaining these materials is applicable to the school situation. To inculcate in the pupils habits of searching for the truth, of rational thinking, is one of the great objectives of the social studies.

A profound disadvantage, however, has resulted from the use of the factual materials in the school. Because of the comparative slowness of applying educational science and psychology, the

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schoolmen of the past were forced to transfer without much selection, the social scientist's logical arrangement of materials to the school curriculum. This arrangement or organization was quite logical for mature students in the higher institutions of learning, but it was quite illogical for the younger pupils of the public schools. The school's objectives revolve around the development of ordinary well-balanced citizens, and not the training of specialists in the social sciences. It follows, therefore, that the school's organization of the social sciences must be founded upon the findings of psychology, and hence must be a psychological organization. Not only must the arrangement be psychological, but also the teaching. This demands the use of much concrete and purposeful activity with increasing emphasis from higher to lower grade levels. Thus in the school the psychological organization and teaching of the social sciences is actually logical. In this manner, social sciences become social studies, a term which was not officially recognized until 1916. This recency of recognition suggests that logical arrangements and teaching practices may still exert influence in the schools. In Canada some of our programmes of studies betray the traditional hand. Only by courtesy may some of these "courses" be called

"programmes". The so-called logical influence may also be seen in some of our textbooks and reference books; and sometimes in teachers themselves.

This logical science concept is difficult to break. Teachers, as a result of years of training under other subject or so-called logically minded teachers both at public schools and at universities, have naturally built habits which only good teacher training and often years of professional experience can change. During this transitory period old habits have to be broken and new ones built, a process which takes time. Most of us know this from personal experience. The successful completion of this transition constitutes another challenge to us teachers of the social studies.

The teachers of the social studies are, therefore, faced with some challenging problems. Those mentioned in this article may be summed up as curricular and evaluator difficulties evolving from the complex nature of the social studies, and teaching difficulties, which arise from the prevailing, if declining, influence of the logical social sciences. Another problem, which space prohibits from commenting upon at the present time, is that of achieving some degree of correlation of the social studies with other portions of the curriculum.

Science and Politics

By DONALD COCHRANE, *Ocean Falls*

S**A****L****T** is made of chlorine and sodium. Chlorine is a poisonous gas; sodium is a metal which, when placed in the mouth, turns into lye, and produces the most frightful burns, which have been known to cause death. Any doctor will agree that salt can be eaten in sufficient quantity to cause death, and many have warned patients (with high blood-pressure) to eat less salt. Salt is used as a preservative with meat, simply because nothing can live in a strong salt solution. From this we conclude that salt is a dangerous luxury, which ought to be severely taxed, if not altogether prohibited.

All the premises are correct, but the logical conclusion is nonsense: what my old enemy, Euclid, called *reductio ad absurdum*. But this is about on the level of most of the political and economic argument that we hear in these days, or even read in comparatively respectable publications. One or two facts, or near-

facts, are torn from their foundations and dilated by the injection of hot air to a size that hides the rest of the universe. Sometimes the facts are real, sometimes the reasoning is even logical, but the results are often just as absurd. Logic has its uses for dealing with imaginations and unrealities, but the only satisfactory way to deal with facts is to approach them with the scientific state of mind, and treat them as parts of an undivided whole.

This is our excuse for teaching science: those who have minds can acquire the scientific viewpoint, and those who are willing to do so can transfer this training to fields where it may do them some good, we hope.

Chemistry has two lessons for the citizen who wants to know something about politics and thus distinguishes himself from the common herd, who only want reasons for voting for their own party. The great one is *equilib-*

rium: no action is absolutely perfect and complete, no statement entirely true, no conclusion valid until checked by plenty of experiments. On the other hand, most actions take place to some extent, most popular beliefs have some slight basis of fact, and most conclusions are worth trying out on a small scale. The voter who understands this will never be quite sure that his own party is all right and the other one all wrong, nor will he assert that his own leader is honest and the other one crooked. He will know that all governments are more or less inefficient and corrupt, because the people like them that way. He will understand that the only way to get better government is to get better citizens, and that the first step is to become a better citizen himself: to join his political association and see what goes on there. He will not take the glowing promises of any "new social order" at their face value, knowing that every experiment has its percentage of failures. He will not be allured by the idea of "national government", because he knows that the only advantage of democracy is the mobile equilibrium between Government and Opposition, and a really successful "national government" would be a totalitarian dictatorship.

The second lesson is that compounds are different from mixtures. Whoever understands this will be careful not to condemn capitalism until he has separated its effects from those of the anachronisms he finds it combined with—feudal ideas about land ownership, and Stone Age ideas about gold money. In the same way he will separate the effects of machine improvements and education from those of protective tariffs.

So much for chemistry; the great lesson of physics is that every rule works both ways—action and reaction are equal. Whoever understands this will see that we cannot "spend ourselves out of the depression". Any unprofitable expenditure anywhere makes the world poorer, and any profitable expenditure, or wise refraining from expenditure,

makes it richer. This is very hard doctrine for those who have not undergone the discipline of physics, and the average voter will have none of it at all. Governments have to waste money in all sorts of foolish ways, because the voters want their money wasted. If the physicist goes into politics, he can do something to reduce the most flagrant forms of waste. He may be only one, but the Law of Buoyancy will force him to the top, and the Law of Inverse Squares will provide him with more influence than a thousand men who stay away from their political organizations. While studying about action and reaction, he may observe the balance between soldier's wages and stay-at-home wages, and deduce that conscription will never be necessary if the soldiers are properly paid and decently treated; only a government too mean to pay its soldiers a living wage will have to resort to compulsory service.

Biology's lesson is a grim one, and most people will not learn it. The great dead nations of the past did not learn it either: that is why they are dead. This is the lesson: there has been no progress except through competition, struggle for existence, survival of the fittest and non-survival of the unfit. At present our biological practice is the opposite of this. We encourage the unfit to breed as fast as possible, at the expense of the fit. Hard-working, intelligent citizens have small families or none, while the birth-rate of families on relief is filling the country with second-class material. And all the well-meaning social reformers (excellent, lovable, self-sacrificing people, who don't believe in biology) want to make it more so. They want to do away with the struggle for existence, help everybody to survive, make British Columbia a paradise—and let the human stock run down until the Japanese come and take the place from us.

Biology's answer to the problem is clear to the student, but may not be mentioned here: someone who does not believe in biology might read it and be shocked.

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Children Become What Teachers Are

By WALTER ABROSIMOFF, *Crescent Valley, B. C.*

"CHARACTER, therefore," states the new Programme of Studies, "may be said to be the main objective of education. The school and its curriculum should be organized to achieve this end." Knowledge has its place but not at the expense of right habits, right skills, right interests and appreciations, right attitudes, and right ideals.

In order to achieve these aims we must always have clearly in mind what we teachers ought to be. In the same volume, under the heading of "The Teacher," we read: "Throughout all types of school the character of the teacher is of fundamental importance. Of all the educative forces within the school, the personal influence of the teacher is the most potent in its effect. The good teacher must have many qualifications—the capacity for growth, a broad and well-matured conception of education, a thorough command of subject-matter, a mastery of the principles of teaching (including foundations in psychology and sociology), an understanding of the economic and social structure of the modern world, a wholesome and likeable personality, appreciation of aesthetic values, tact, kindness, and high ideals. He should be himself what he would have his pupils become."

Truly a high ideal to attain, but if we wish to achieve our primary objec-

tive, character, and if we value the true, the good, and the beautiful of our culture and want to preserve it and pass it on to future generations, we can be no less.

Our new report cards bring us another step closer to the realization of this objective. These report cards bring to the fore the fine principles that we are trying to promote in the youngsters. They help to draw out from the pupil the best and the most that is in him and at the same time do not embarrass and discourage him by emphasizing his innate shortcomings and weaknesses. Do we, as teachers, strive and see that we ourselves are up to our best in the same habits and attitudes?

Let our inner qualities of generousness, fearlessness, love, benevolence, capability, cheerfulness, happiness, joviality, security, harmony and unity become our outer manifestations so that there will be no place for the opposites, the destructive expressions, selfishness, fearfulness, hatred, jealousy, insufficiency, despondency, blues, gloom, friction, loneliness, insecurity and littleness. And as we from day to day, teach and learn, give and take, the young generation under our care will grow up to be a fine lot of men and women ready to take their places in this world and make a better job of its work than those who are at it now.

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By S. J. BRYANT, *Lord Nelson School, Vancouver.*

We make this rule to begin with: "No child may run in more than one race."

persuaded to go into another race. The object is to have a team of 4 or 6 or 8 (according to the size of the school) to run for each country in *each race*. With the exception of the sprints, which experience shows are best placed last on the

program, all races are run on the relay play, shuttle fashion. This simplifies the marking out of the race track. Mark out a five-lane course: Canada, 66 yards; South Africa, 55 yards; Britain, 68 yards; New Zealand, 60 yards; Australia, 63 yards; in that order side by side.

In all relay races the teams start level, but as the total distance run by the South African team is yards less than the others, the distances mentioned above have proved to be quite reasonably satisfactory. In the sprint races each country has one runner in each of the separate races, and each runner starts from the "jagged" end of the track and finishes at the level line which was the starting point for all the relay races.

Points are scored for each race as follows: 3 for first place, 2 for second, and one for third. A large blackboard set up on a high step-ladder is used to record the scores, the totals of which vary from time to time as the program proceeds. At this school last year the progressive totals read thus:

	End of fifth Race	Twelfth	End
Great Britain	18	36	44
Canada	23	31	32
Australia	18	39	47
New Zealand	6	18	23
South Africa	7	22	37

With the same handicaps the winners in the previous year were the South Africans with a total of 45, New Zealand being the runner-up with 32; while Great Britain won in 1937 with 41 points against Canada's 40, the last sprint of the day deciding the winning team.

Here is a list of races that have proved popular and which give variety for the runners and the always-enthusiastic audience:

1. Beanbag Race.
2. Sack Race.
3. Scooter Race.
4. Obstacle Race.
5. Three-leg Race.
6. Skipping Race.
7. Running-relay Race.
8. Sprints (there were eight of these).

Each dominion has a team of boys and a team of girls to run in each of the above, so that each "country" has a total number of 64 runners if teams are made up of fours; more, of course, if the teams are enlarged.

The writer feels that he has made but a poor job of describing a really good scheme for the enjoyment of the many rather than the few, but he would be happy to furnish full working plans to any teacher who would like to experiment with it.

Phonics

By HELEN S. DAILEY, *North Ward School, Nanaimo, B. C.*

AT the last Convention of the British Columbia Teachers' Federation, held in Vancouver in March, the following resolution (No. 48) was presented from the Okanagan Valley Teachers' Convention, 1939:

"Resolved that the Curriculum Revision Committee be requested to amend the Course of Study so that more phonics be taught in Grades I to IV inclusive".

Since I had the responsibility of revising the course in Reading for Grades I to III, I offer the following article in the hope that we may continue to test the tentative curriculum in the light of our experience with the former programme in Reading and continue to endeavour to steer a middle course between the traditional and so-called "activity" programmes. I call attention to page 143 of Bulletin I and also to page 154 of Bulletin I. The list on page 154 was compiled as the result of research conducted by Washburne and Vogel and at the time of the publication

of the new Course of Study in British Columbia was the latest authentic list. In considering phonics for Grade IV, we conclude that the pupils have a fair mastery of the mechanics of reading and consequently limit our phonetic teaching to those pupils in Grade IV and beyond who are in need of remedial work and we then provide for individual differences.

The term "phonics" has caused a great deal of controversy among Primary Grade teachers and at the present time is subjected to the same degree of bandying as the word "activity". This should not be the case since phonics have been used successfully as an aid in the teaching of reading and therefore their place in our composite of methods of teaching reading should have been established when the use of the alphabetic method was discontinued. There has been much experimental work and research in the field of reading. This type of study will be continued in the future and as long

as education lasts. The difficulty has arisen, especially in the last two decades, that we have learned of these experiments but in some cases have attached little or no meaning to the motive in the conducting and evaluating of these experiments.

One experiment, which was reviewed in the *Elementary School Journal*, June, 1937, showed that in comparable groups, the teaching of phonics aided and improved word-recognition in one group, while the absence of the teaching of phonics in the other aided and improved comprehension. Does it not seem wise in our school system to study the needs of our pupils and strike a happy medium? It would seem evident that we should retain that which has proved worthwhile and absorb with caution, careful study and assurance of proof of its worth, that which is, in some educational centres, only in the nature of an experiment. I was told, two years ago, by a member of the San Francisco teaching staff that any teacher using phonics in the Primary Grades was in fear of losing her position. Does that mean that we, in British Columbia, should have discarded the use of phonics? We feel for reasons best known to those teachers who did discontinue the use of phonics in the teaching of Primary reading, that they had been misguided by hearsay rather than by the results of successful experiments.

Phonics have been used, to some degree, by those who have studied reading methods—I say, to some degree, and this, I feel, is the point of the years of discussion of phonics and I venture to explain my viewpoint.

To my mind, there is "much ado about nothing". The questions are not: "Should we teach phonics?" and "How much phonics should we teach?", or "Does the course in reading provide for the teaching of phonics?", but rather "How should we teach phonics?" It has been agreed, generally, that phonetic teaching is necessary, more necessary perhaps in Grades II and III than in Grade I. Children in Grade I are not interested in analyzing words, rather are they interested in building a sight vocabulary and it would be harmful to start at too early a date to tear these words to pieces. Later, in Grades II and III, the children actually enjoy analyzing new words, listening to new sounds and discovering little words in big words. I am not advocating the neglecting of phonetic teaching in Grade I, but I do realize from experience the value of an informal approach to phonics in Grade I

Junior. The methods employed in word-study when first introducing printed symbols have the greatest bearing on later results. Children recognize a word in three ways:

- (1) With the help of memory of the story;
- (2) With the help of the context;
- (3) With the help of the appearance of the word.

In addition, they may need to start sounding, but usually only partial sounding is necessary. Therefore we limit phonetic teaching in the early months of Grade I to *drawing attention, continually, to the initial sounds* in order to form the link between two words as the child reads on. We have the first three grades in which to teach the mechanics of reading and since learning how to get new words is a mechanical procedure, it is desirable to allow the children to enjoy the development of this skill in an informal way rather than through mechanical drills. Dolch says that the separate phonic lesson is very likely to teach skills which are not used in reading and very likely to fail to teach those which are used.

Whatever phonetic ability develops, develops in Grade I. Some children need little or no phonetic teaching in the latter part of Grade I because they have worked out their own systems of "word-recognition". These are the "good readers", possibly three-quarters of the class, and yet additional training in phonics improves their speed in reading. On the other hand, the remainder of the class needs constant training in "word-recognition", not always phonics. It has been proven experimentally that "Phonic Readiness" develops after "Reading Readiness" and in some cases a long time after; in some cases, never.

Most of the work in phonograms comes in Grade I Senior. This constitutes blending on the central sound, which is known as inductive teaching or the intrinsic method. It simply means the collecting of words common to the *vocabulary of the reader in hand* and the grouping of these words, for the purpose of finding out new words that contain similar parts. The old method employed was the sounding of separate letters and it is a tribute to the children's intelligence that they did as well as they did in the past, when blending separate letters. Blending on the central vowel actually gives the word without distortion.

Do we need to teach phonics? Yes, for fluent reading demands an indepen-

dence in word-recognition. Adults use phonics. We syllabicate and that is using phonics.

We must bear in mind that we are teaching phonics through reading, not reading through phonics. The time allotment for reading includes the time for the teaching of phonics. In drawing up the course of study for reading it seemed advisable, after the harm wrought by the inclusion of a phonic list to be taught in Grade I in the former Course of Study, to exclude a formal list from the new course and to advise teachers to use the *Manuals of readers in hand* as a guide to the teaching of phonics.

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The MILWAUKEE ROAD

Colonel Query's Department



"THE BUMBLE BEE PRINCE" AND OTHER TOPICS

FROM the pen of "A. Liberal" comes this month's interesting contribution to our discussions of recent months—progressivism versus conservatism, as he states it. Comment on his letter would be largely superfluous as the writer has adequately presented his story. Thank you, "A. Liberal", for this practical letter and application of the community school idea.

Yes, Mr. "A. Liberal", I do intend to "clear the decks" of outstanding questions—and in the June issue of *The B. C. Teacher*. Before I do so, I shall be happy to hear further from any teachers who wish to comment on report cards, the community school, high school Latin, the four-year high school course, or any other phase of our general topic of recent months.

Apparently high school teachers are not as articulate as our elementary teachers. I would like to hear from them, however, on what they think of the posers advanced by "One of the Liberal-Conservatives" of our high schools last month? They were:

(1) Is the present four-year high school course as heavily weighted as the former three year one? Do you find the task of completing "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?

(2) 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?

In the meantime, here is Mr. "A. Liberal's" letter:

Vancouver, B. C.,
April 21st, 1940.

Dear Colonel Query:

I have been reading your column during recent months and observe that you have been talking around and through that controversy—progressivism versus conservatism—in school administration. At the school where I teach, the staff has been interested in several points of view expressed, and we have had some lively lunchroom debates over Col. Query's column. It may interest you to know that about half of us appear to be liberals, as many are conservatives, and one member (she's getting married in July) is definitely indifferent.

However, assuming that in your dictatorial discretion (I note you are a Colonel) you will finally sum up and close the present discussions, I wish to add something. Your presentation of "The Community School" was very interesting, and of it I suggest a fine example. In Vancouver, during early April, its functioning was amply exemplified in a child's opera, the "Bumble Bee Prince". Incidentally, most schools, probably unconsciously, accepted the philosophy of the community school in this instance.

The Vancouver School Board, the Kiwanis Club and the Junior League of Vancouver decided to produce an opera of the Junior Programmes Incorporated for Vancouver school children. The schools then organized to make the most of the opportunity. Beginning in March, many teachers taught the general fundamentals of operas to their music classes. Later, assisted by excerpts of music from the "Bumble Bee Prince" arranged by the Vancouver Supervisor of Music, aided by literature regarding the author and the composer of the opera and by lecturers from the Junior League, who, I am told, visited some forty schools with gramophone records to explain the music and story, teachers were able to give their students a well-developed background of the opera. Their study was climaxed by going to see and hear the real opera, the "Bumble Bee Prince", sung by really talented professional artists.

With their preparation of previous study, and after hearing excellent performances, the pupils responded with enthusiasm, recalling the actors several times. Moreover, the children gave

Our Rural Teachers' Question Box

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

ALTHOUGH there have as yet been no answers forthcoming for the questions left unanswered in the March issue, there seems to be a very full Question Box. As a result, the shortest of introductions must suffice—merely a note of appreciation for your interest and co-operation. The staff has been enlarged and now includes Miss Kate Scanlon, Vancouver; Mr. A. C. Voege, Sidney, and Miss L. McAlister, McBride. These three will be pleased to receive information, questions, or articles pertaining to rural education, and will assist in editing them. Volunteers are needed for this work at the summer schools. Can you assist either at U. B. C. or Victoria?

QUESTION: Please tell me something about this new Rural Teachers' Association. What is it and how does it plan to assist the teachers?

ANSWER: Miss Christine MacNab, secretary of the Rural Teachers' Association, sends the following information.

The Rural Teachers' Association

At the B.C.T.F. Convention there was organized the Rural Teachers' Association, composed of Elementary and Secondary teachers. For the purposes of this organization the word "rural" teacher may mean:

unusually good attention throughout, on which they were highly complimented by the actors after each performance. Undoubtedly, the children who engaged in the pre-study and heard the opera really participated in it.

I am sure the pupils learned something about operas through this participation. At least in our school, our music classes discussed the opera afterwards. True, schools generally sent their musically-inclined pupils—in fact four went from our school at our expense. From a cultural point of view it was very evident, however, that the pupils really learned about this opera, and hence the production of the "Bumble Bee Prince" was worthwhile. The children who attended certainly lost nothing educationally by missing their arithmetic and spelling lessons to attend its production.

Yours truly,
"A. LIBERAL"

(1) Any teacher employed in a district classified as rural in the annual report of the Department of Education.

(2) Any teacher employed in a district classified as a rural municipality as defined in the annual report of the Department of Education, and who feels his problems are predominantly rural in nature rather than urban.

(3) Any teacher employed in a school classified as a city school in the Department of Education's report, and who feels his problems are predominantly rural rather than urban.

The general objectives of this association are as follows:

(1) The good and welfare of all teachers who have problems which they feel are predominantly those of a rural teacher as in the definition of a "rural teacher".

(2) The fullest possible advancement of rural education.

(3) The formulation of policy in matters common to all rural teachers as defined.

(4) The professional growth and advancement of all members.

The specific objectives of this rural organization are as follows:

(1) The question of salaries.

(2) Organization prior to Conventions.

(3) The question of the distribution of information of executive activities.

(4) The use of *The B. C. Teacher* magazine for dissemination of problems.

All teachers in the province who feel that they are in a rural category already defined are urged to give their support, assistance, criticisms and suggestions to the Rural Teachers' Association. They may write to the magazine through Mr. D. G. Morrison, Rural Editor; to the Chairman of the Association, Mr. E. R. G. Richardson, Comox, V.I.; or to the secretary, Miss Christine F. M. McNab, Royal Oak P. O., Saanich. The latter would be pleased to receive the names and addresses of all those who attended the meetings for rural organizations at the Convention.

QUESTION: There are many teachers like myself who know nothing of the set-up of the B.C.T.F., and are useless at a convention because of this ignor-

ance. Will you give us a clear picture through your columns?

ANSWER: Mr. Vogee is preparing an answer for this question. Look for his description of the set-up; it will appear in the June issue.

QUESTION: How can I find the time to teach what I am supposed to, in a one-room High School?

ANSWER: Mr. Margison's excellent article in the March issue (pp. 368-9) on "Training pupils to work independently" should be of assistance. Another suggestion comes from Mr. Thomas Jackson, of Fort Fraser.

Rotation of Courses in a Rural High School

In the interests of efficiency many teachers of one-room High Schools teach only two Health courses a year—the final course, Health VI, and one of Health III, IV or V. Each intermediate course is taught once every three years; the final course is taught only to those who have completed all other courses. This principle might well be applied to other subjects.

By rotation of courses, English can be taught more satisfactorily. For example, English V offers one of four Shakespeare plays. To read a play with three or four pupils in Grade XI is a heart-breaking experience. To dramatize a play with all the pupils below Grade XII can be an educational achievement. The objection that a pupil, entering High School when English V is being taught, will meet Shakespeare in Grade IX and not again until Grade XII may be overcome by teaching one of the optional plays every year, in each English course.

Each of the three books of poetry authorized for study in English III, IV and V contains poems which may be studied with profit by pupils in all the Grades, IX to XI. Surely it does not matter in what order they are studied. The prose selections, except perhaps those in *A Book of Modern Prose*, are also suitable for study in any of these grades. Grade XI pupils, being more advanced, should use *A Book of Modern Prose, Part I* (authorized in English V), for additional study. In composition, the authorized subject matter can be covered in three one-year courses, each complete in itself, the order of sequence being immaterial.

Now that the required Foreign Language, Social Studies and General Science are three-year subjects, no more than two courses in each subject need be taught in any one year. Moreover, since

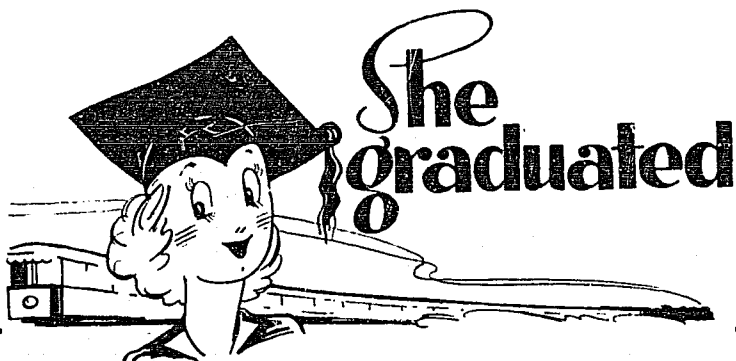
Social Studies III deals with modern nations and current events, and Social Studies IV deals with Ancient and Medieval History, it does not matter which course a pupil studies first. Under certain circumstances it may be advisable for him to study Social Studies IV before Social Studies III. Likewise, with certain adjustments, the units authorized for Science III and IV might be taken in any order. To a pupil wishing to study Physics or Chemistry or Biology I in Grade XII, to complete Science V in Grade XI would be an advantage. If this necessitated taking Science IV before Science III, there should be no objection to that. Courses in Foreign Languages and Mathematics cannot be taken out of their natural order.

The final course in any subject should be taught only to those pupils who have completed all the other courses in that subject.

Below is given a suggested daily timetable, for three years of the curriculum leading to University Entrance. It will be noted that a pupil in any grade and taking the normal twenty-eight units can make his own time-table to fit the subjects offered, and that he can obtain one study period daily. No period has been assigned to Guidance, as, in a small school each pupil can be given individual direction when the need and opportunity arises.

YEAR 1	
Period	
1	English V, VI.
2	Health IV, VI or Phys. Ed.
3	Language I, III.
4	Maths. III-VI.
5	Soc. St. IV, V.
6	Geography II, optional.
7	Science III, V.
YEAR 2	
1	English IV, VI.
2	Health III, VI, or Phys. Ed.
3	Language I, II.
4	Maths. III-VI.
5	Soc. St. III, V.
6	Geography I, optional.
7	Science IV, V.
YEAR 3	
1	English III, VI.
2	Health V, VI, or Phys. Ed.
3	Language II, III.
4	Maths. III-VI.
5	Soc. St. IV, V.
6	Geography II, optional.
7	Science III, V.

This arrangement of courses allows the teacher to give almost undivided attention to each teaching lesson. In no



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Play Production—Dr. William Angus—Non-Credit Course.

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period except the fourth are there offered more than two courses at the same time.

Since it is a violation of the high school curriculum to take courses out of their authorized sequence, proposed changes in the arrangement of courses should be submitted to the Department of Education before being adopted by the teacher. Within certain limits the Department encourages adapting the Programme of Studies to meet the particular needs of a school.

Postmarks and Puppets

The following suggestions were received from Miss Helen Taylor, Golden, B.C.:

1. Postmarks saved in loose-leaf books provide both pleasure and profitable employment for the pupils, if the pupils first locate the place in their atlas and then arrange the postmarks according to their location.
2. A marionette show of Pinocchio is creating great interest among the pupils. Making and dressing the dolls, making the furniture, scenery and the manipulating rods provides fascinating seatwork. The best readers in the class will be the voices, and the other pupils will be the manipulators. Simple directions for making of marionettes, and plays for production, may be found in *Marionettes* (Flack), obtained from the Public Library Commission.

A SPRING LESSON

By MISS KATE SCANLON

These are the days to go out for an hour to see and hear the many things in Nature just hurrying along. If you are in a fruit growing district you will be amazed at all the activities there. The farmer, what of him? The leaves and the flowers, what of them? The leafbuds are swelling and some of the flowerbuds are already in full blossom. Notice the plants whose colourful blooms have outstripped the leaves in the race. Have you seen the Daphne, the Japonica? These plants are full of colour, while scarcely a green leaf is to be found. Why did the flower buds hurry so quickly along? "Why," they will tell you, "to catch the sunshine before the leafbuds have developed to interfere with us and steal some of the sun's warmth." "Yes, we are selfish," said the Cherry blossoms in a chorus, "but we must lose no time in forming our fruit—a week means a long time to us, for we must be plump and full of colour, ready for the children before vacation comes. That is a happy

time for them. Now you understand," said each blossom, "why we are selfish in this race for the heat from the sun." Can't you just picture yourselves, children, in a Gordon Head cherry orchard, or in a beautiful orchard in Vernon or in Yale or along Kootenay Lake? Would you pick cherries or wouldn't you? Ask the robins to decide for you.

Now we know the flower buds; but the little leafbuds, although their work is not so showy, are quite busy with their important work. Let us look at some of them. Here is a Maple tree. Not far away is a beautiful Horse Chestnut tree. In a nearby garden we see a Lilac. Why do we mention these? Possibly it is because, silently, like many other smaller shrubs, their buds have been swelling under our very eyes, but we are so full of admiration for the blossoms that we paid little attention to the leafbuds. Now they are bursting their outer coverings and displaying to us how snugly they have been wrapped up all winter, in fact, since early in the Fall when they were formed. Did you know they were on the twigs then? Let us examine a leafbud of the Maple tree or Horse Chestnut—treat each gently though, for we may use them later on. Notice how carefully each bud has been protected by the wrapping. Of what material is it made? Did it hold any secret in the very centre? There is something precious smuggled up there. Let us try to find it, but do not be rough with those tiny buds.

In the cold, cold days when Mother wishes you to go out to enjoy the snow, she cozies you up in a warm cap with ears that tie under the chin, and then folds a scarf in such a way that it keeps out the cold air, and maybe a coat to shed the rain or the snow covers you right up. In the same way the precious blossoms (centre) of the Chestnut or Maple has a coat of sheath leaves, gummed down very carefully. Look at your specimens and count those sheath leaves. Peep farther in and find the tiny green leaves, folded so carefully that no ugly wrinkle will mar the dress of the happy one inside. Like a beautiful butterfly, it will soon emerge from its green protection and display its beauty in the warm sunlight. See how those green leaflets are arranged on the short stem in each of the specimens. Now look at the warm wrappings of the perfectly packed leaflets. What is that material? The Horse Chestnut has a heavier packing than you find on the Maple. Has the Lilac any

furry wrapping like you see on the Maple and Horse Chestnut bud?

Now you have discovered what the centre really is. Are you not glad that you have handled your specimens carefully? What will you do with them? Will you put them in water and watch them for a few days as I carefully keep observing some of the Maple buds bursting out in front of my window, or the Snowball leaf buds with their centres just trying to emerge into a white fluffy ball to attract the notice of every passer-by? Don't you think the leafbuds are as interesting and as important as the fruit buds? Watch both kinds very carefully during April and May. Indeed, watch everything in Nature carefully, for all the plants are busy and so are the insects and animals. No lazybones are allowed when Mother Nature is around.

Questions on the Spring Lesson:

1. Name three plants whose flower buds open before the leaf buds.
2. Why did the flower buds hurry so?
3. On what is it that both the flower buds and the leaf buds depend?
4. Where has the sun been travelling for the past few months?
5. Have you seen a Cherry limb in blossom?
6. Why does it look different a week later?
7. Where on the limb will you find the ripened cherries?
8. Name and locate some Cherry districts in B. C.
9. Where are the markets to which this fruit is shipped?
10. What might destroy the fruit in a Cherry district?
11. Describe or make a drawing of bud or twig of Maple or Horse Chestnut.
12. Write down ten new words you have learned from this lesson.

Completion of Miss Gildersleeve's Article from Last Month

The B.C. Teacher offers its apologies to Miss Nancy Gildersleeve and to those who found their reading of her article on English History in Grade VII interrupted in the middle of a sentence, owing to the inadvertent omission of the closing section of Miss Gildersleeve's contribution. It should have read as follows:

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 paint 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 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 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.

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

FOR EXCHANGE—For August, good house (3 bedrooms) in Kerrisdale, Vancouver, 10 minutes from beach by car, for house in Oak Bay to accommodate family of four. References given either in Vancouver or Victoria. 1876 West 45th, Vancouver, B.C.

FOR RENT—July and August, furnished 6-room house, 3 bedrooms, automatic hot water, grand piano, close to two street cars. Address communications to Mrs. E. Davies, 3306 W. 39th Ave., Vancouver, B.C.

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

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

FOR RENT—July and August; 5-room bungalow in Dunbar district; electric stove and washing machine; 3 blocks from car; \$30 a month. Apply E. T. Green, 3888 West 15th Ave., Vancouver.

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

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

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

SUBLET—July and August; bachelor suite; furnished. D. N. Doherty, No. 11, 2830 Hemlock.



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**Canadian
Pacific**

What We Are Reading

EUROPE *Overseas*, by S. J. B. Whybrow and H. E. Edwards. London. Dent. pp. xii plus 180. 1939. \$1.75.

The amount of information contained in this small book is amazing. In fewer than two hundred pages it amply fulfils the dust-jacket promise of a "concise factual survey of the growth and present positions of the Empires of the European powers".

Although the regions dealt with are arranged according to geographical position rather than according to ownership, possessions of the same European power are, whenever possible, grouped together. Included in the survey—with a certain amount of apology to those who shudder at the word "colonial"—are the self-governing British Dominions and certain of the extra-territorial possessions of the United States. Excluded are Ireland and Asiatic Russia.

Generally speaking, the following information is briefly given about each possession dealt with: Discovery, early history, present-day conditions, problems. In their treatment of controversial topics such as Germany's lost colonies, dominion status for India and the treatment of the blacks in South Africa, the authors make no attempt to sway the opinions of their readers. They present the problems as fully as space permits but wisely make no attempt to offer solutions.

Of the 17 chapters seven deal with European possessions in Africa. A chapter each is accorded to India, Canada and Newfoundland, Australia, and New Zealand. Each chapter is illustrated with one or more full-page maps showing political divisions, trade routes, products, etc.

It is unfortunate that such a useful book is not provided with an index. Even the convenient two-page statistical appendix does not atone for such a serious oversight. Another lesser drawback, for Canadian and American readers at any rate, is the constant use of the British Isles and of English shires for comparisons of areas.

Europe Overseas is an indispensable reference book that deserves to take its place on the bookshelves of—at the very least—every teacher of the Social Studies from Grade VI up. You will look far before you find in so little room such an intelligible and up-to-date survey of modern empires as that given us by Messrs. Whybrow and Edwards.—S.I.M.

STORIES *to Tell in the Infant School* by Roselin F. Cole. (A collection of Original Stories). Illustrated by Reg. W. Ford; MacMillan Co., Ltd., St. Martin's Street, London; 1939; The MacMillan Company of Canada, St. Martin's House, Toronto; 130 pages; published price, 75c.

The twenty-one short stories in this book are most suitable to tell in the primary grades. They are well-written, simply worded, and very amusing. They will appeal to the vivid imagination of the small child who is very fond of fairy tales. Little children will like them because they love to live in a land of make-believe and are quick to see the humorous side of strange situations. They enjoy a hearty laugh at someone else's expense.

The stories are illustrated in black and white. The illustrations are small but simple and clear-cut. To further the child's interest in the story while it is being told the pictures may be reproduced on the blackboard.

Some of the stories deal with nature and others aid the story-teller in teaching good manners, honesty, friendliness, usefulness and kindness. Several of them are full of the nonsense which causes merriment among children.

Old Dozey, the magician, revenges himself on the butcher, Mrs. Boggins, his housekeeper, and Mrs. Soap, his washerwoman, by bewitching the sausage machine, the broom, and the clothes on the line. Each person in the three stories is punished for carelessness, untidiness, or dishonesty.

The *Tale of a Giant* proves that it is sheer folly to take that which does not belong to you. The giant takes as many of Farmer Giles' animals as he can cram into his sack and when he is too tired to go farther he stops to rest. In the meantime the animals plan to escape and while he sleeps they crawl out of the sack. Before returning to the farm they give him such a dreadful beating that he is confined to his home for a week. When he fully recovers he vows that he will never steal again.

The Rolling Plum rolls merrily along escaping all who pursue him. Finally, he is caught in a hole from which there is no escape. When he tries to get out of it he finds that after a long nap he is held fast to the ground by his roots and before long he becomes a fine big plum tree. From whence he came

no one knows but those who have heard the story.

Other representative titles are: *Daffy-Doren-Dilly, Father Sun's Holiday, Why the Dandelion Has Fly-Away Seeds, Why Rabbits Have Robbed Tails.* —J. I. A.

GUIDANCE in Public Secondary Schools. Bulletin No. 28, Educational Records Bureau. 437 West 59th Street, New York, N. Y., U. S. A. pp. xxv plus 329. Index. 1939.

This is the report of a five-year (1934-1939) project in educational guidance conducted by the Educational Bureau—headquarters in New York city—and financed by a \$31,000 grant from the Carnegie Foundation for the Advancement of Teaching. The project was carried on in the junior-senior high school grades of seven selected centres, each one in a different state of the United States.

Although each school was left free to work out a guidance programme suited to local needs it was understood that schools participating should make use of:

1. Maintenance of cumulative records.
2. Systematic use of comparable tests.
3. Development and observance of a system of continuous teacher education.
4. Study of the relationship between curriculum requirements and individual needs.
5. Improvement in procedures for marking pupils and reporting their progress to parents.

The report consists of an editor's preface, 13 detailed and statistic-riddled chapters and an eight-page "Selected Bibliography on Guidance". The point of view upheld by the directors of the project is set forth in the editor's statement: "We must first of all make guidance a kind of science and then add those overtones of personal relationships and those inspirational qualities which can contribute so materially to the effectiveness of a counselling service provided they are founded on understanding". The italics are mine. They are meant to indicate that not a few readers of the report may be antagonized at the very outset by what they consider extravagant claims for the purely statistical elements in the guidance programme at the expense of the human factors involved.

Of the report's 13 chapters the one most likely to be of interest to British Columbia teachers at the present moment is number seven entitled "Six Years of an Experiment in Marking and Report-

ing in the Secondary School of the Colorado State College of Education". It is well worth reading and re-reading—showing as it does that educationists elsewhere have already tried and discarded methods which even now may be beckoning to us and promising the final solution of all our school marking and report card difficulties.

As for the final chapter, "Summary and Recommendations", once again the mountain has laboured and brought forth a mouse. The conclusions reached, as is only too often the case in present-day masterpieces of educational "research", are such as might occur to any experienced and moderately intelligent teacher even without the disbursement of \$31,000 over a five-year period.—S. I. M.

BAMBI by Felix Salten. Pocket Books Inc.; New York, N. Y., U. S. A.; pp. iii plus 209. 1939. 35c. (Longmans).

Felix Salten's *Bambi* was first printed in translation on this continent in 1928. Since then reader after reader has heartily endorsed John Galsworthy's enthusiastic criticism: "For delicacy of perception and essential truth I hardly know any story of animals that can stand beside this life study of a forest deer".

Bambi is highly recommended by school librarians. It can be read with ease by the average Grade VI pupil. But this in no way lessens its appeal for older children and adults.

"Pocket Books" are to be congratulated on their excellent choice of reprints. This popular series includes, at the time of writing, 48 titles. For children there are: *Bambi, Pinocchio, Swiss Family Robinson, Treasure Island, and Gulliver's Travels*. For lovers of the classics, Dickens, Hardy, Victor Hugo, Dumas and Poe. Addicts of detective mysteries will rejoice in thrillers by Agatha Christie, Ellery Queen and Mrs. Belloc Lowndes. Other categories represented are biography and autobiography, travel, poetry, history and best-sellers—both fiction and non-fiction—some of them of a surprisingly recent date for publication in low-priced editions.

All the above works are presented in their entirety. The type is large and clear. The attractive Perma Gloss covers are waterproof and the binding is much more serviceable than one would expect for the price. With ordinary care these books should stand at least one year's in-library use by school children. One's own copies will, of course, last indefinitely.—M.

Correspondence

FRIENDLY GREETINGS

The University of British Columbia
Vancouver, 10th April, 1940.

Dr. N. F. Black,
The B. C. Teacher,
1300 Robson Street,
Vancouver, B. C.

Dear Dr. Black:

In concluding my years of service at the University, I am rather painfully conscious of certain unacknowledged obligations. One of these arises from the fact that for several years a complimentary copy of *The B. C. Teacher* has reached my desk monthly. I have attributed this partly to a large charity which admits the fact that even a professor of philosophy who proverbially lives in the past may be grateful for something which keeps him in touch with the world of today.

The B. C. Teacher has done this very effectively for me so far as the educational world is concerned—and it has done more, it has given me a real foreshadowing of the world of tomorrow—the world in which human values, as distinct from purely commercial and national interests, will have a larger place.

I do not know of any teachers' journal that better serves the interests of its constituency or more worthily interprets that constituency to the larger community in which the teacher is both servant and guide.

May I, in conclusion, add a word of personal appreciation. You seem to me to be that rare gift to any profession, the man who combines scholarship and practical efficiency with an enthusiasm which, operating throughout the years, brings more lethargic fellows (like myself) to a higher conception of the possibilities of the profession than they could have reached by any other road than that of living human example.

Yours most cordially,

H. T. J. COLEMAN.

GEOGRAPHY TEACHERS
COOPERATE

6320 Larch St., Vancouver, B.C.

Editor, *The B. C. Teacher*:

The geography section of the B. C. S. S. T. A. is engaged in a project in which most geography teachers will be interested and, it is hoped, willing to co-operate. At the meeting of the geography section at the recent convention the last

departmental examination was soundly criticized. It was stated that it was a mere test of factual memory, that it failed to test reasoning ability and understanding of causal relationships—in short, that it did not test the present geography II course. A resolution condemning the examination was passed and forwarded through the proper channels to the Department of Education.

Resolutions have been sent in the past but this year it was felt that something more than mere criticism should be attempted. It was felt that the geography teachers should themselves give a lead and show the department the kind of examination that really would satisfy them.

As a first step towards this end the executive of the geography section has secured permission to use a Geography II examination of a very different sort from that set last year by the department. Whether it meets with the approval of the geography teachers of the province, whether it is the type of examination we would like to forward to the Department of Education and say, "That is the style of Geography II paper we want"—that is what the executive of the geography section wants to find out.

If you are teaching Geography II and if you would like to try this examination on your students would you be so kind as to let me know at once how many copies of the test you would require. Please do not ask for any more than you need as these copies have been mimeographed at the expense of the section's meagre funds and the number of copies is limited. Instructions for scoring will accompany the tests and you will be asked to make some comments so that your own reaction may be ascertained.

The executive feels that geography teachers will enjoy examining this fresh and novel test and that they will find it a valuable review exercise for their classes. It is hoped that many will avail themselves of this opportunity of securing a comprehensive test on Geography II and of perhaps providing data that may help in the formulation of a still better one.

Yours very truly,
R. C. HARRIS,
Secretary Geography Section,
B. C. S. S. T. A.

THE SENATE REPLIES

Vancouver, B. C., April 12, 1940.

Dr. Norman F. Black,
Editor, *The B. C. Teacher*,
2565 Seventh Avenue West,
Vancouver, B. C.

Dear Dr. Black:

Enclosed you will find copy of correspondence from Dr. S. J. Willis, concerning the following:

1. (a) Course in Biology and other Science subjects;
- (b) Courses in Health and Physical Education.
2. Remedial Reading.

These were considered at the recent meeting of the Executive Committee, and ordered referred to you for use in the magazine.

With regard to Remedial Reading, Mr. Charlesworth has checked up and finds that 1¼ credits is correct.

Yours very truly,
CHARLOTTE CLAYTON,
Assistant Secretary, B. C. T. F.

Copy
Department of Education
Office of the Superintendent
Victoria, B. C., March 1, 1940.

Harry Charlesworth, Esq.,
General Secretary, B. C. T. F.,
1300 Robson Street,
Vancouver, B. C.

Dear Sir:

I enclose a copy of a letter received today from S. W. Mathews, Secretary of Senate, University of British Columbia.

Yours very truly,
(Signed) S. J. WILLIS,
Superintendent of Education.

Copy
University of British Columbia
Vancouver, B. C., February 29, 1940.
Dr. S. J. Willis,
Superintendent of Education,
Victoria, B. C.

Dear Dr. Willis:

The requests of the British Columbia Teachers' Federation, received from you under date of July 18th, 1939, have been considered by the Faculties and the Senate.

- (a) That a course in Biology and other Science subjects for teachers be made available during the school year;
- (b) That courses in Health and Physical Education be established to which will be given graduation credit so that a Minor in Health

and Physical Education may be built up.

The Faculties, after consideration, reported to the Senate.—

- (a) That when the question of courses to be offered as Extra-Sessional Classes for 1939-40 was being considered very few requests were received for courses in science, and that when a meeting of those who might be interested was called only two attended. Consideration, however, is being given to the request for next session.

- (b) That as the whole question of Health and Physical Education is under consideration, and as arrangements have been made in regard to science courses for students planning to become high school teachers of Health, and courses for high school teachers of Physical Education have been added to the curriculum, the Faculties are not prepared to make any recommendation at the present time in regard to additional courses in Health and Physical Education.

The Senate deemed it unnecessary to take further action at the present time.

Yours most sincerely,
(Signed) STANLEY W. MATHEWS,
Secretary of Senate.

BEARING OF ALBERTA ELECTIONS ON EDUCATIONAL POLICIES

Edmonton, March 28, 1940.

Editor, *The B. C. Teacher*:

What happened in Alberta on March 21st is of moment to teachers across Canada. The meaning of the Aberhart victory, from the point of view of educationists, calls for objective consideration without trace of partisan bias. The writer believes himself to be qualified to speak disinterestedly; the party for which he cast his top choice votes was completely snowed under.

Consider the conditions under which Mr. Aberhart went back to the people. He had not distributed purchasing power to the people by parliamentary enactment, as most of his supporters expected him to do when they put him in office in 1935. He had not found a painless alternative to public taxation. On the contrary, he had done a great deal to restore tax-paying to its proper place, as one of the prime obligations of citizenship; and his various spending depart-

ments had had perforce to adopt the hard policy of "pay as you go".

And the political stage of 1940 was set for the destruction of the Aberhart regime. Conservatives and independents had sunk their differences in every part of the province and the C. C. F. could be expected to corral a substantial body of those who felt that scientific socialism had no place in the Aberhart philosophy. But at this date 30 Aberhart candidates have been elected and in eight constituencies where returns are incomplete the Social Credit party is leading. It will have two-thirds of all the seats in the Legislature. What does it mean?

I do not wish to prove too much. This much is, however, indisputable. The provincial government which led the way for all Canada in the modernizing of the machinery for rural education did so without suffering any penalty at the polls. That should be heartening news in other provinces.

With a vigor that seemed almost reckless from the point of view of political safety, the Aberhart government completely overhauled school administration, incorporating practically all the rural schools of the province into the large administrative units known as "Divisions", enacted a pension scheme for teachers and restored the Board of Reference to real effectiveness. Drastic reforms involved the payment of arrears of teacher-salaries amounting to hundreds of thousands of dollars and placed the payment of teachers on a regular monthly basis. The standard of normal school entrance has been substantially raised. A new curriculum has been introduced that has required much expenditure by boards for books and other materials and equipment. Reactionaries screamed but the people approved.

Indeed the Alberta politicians of whatever party, in so far as I have been able to discover, refused to bid for the support of reactionaries who would like to kill the Larger Units. The attitude of Mr. A. H. Gibson, K.C., an Independent candidate, may be taken as typical. Said he: "There are great possibilities for good in these large school divisions and I think it would be wise to give them a trial for ten or fifteen years". True, the government was criticised for proceeding rather ruthlessly in the face of explicit local opposition in some areas; but the quality of political leadership in this province proved high enough to secure sound educational reform from sabotage.

A. J. H. POWELL.

EMPLOYMENT OF RETIRED TEACHERS

Editor, *The B. C. Teacher*:

This letter is prompted by your request for discussion of the problems confronting teachers retiring from public school service. Personally I have found in retirement a grand opportunity for developing further studies beyond or outside the limitations of the schoolroom.

However, I suggest that the Federation maintain an employment bureau for such teachers as described in the leading editorial of *The B. C. Teacher* for the month of April—teachers who have been compelled to retire on pension but who are physically fit and in need of useful work. Private schools and evening classes might avail themselves of such services.

Having "been out" for a few years now myself I understand that what really hurts pensioned teachers is "man's inhumanity to man". The person who has "retired" or who is "superannuated" (dreadful word!) is assumed to be a derelict and the pension received is thought of by altogether too many, simply as a compassionate allowance allowed to its unfortunate recipient by the government. I have found that people, even educated people, have no idea that the pensioners have paid for what they receive, through taxes and special contributions to the pension fund.

The envelope containing one's monthly cheque brandishes the word "Superannuated" so that all and sundry may view the sad facts. When paying provincial taxes, one is still liable to be reminded of this money that the government "gives" one! However, a couple of years ago I had the pleasure of an interview with Mr. Norman Baker, Victoria, and my cheque now comes through my bank without criticism or comment and Mr. Baker, by his sympathetic understanding, made me leave his office a self-respecting citizen once more!

The teacher to whom you alluded in your editorial has my fullest sympathy and I feel the discussion of her problem to be timely. Certainly there are many who have passed the age at which retirement is practically compulsory who must feel the necessity of adding to their income in order to live up to certain standards to which they are accustomed.

ANNUITANT.

RADIO PROGRAMMES

Keefers, B. C., April 15, 1940.

Editor, *The B. C. Teacher*:

Dear Sir:

I notice in *The B. C. Teacher* you mention some radio programmes of educational value. There are two programmes which I find most interesting and helpful and I feel sure other teachers would find them valuable too.

One of these is "Canadian Snapshots". It comes over the Canadian network every Wednesday from 5 to 5:30 p.m. It gives interesting pictures of Canadian life in various parts of the Dominion, some historical but mostly contemporary. It also features music by Canadian composers. It is a great help in Social Studies.

The other programme is "The Human Adventurer", over the Columbia network at 2 to 2:30 p.m. on Saturdays. It is usually descriptive of scientific research, but sometimes is in the realm of literature. This last Saturday gave the story of research to date on the cause and prevention of infantile paralysis. It comes over KVI.

I was interested in the letter published in the February number on "Moral Re-Armament". It is certainly what this country needs.

Yours sincerely,
WINIFRED M. NEW,
Teacher, Keefers Public School.

"STUDENT LIFE" OFFERS
CO-OPERATION5835 Kimbark Ave.,
Chicago, Ill.Editor, *The B. C. Teacher*:

My Dear Sir:

I have the marked copy of the March issue of *The B. C. Teacher*, and I wish to thank you for the mention given to *Student Life*. I should be glad to hear from Canadian students concerning their school activities and am enclosing a mimeographed news release which was sent to school newspapers of this country. If it would be possible for you to inform Canadian teachers of our desire to give representation to their students too, I should appreciate anything that you may do in publicizing this information.

Very truly yours,
H. V. CHURCH,
Secretary.

NATIONAL ASSOCIATION OF
AUDUBON SOCIETIES

1006 Fifth Ave., New York City.

Editor, *The B. C. Teacher*:

We wish to call to your attention the Junior Audubon Clubs sponsored by the National Association of Audubon Societies, in the interest of conservation.

Because of a special endowment we are able to supply Junior members and teachers with interesting, instructive material for bird study at far less than cost.

Since these clubs originated in 1911, some 5,600,000 children have been enrolled throughout the United States and Canada, nearly 200,000 of these being Canadian school children. Many teachers find the club a valuable aid in arousing interest in Nature Study and the four-page bird leaflets with colored plates and outline drawings for coloring excellent material for classes in bird study. Text of leaflets correlates birds with plants and animals in their environment.

We should very much appreciate your co-operation in helping to promote conservation through bringing our Junior Audubon Club plan to the attention of your readers.

Very truly yours,
JOHN H. BAKER,
Executive Director.

HOWLERS THAT REALLY HOWL

Victoria, B. C., 20th March, 1940.


Editor, *B. C. Teacher*:

Some of your language-teaching readers may appreciate the following translations which popped up in a Latin Vocabulary test we gave this year:

cur	a hound
gladius	happier
hora	fear
mors	mother
pars	father
magnopere	grandfather
rumpo	the rear
vulnero	to double

For the last one should we have deducted 200 points?

Yours very truly,
C. B. CONWAY.



Canadian Nature

This bi-monthly magazine contains 64 pages of fascinating nature stories, photographs, drawings and color plates. Children's stories, blue printing, project planning, nature walks, teaching methods. Used by schools, libraries, naturalists. \$2.00 a year, checks or currency. Write Canadian Nature, 177 Jarvis St., Toronto, Canada.

News, Personal and Miscellaneous

THE COMMUNITY COMES TO THE SCHOOL

A POPULAR custom in numerous secondary schools is that of bringing to the schools informed experts from various vocational fields. Latest effort in this direction is New Westminster Trapp Technical's series of lectures on vocational matters to be presented by members of the local Kiwanis Club. The list of speakers suggests a Who's Who of the Queen City's business and professional life.

The B.C. Teacher would appreciate receiving from schools such as Trapp Technical a statement of the outcome of their vocational conferences.

LANGLEY AND SURREY CHOOSE DIFFERENT PATHS

BRITISH Columbia papers carried under the same date line contrasted stories of educational activities in two large rural areas.

From Surrey comes news of the passing (after three attempts) of a bylaw for the construction of a \$67,000 junior-senior high school in the northern area; a \$58,000 junior-senior high school at White Rock, and a \$7520 elementary school in the northwest area. Remodeling of the Cloverdale High School will be done at a cost of \$3500. As its share of the undertaking the provincial government will contribute \$60,000. Opening of the new schools is planned for the fall of this year.

From Langley, as another step in the protracted negotiations between teachers requesting equitable salary adjustments and the local school board standing adamant on its position that increased educational funds from the area are impossible, comes the news that 13 teachers who have been awarded modest salary increases by an arbitration board will be dismissed from their positions at the expiration of the present term.

It would appear that the testing ground for the present arbitration clause of the School Act has been found.

JUNIOR RED CROSS CHANGES

MISS Margaret Manson, B.A., M.U.B.C. 1937, announces the changing of headquarters from Victoria to the Marine Building, Vancouver. At present the Junior Red Cross has 975 branches in British Columbia schools with 27,000 members enrolled.

SCHOOL ACT COMMITTEE DISBANDS

MR. A. S. Towell, director of education for the "problem child", Matsqui-Sumas-Abbotsford area, recently announced the dissolution of the special committee representative of the area advisory board and the three municipal councils, formed to consider and recommend possible amendments to the School District Act.

SHAW ON THE AIR

SPONSORED by the Department of University Extension, three George Bernard Shaw plays have appeared or will appear over facilities of the C.B.C. "The Dark Lady of the Sonnets" was presented on May 3rd; "The Six of Calais" on May 10th. "Great Catherine" will be presented on May 17th.

PSYCHOLOGY COMES TO THE AIR FORCE

ADDING another activity to his present long list of public appointments, Dr. J. M. Ewing recently inaugurated a series of lectures in psychology to be delivered to the officers in training at the Jericho Beach air station.

INTELLECTUAL BLACKOUT

EVIDENCE of the gradual constriction of German intellectual life is found in the Raymond B. Fosdick report to the Rockefeller Foundation that Polish and Czech universities have been closed and their staffs "concentrated" and that more than half of the German universities are closed.

Impact of the war on the Allies is also shown in the statement that the University of London has been uprooted and its colleges scattered and that the enrolment of the University of Paris has shrunk from 20,000 to 5000 students.

COST OF LIVING MOVES UP

AVERAGE cost of living in Canada, according to recent statistics, has increased slightly more than 3 per cent after seven months of the war. Wholesale prices of certain commodities such as grain and butter have been upped by 15 per cent. Among factors responsible for the increases is the devaluation of the Canadian dollar in terms of United States money.

VANCOUVER SCHOOLS TO HOLD
JUBILEE CELEBRATION

MIGHTY oaks springing from acorns have nothing on Vancouver's impending jubilee celebration of secondary education which originated in the project undertaken in 1935 by the History Club of King Edward High School under the direction of Mr. K. A. Waites, Social Studies teacher of the school.

Impressed by the rich store of legends associated with Vancouver's oldest high school, King Edward students began the preparation of a history of their school, the document to trace the story of the original Vancouver High School, founded in 1890, and replaced in the course of time by the present King Edward institution.

When the preparation of the brochure was well under way, the suggestion was made that more elaborate activities of a musical and dramatic nature might also be arranged to celebrate the jubilee of the school. Hearing of these plans, the Vancouver School Board decided to recommend and to help organize a celebration that would embrace all secondary schools in the Vancouver system. Committees were formed from representatives of all city secondary schools, of the school board and its inspectorial and supervisory staffs. Mr. W. Y. McLeish of the King Edward High School was appointed chairman and R. J. R. Sanderson, of the same school, chairman of publicity.

At the present time plans for the celebration, to take place some time in November, include the publication of a history of the Vancouver secondary schools; a reunion of former students; a nation-wide broadcast; a festival of musical and physical education activities; a series of speeches through the various service clubs of the city; special articles in the press, and a reunion banquet under the auspices of the Vancouver Secondary School Teachers' Association.

In charge of the publication of the book on secondary education is a sales committee which, working with Mr. K. A. Waites, intends to have the book ready for sale during the present summer. It is expected that the special broadcast, pageant and related programs will occur during Education Week early in November. Already the three Vancouver newspapers have indicated their willingness to arrange feature articles for the jubilee celebration.

The B. C. Teacher will publish during subsequent issues additional information on these activities which promise to create a wide interest both in educational and community groups.

UNIVERSITY CONVOCATION

GRADUATES of 1940 and alumni of the University of British Columbia met in the Banquet Room of the Hotel Vancouver on Thursday, May 9th, in the twenty-first annual meeting of convocation. Featured speaker of the evening was Dr. H. F. Angus, recently returned to the university from his post with the Rowell Commission, who spoke on the subject of "Canadian Unity". The Gaul Memorial Trophy, an award to the outstanding athlete of the year, was made by Mr. Howard Cleveland to Howard McPhee, member of the class in education.

Y. M. C. A.'s NEW BUILDING

EARLY in September Vancouver Y. M. C. A. members and friends will celebrate the opening of a new \$300,000 building, according to a statement issued from the Vancouver organization.

I SEE BY THE READER'S DIGEST

POPULAR introductory remark in contemporary conversation is "I saw in *Life*", or "I read in *The Reader's Digest*", or "I noticed in *Time*". However, in spite of any implied slight on the breadth of modern reading, teachers will find under the section on Education in *Time* magazine interesting sidelights on educational practices in our neighbor "South of the Border", as well as appraisals of educational activities in other countries. Among recent comments are the following:

1. The American National Council for the Social Studies has recently issued a book on "The Future of the Social Studies" containing 17 suggested courses of study for the training of citizens. No two plans were the same. One author suggested that his country's youth should scare up a new set of heroes to supplement the conventional ones of Washington, Lincoln, Jefferson.

2. Sir Cyril Norwood, ex-head of Harrow, predicted that "The public schools have done their job and produced their leaders, but after the war it will be found that their day is done".

SALARY INCREASE IN SASKATCHEWAN

OUR Canadian Teachers' Federation correspondent calls the attention of *The B.C. Teacher* to the comforting fact that the establishment of a legal minimum salary by Saskatchewan at a recent session meant increased remuneration for some 5387 teachers.

THE SWORD MIGHTIER THAN THE LEAD PENCIL

A CURIOUS repercussion of Europe's wars is reported in *The Transvaal Educational News*. The department responsible for the replenishment of stores of educational equipment awarded to a Czechoslovakian firm a large order for lead pencils, which in the normal course of events would have been available for South African school children last August. The rape of Czechoslovakia prevented the manufacturers from fulfilling their contract and the stores department, now a bit worried, placed an order with a British firm for 8000 gross, to be delivered instant. The pencils were shipped, together with other school supplies, on the "Dunbar Castle", and are now in Davy Jones's locker. Schools with surplus lead pencils are being invited by our South African contemporary to share up with those less lucky.

UNIVERSITY HOPES FOR MORE

DR. G. M. Shrum, head of the Department of University Extension, urged members of the Vancouver Board of Trade to consider the necessity for extension of university facilities. Enrolment, stated Dr. Shrum, had risen from 1400 to 2500 students, but actual accommodation other than buildings contributed by the students themselves had not been extended since the university had moved from the old Fairview "shacks".

SCHOOLBOYS HELP HARVESTING

REMINISCENT of the Sons-of-the-Soil activities organized in Canada during the last great war is the news that many thousands of English schoolboys will be recruited to help farmers gather Britain's first harvest of the present war.

At the same time announcement is made that many secondary school students have been moved from urban areas to specially constructed rural temporary school plants.

Le Camp Francais

STRATHCONA Lodge on Shawnigan Lake, Vancouver Island, has again been chosen for the third annual session of Le Camp Francais. Six weeks of French study and recreation are offered this year from July 5 to August 19.

Many courses are being given which should prove interesting to teachers in British Columbia. Madame Sanderson-Mongin of Victoria, a favorite of all campers, will deal with advanced conversation and language work and with "La Politesse Française". Prof. Paul K. Hartstall of Iowa State University will be back again to conduct his excellent classes in phonetics, primary and advanced, and in diction based upon French poetry—the best substitute for the Paris Institut de Phonétique one could find.

Two courses in French "civilisation", "La Terre de France" and "La France d'Aujourd'hui" will be offered by Prof. Paul A. Minault of the University of Minnesota. In addition to the above-mentioned, classes will be organized in grammar, easy conversation and contemporary drama. A course in playreading will also be given by M. André Frère of the Théâtre des Quatre Saisons in New York. M. Frère will direct skits and plays as well, and help to arrange the evening variety programmes which are such a vital part of French Camp life.

Obviously classes are not compulsory and for those who prefer French milieu and conversation undisturbed by study, there is much to enjoy. Shawnigan offers unusual opportunities for excursions in the form of drives, hikes, picnics and outings to golf, fish or ride. Then, too, the sports on the premises are varied enough to appeal to all tastes and ages, for they include tennis, badminton, croquet, ping-pong, fencing, archery, boating and very good swimming in warm water!

Further details about Le Camp Francais and a complete list of Faculty and courses may be obtained by writing to the Director, Miss Dorothy Punderson, 947 Portland Avenue, St. Paul, Minn.

NOTICE!

COURSES LEADING TO A DEGREE IN AGRICULTURE

Should there be a sufficient demand for such courses there is a probability that they may be given this summer at U.B.C. Should you wish further information regarding these courses, please write to

W. A. ANNIS, Vedder Crossing, B.C.

Can your pupils pick
the right answers
in this Dental
Question Box?



In each of the following questions
one statement is correct.
For each correct answer allow 20
credits.

- A. The children in the above picture are playing outdoors.
B. 7 children are in this picture.
C. This picture shows how children are taught about gum massage.

C is correct. Care of the gums is just as important as cleaning the teeth. Our gums must be healthy if our teeth are to be sound. Gum massage drills in the classroom show us the way to proper care at home.

- A. Our teeth, like elephants' tusks, are made of ivory.
B. Hard foods help our gums more than soft foods.
C. We get all our upper teeth before our lower teeth.

B is correct. Hard foods require more

chewing—which helps keep our gums firm and strong. Because we eat soft foods so much, we should give our gums regular massage.

- A. Teeth take care of themselves.
B. Everyone has 18 teeth.
C. Proper tooth brushing at least twice daily is important to dental health.

C is correct. All inside as well as biting surfaces of the teeth should be brushed thoroughly and every crevice between the teeth must be reached. Teeth should be brushed at least twice every day and, if it is possible, they should be brushed after each meal.

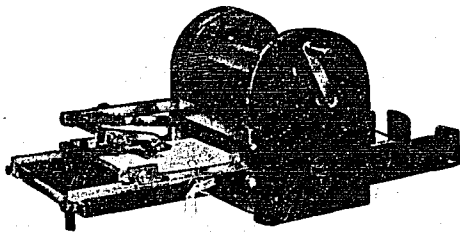


The makers of Ipana have prepared a striking health chart, in full colour, which is helping teachers all over the country in their class drills in gum massage. They will gladly send you one to hang in your classroom. Send your name and address to Bristol-Myers Company of Canada, Ltd., 1239 Benoit Street,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

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