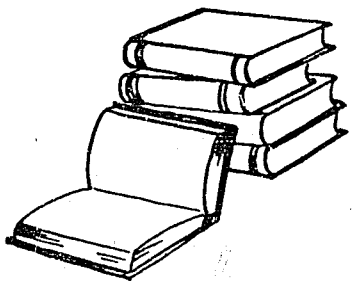
THE B·C·TEACHER



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

VOL. XVIII, No. 10. JUNE, 1939 VANCOUVER, B. C.

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VOL. XVIII., No. 10. JUNE, 1939. VANCOUVER, B. C.

THE DOUKHOBOR QUESTION AND A SUGGESTED ANSWER

FORTY years ago last January the first large party of Doukhobors was welcomed in Saskatchewan.

Forty long years. Long enough for the original generation of adults to have been replaced by a generation born and bred in Canada. Forty years of experimentation that has culminated in failure. The Doukhobors have failed Canada and Canada has failed the Doukhobors.

What are we going to do about it?

* * * * *

We brought these people here. We are a relatively well educated nation; we look upon ourselves as adult-minded; on the other hand, these others are a very ignorant group of troublesome grown-up children. Consequently, if their difficulties and ours are to be solved, it is upon us that the responsibility rests. The case is urgent, for solution is progressively becoming more difficult.

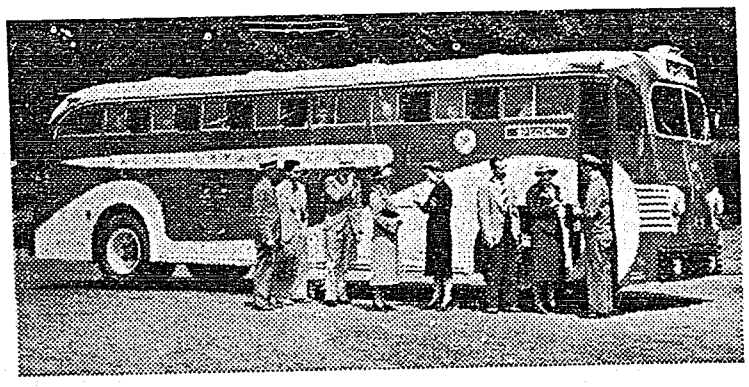
Not because of the follies of the Doukhobors, for the solution will not come from them anyhow; but because of our own folly.

Our failure has so exasperated and humiliated us that clear and constructive thinking is hampered by our own emotional response to disappointment.

The Doukhobors have behaved as ignorant and troublesome children. There is no denying that. How about ourselves? Have we demonstrated the distinctive qualities of wise adults? Or have we become discouraged, abandoning the problem as insoluble and trying to cut the Gordian knot by policies dictated by supercilious anger?

* * * * *

The B. C. Teacher suggests, for serious reflection on the part of the



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citizen body and governments of this country, the four theses here following. First, that sensible people, when they fail, do not content themselves with blaming other folk. Second, that forty years of failure is enough to demonstrate the existence of some fundamental error in our policies. Third, that ultimate failure in relation to the Doukhobors is something that Canada—and British Columbia in particular—cannot afford. Fourth, that it is high time for a dispassionate stock-taking and for whatever revision of policies experience may dictate.

These new policies may fail; but no failure can be worse than that which now confronts us as the upshot of forty years of folly. And if the new plans, devised in the light of forty years' experience, likewise prove futile, even then there must be no surrender to despair.

Defeatism in the face of a major national problem is treason.

* * * * *

The Doukhobor difficulty does not lie in any irremediable intellectual incapacity on the part of our perplexing guests.

All qualified scientists agree that, within every large racial group, native intelligence is distributed in general conformity with the normal curve,—a handful of incurable deficients on the one side, a handful of people of outstanding capacities on the other, and, in between, a majority of very ordinary people. Congenial stupidity never characterizes more than a very small minority. All but the congenitally stupid should be able to recognize that cheering fact and to govern their policies in accordance with it.

But the great mass of children born with ordinary capacities will not emerge to intelligent maturity untaught. Left to stagnate in ignorance and isolation they will indeed so stagnate. In the long process of time, if circumstances are favourable, they may produce their own Moses, and stumble slowly and painfully in the direction of progress; but, in the case under consideration, we, their neighbors, cannot afford to wait a thousand years. It is for us, moved by compassion and by intelligent self-interest, to supply the needed guidance and to supply it patiently, generously, and with a persistence that refuses to stop short of its goal.

* * * * *

Nor is our past failure attributable to moral and social defects in the breast of the Doukhobors. Every branch of the human race tends to adjudge as immoral those who do not conform to its traditional *mores*. Such an attitude is pardonable in the uneducated, unpardonable in the educated.

The Doukhobors are ordinary decent, industrious peasants; peaceful; reticent; co-operative among themselves but suspicious of all outsiders. They are religious fanatics and their native shrewdness tells them truly that contacts with the thought and affairs of the alien world would lead to the disintegration of their sect. Like the early Christians, they aspire to be in the world but not of it; a folly but not an ignoble folly. Again in imitation of the early Christians, they desire to have their goods in common; in a world mad with its scramble for private gain, a leaven of such thinking may not prove amiss. They are pacifists, but that is scarcely evidence of criminality; and they are vegetarians, but that too is not an indictable offense. They have puerile conscientious scruples about purchasing marriage licenses and recording vital statistics, but one can think of wickednesses more devastating to the body politic.

Statistics seem to show plainly enough that native born Canadians of British stock contribute a more disproportionate percentage to our penitentiary population than do the Doukhobors. The only serious crimes common among them are the dynamiting outrages that express the exasperation of a desperate and disillusioned minority, childishly playing with dangerous toys. It is important to remember that the first very serious episode of this sort was the bombing of the train in which Peter Verigin the First lost his life. It is nothing short of a national calamity that our police failed to discover the culprit and it goes without saying that the Doukhobors themselves explain that failure on the hypothesis that Verigin was murdered by agents of the Canadian government. For such an asssassination their memories and traditions of the government of Russia supply plenty of precedents.

* * * * *

If the failure of our public policies in relation to the Doukhobors is not the inevitable product of their own incurable stupidity or of a disproportionate inheritance of original sin on their part, why are these Spirit Wrestlers a thorn in the side of Canada, just as they were a thorn in the side of Russia?

It is because centuries of sad experience makes the State for them synonymous with oppression, treachery, militarism; synonymous with economic exploitation and religious persecution; synonymous with bureaucratic quibbling as over the tithing of mint and anise and cummin while the weightier matters of the law are left to neglect and perversion; synonymous with stubborn refusal to understand folk who are unconcerned about the accumulation of individual bank accounts but mightily concerned about what they believe to be the realities of the spiritual world. Against governments so conceived they have armoured themselves with spiritual pride and a stubborn refusal to conform. In a world of enemies they have survived by withdrawal.

How are such people to be transformed into loyal Canadians, loving this land of theirs and ours, yearning to serve it and to identify themselves with it, recognizing its government as their own government, becoming year by year in ever greater degree a national asset rather than a national liability?

The B. C. Teacher is profoundly convinced that there is a way to this end and that there is only one such way.

It has not yet been tried.

You and the writer of this editorial love Canada because we have been brought into intimate and persistent contact with lovable Canadians. We have other reasons, but this is the most fundamental.

We know that there are Canadian rogues and Canadian hypocrites and Canadian tyrants, but we have learned by experience that the Canadian people as a whole are not rogues and hypocrites and tyrants. We know that the machinery of government in Canada is imperfect; but we also know that it is not hostile and that its representatives are, in the main, decent neighbourly people like ourselves. And we know these things not simply because somebody has told us them but because they are the lessons of our own experience.

* * * * *

The only way in which to break down the traditional prejudice and

hostility of the Doukhobors is to establish intimate contacts between them and lovable Canadians.

* * * * *

If half the money wasted in futile policing and in stupidities such as that of which the abandoned buildings on Piers Island are humiliating memorials had been spent in services of which these unfortunate aliens stand in desperate need, victory would by now be in sight. Blustering windiness has failed where sunny policies would have succeeded.

* * * * *

In a petition addressed to the Canadian governmental authorities under date of June 22, 1900, the Doukhobors requested that they be admitted to wardship, on terms analogous to those granted the Indians; and, whether we like it or not, and whether or not such relationship is ever given formal recognition, we are forced into a relation of guardianship adapted to their ignorance and helplessness and to our more advanced culture.

Is Canada so immersed in selfish materialism that its young men and women cannot be made to hear a challenge to noble patriotic service?

We do not believe it.

Let a brave trumpet call be sounded by those responsible for summons to heroic service and it will be answered.

* * * * *

In dealing at such length with the Doukhobor question in these editorial columns, *The B. C. Teacher* is departing from its usual procedures and even in an editorial of unusual length it is impossible to set forth in detail the task to be undertaken and the means necessary to its fulfilment. Space remains only for a few sentences dealing with what seems to *The B. C. Teacher* to be the pith of the whole enterprise to which it would like to see the government and citizen body of British Columbia committed.

In every Doukhobor community there should be a real Canadian home, a radiating centre of the best things in our Canadian mode of life; the home of trained social workers with a vision of a day to be by them hastened, when the Doukhobors will awake to the fact that at last they are among friends.

Friendliness is perhaps not so contagious as smallpox, but it is nevertheless contagious, and, like smallpox, it is caught only by exposure to it.

* * * * *

There are many more things that need saying but for them there is here and now no room. To them *The B. C. Teacher* will return in future issues of this magazine. Plans have already been laid for others to contribute to the discussion.

May it be fruitful!

OKANAGAN VALLEY TEACHERS INVESTIGATE HEALTH INSPECTION

AMONG the many matters referred to the Executive Committee during the Easter Convention and dealt with at the meeting on May 13 were two very important resolutions submitted by Okanagan Valley Teachers' Association. Both were endorsed by the Executive Committee for presentation to the Department of Education. They read as follows:

29. **Health Units.** That we endorse the principle of larger Health Units similar to those of Kelowna, Duncan and Saanich.

30. **Medical Inspection.** Whereas the Medical Inspections of schools in this province apparently have no standard of essentials, be it resolved:

That the Department of Education investigate the present system of medical inspection with the object of making it more uniform throughout the province.

These resolutions were supported by a brief so important that *The B. C. Teacher* is publishing it as an Appendix to this number. Okanagan Valley Teachers' Association has performed many public services of value but none more important than that involved in its own preliminary survey of health inspection in this province and in bringing the results to the attention of the Government. In connection with an issue so vital as that of the health of our children there is no room for factious criticism and the teachers of British Columbia offer none. We are convinced, however, that the whole matter of the supervision of pupil-health is too slip-shod and inadequately organized, and, incidentally, that it militates to the disadvantage of those school doctors who are doing their public duty with conscientious care and to the financial advantage of those others who are scamping their work. Even in those localities in which whatever work is attempted is painstakingly performed there is such conspicuous lack of any reasonable degree of uniformity of procedure that the need of official enquiry and authoritative direction seems evident. That much at least the Okanagan Association would appear to have amply demonstrated.

In an editorial in our May number, *The B. C. Teacher* made it plain where this journal stands in connection with the matter of "Health Examination and Bluffing". Congratulatory messages have come from numerous quarters, those most particularly valued by the Editor being from school nurses and school doctors.

The B. C. Teacher is confident that Dr. Weir, as Minister of Education and as Provincial Secretary, will gratefully welcome the support of the teachers of British Columbia in his efforts to make health an actual and major objective of our school system.

SAVING THE CHILDREN FIRST

YOUR Health, the official organ of British Columbia Tuberculosis Association, is emphasizing the importance of preventive measures in fighting the white plague and particularly the importance of early diagnosis of the disease in the case of children. The following paragraphs are quoted from an editorial in the May number:

"Every child comes into this world free from tuberculosis. Many, too many, become infected, all from other cases. It is true the great proportion, while carrying within their systems the seeds of the disease, are able, through resistance, to remain outside the tuberculous categories. On the other hand, again, too many, through contact with tuberculosis, carry the seeds too long and, before the family or the medical profession are aware of it, are established cases. The chief tragedy of the sanatoria is the great number of advanced cases which are admitted for treatment.

"The day will positively come when every child in the country will necessarily be examined early and given a tuberculin test, just as, a generation ago, before smallpox was defeated, practically every child was vaccinated. In the ideal state which is bound to arrive, every child will be automatically 'safe' from the tragedy of the disease.

"Already this ideal state is presaged by the work that is being carried out in this province, organized under the Division of Tuberculosis Control of the Provincial Board of Health. Assisted by the sale of Christmas Seals, thousands of children are being tested. And while the idea of 'the children first' is never lost sight of, hundreds of families each year benefit from the diagnostic facilities here. Advice and follow-up services are provided free of charge and clinics in the larger centres and the field continuously do splendid work".

A news bulletin of the Canadian Tuberculosis Association recently called attention to an important pronouncement by its Executive Secretary, Dr. J. G. Wherrett, speaking at a meeting of the Child Welfare Association in Montreal:

"The reduction in death rate has served to set out in bold relief the discrepancies in our system of control and the gaps in our armament for defending ourselves against this great enemy", Dr. Wherrett said. Pointing out that in 1938, more than 6000 Canadians died from tuberculosis, 10,000 were treated in sanatoria and hospitals, an additional 10,000 were under treatment or were convalescing at home, and another 10,000 were partially disabled and unable to carry on normal activities, Dr. Wherrett added the following comments: "The economic loss is as great as if by some great catastrophe, the population of the city of Three Rivers was thrown out of employment for the entire year. When we carry this analogy further and consider the effects on the families and dependents if such a catastrophe were to occur, we have some idea of the burden that is imposed, in one way or another, by reason of tuberculosis. This burden falls more heavily on some parts of Canada than on others, and this is so in Quebec and the Maritime provinces; although they constitute only 30 per cent of the total population, nearly 50 per cent of the deaths occur in this area".

Not only is there a lack of uniformity in death rates, but there is also a lack of uniformity in facilities for treatment, Dr. Wherrett told the association. One of the explanations for this probably was the lack of a national tuberculosis control scheme and the way in which the anti-tuberculosis campaign developed. "If the scheme had been developed on a national scale, it is reasonable to suppose that facilities might have been provided according to the extent of the problem in every province".

In this issue of *The B. C. Teacher* we publish the final instalment of Dr. G. M. Weir's article on a national health programme such as alone can meet the situation described by Dr. Wherrett and otherwise militate successfully against the many forces which are undermining the health of the people of Canada. *The B. C. Teacher* hopes that Dr. Weir and all other public servants and private citizens who are deeply interested in the problems of Canadian health will have the courage and persistence to continue their efforts until the government of Canada and the governments of its several provinces become awake to the crying needs of the hour.

The B. C. Teacher is glad to stand shoulder to shoulder with *Your Health* in its campaign particularly for a uniform tuberculosis programme.

OBITER DICTA

AND here is to the King! May God bless him and Her Majesty the Queen, and make them both a blessing! The teachers of British Columbia will not be among the first to forget the happy royal visit that has featured 1939.

* * * * *

WE invite everybody's attention to Mr. Kozoolin's article regarding the approaching convention of the Canadian Physical Education Association. This convention promises to surpass anything of the kind hitherto attempted in this country. Mr. Kozoolin's contribution explains why this particular convention is of special significance. On behalf of British Columbia Teachers' Federation, *The B. C. Teacher* extends congratulations and good wishes to the Canadian Physical Education Association, many of whose workers are valued members of this Federation.

* * * * *

AMONG the letters to the Editor published in this issue is one from an exchange teacher, Miss Nona Steven[illegible], which calls for careful consideration. Her suggestion that there is a definite idea abroad that exchange teachers should be seen and not heard is disconcerting and if such an idea really prevails anywhere, steps should be taken to eliminate it. Experience has proven the value of the exchange system but, as has more than once or twice been pointed out in these editorial columns, there is still room for much improvement. To that improvement the free interchange of suggestions and of observations based upon first-hand experience is essential.

* * * * *

WE commend to the thoughtful attention of our readers the Annual Index with which this last number of Volume XVIII of *The B. C. Teacher* closes. We hope that it may lead to some happy reviewing of articles already enjoyed or found practically suggestive and that thus the services to which we are indebted to our contributors may be made less apparently ephemeral. You may be sure that the Index is being studied with intensive care by the members of your Editorial Board. It provides a clue to the secrets of any success *The B. C. Teacher* has attained and also makes plain, for those who have eyes to see, certain shortcomings that are a challenge to us all. This is your magazine and its success depends upon the co-operation of a multitude of friends. As we close Volume XVIII it is with a not unhappy sigh of relief and with bright hopes that in 1939-1940 *The B. C. Teacher* will develop ever-increasing usefulness not only to the teachers of British Columbia but to their many thousand pupils and to increasing numbers of other citizens who, like them, have a vital stake in the efficiency of our schools.

* * * * *

ONCE again the time is approaching for teachers to lock up their schoolrooms for the summer vacation. *The B. C. Teacher* hopes that restful sunny carefree days await all, and especially those who are unduly tired of body, and that those [illegible] minds are hungry for studies which cannot be fitted into the [illegible]nd will find spread for them a banquet of good things. Goodbye, you visitors who have been with us on exchange! We hope you have enjoyed your sojourn in British Columbia and are carrying away many happy memories. Au revoir, you others who are packing your trunks to go yourselves on exchange to schools far away. We are confident that the good name of British Columbia teachers is safe in your keeping and give you fair warning that when you come home again

B. C. T. F. and Kindred Associations

B.C.T.F. BENEVOLENT FUND

PURPOSE: To make loans or advances to members of the Federation, or their immediate dependents who are in need of financial assistance.

OFFICERS: Mr. L. W. Heaslip (Chairman); Mr. W. R. McDougall (Secretary); Mr. W. E. Whatmough.

Contributions are requested from Teachers and Teacher Organizations. The Vancouver Secondary School Teachers' Association has already donated $100.

All communications and donations should be forwarded to Chairman, B.C.T.F. Benevolent Fund, 1300 Robson Street, Vancouver, B.C.

NATIONAL EDUCATION ASSOCIATION

THE following publications are announced by the Research Division of the N. E. A., 1201 Sixteenth Street N. W., Washington, D. C., where they may be obtained:

The Review of Educational Research for December, 1938, "Educational Tests and Their Uses", represents the third cycle of treatment of educational tests. The literature reviewed covers in general the period from July, 1935, to July, 1938. *The Review* may be obtained for $1.

"Salaries of School Employees, 1938-1939", *Research Bulletin* for March, 1939, summarizes the ninth biennial survey of salaries paid to city school employees. Gives trends, medians, range, and distribution of salaries paid the various types of school employees in 1850 city school systems. Also contains supplement on salaries paid to rural teachers. 32 p. 25c.

THE NEXT C. T. F. CONFERENCE

THE 1939 conference of the Canadian Teachers' Federation will be held in Montreal, Quebec, starting with a meeting of the executive on Monday, August 7th. The headquarters will be the Windsor Hotel.

On Friday morning the Provincial Association of Protestant Teachers of Quebec are arranging for the whole conference to travel by car through the Eastern townships to Sherbrooke and thence to Kent House, outside the city of Quebec, arriving there for dinner on Friday night. The conference will be continued if necessary at Kent House on Saturday.

All delegates coming to the conference from the West should buy their railway tickets to Quebec and return; there is no difference in the price of return tickets to Quebec or Montreal. All eastern delegates should buy their tickets to Montreal and return. This arrangement will allow the delegates to take their train home from the city of Quebec without any additional cost.

Provincial organizations should send the names of their delegates quite soon to Mr. C. N. Crutchfield, Shawinigan Falls, Quebec. Further, provincial reports should be completed and sent to Mr. Crutchfield soon after Easter. This will enable him to send advance material and notices to the provincial organizations.

The main theme for the conference this year will be "Salaries". The research committee of the C. T. F. will have, of course, a report. Each provincial organization, however, should have as much additional data on conditions in their own province as possible, and these data should be as recent as can be obtained.

---

we shall be looking for ideas garnered abroad and capable of transplantation into our educational gardens. The air will be full of friendly farewells and good wishes as June draws to an end and among the heartiest will be those directed to members of our teaching body who are leaving us by the Matrimonial Special and those whose long and faithful service entitles them to take a bench on the side lines. The onlooker has the best view of the game and from you *The B. C. Teacher* will presently be expecting contributions to its columns embodying the fruits of your experience and insight.

Goodbye, again, and God bless us all!

Indications are that the 1939 conference will be one of great importance to Canadian teachers and Canadian education.

FACTUAL INFORMATION COMMITTEE

AT a general meeting of interested teachers held on May 16th, it was decided to carry on the work which this committee has done in the past, but with a change of name. As the Units of Work collected, edited, and redistributed by the committee are intended to be of real assistance to those teachers, who, because of lack of facilities, are unable to formulate such units themselves, it was decided that the committee be called in future "The Lesson-Aids Committee". Miss Edith Pakeman is chairman, with Mr. H. G. Boltwood as honorary secretary.

It is intended to publish regularly, in the Rural Editor's section, lists of Units available, and it is confidently hoped that many teachers who have made plans of work for themselves, and have proved their worth, will be willing to send copies to the committee, who will arrange to have them multigraphed and made available at a nominal charge to those teachers needing them. This is a community effort which should be appreciated by all teachers, especially by those in rural schools. The scope of the work extends from the Primary Grades to Grade VIII.

Correspondence should be addressed to Mr. H. G. Boltwood, Tecumseh School, or 1842 Macdonald Street, Vancouver.

A HAPPY INNOVATION

THE teachers of Rock Creek and surrounding districts believe in backing their theories up with action. And one of their theories is that travel is educational. That explains why, on the morning of May 11th, there hove into Penticton a bus loaded with the teacher and three pupils from each of these schools: Rock Creek, Kettle Valley, Rock Creek Upper, Myncaster, Westbridge, and Rhone.

The six teachers of these schools have formed a kind of local of their own, and acted co-operatively in arranging and raising funds for the trip. The distance from Rock Creek to Penticton is about 75 miles, and the group decided that a bus would be the most satisfactory mode of transportation. Funds for this were raised by a series of card parties. No further expenses were incurred, as Mr. O'Connell, Principal of Penticton Elementary, arranged to have the pupils billeted overnight, and the Penticton Board of Trade supplied cars to take the group to the various points of interest about the city. Even tickets to the "movies" were donated,—and the "movies" were a new experience for more than one of the children.

The children saw a city at school, at work, and at play. The teachers are confident that some important lessons were learned.

B.C.T.F. NEWS

Dismissals:

(1) In cases of dismissal members should consult Federation before taking action.

(2) Notice of dismissal (apart from probationary appointments) can be given up until thirty days prior to July 31st.

Ontario Salaries:

Members of the College of Education in Ontario are determined not to accept salaries under $1400 in Secondary Schools of one to four teachers; $1600 in schools of five to fifteen teachers; and $1800 in larger schools. These are the minima in Ontario Secondary Federation schedules.

Howe Sound and East Roberts Creek:

These two school districts are being amalgamated this year.

Surrey:

The Surrey Teachers' Association is ending up the year with a banquet to which they are inviting the School Board and Federation representatives.

Sointula:

A local association of the teachers in this area has been formed. Our congratulations and best wishes go to Mr. Nicol B. Manson and the other members. They are invited to call on the B.C.T.F. at any time for aid.

Education Finance:

The following are the recommendations as finally adopted by the executive:

1. (a) That the Provincial Government assume a larger proportion of the total cost of education.

(b) That the Provincial Government in assuming a larger proportion of the total cost of education shall provide that such increase be so distributed as to provide for a maximum degree of educational opportunity for all children of British Columbia.

(c) That educational costs borne by the province should be provided from Consolidated Revenue of the province and not from specific education taxes.

Sources of Revenue:

(d) That the present burden of educational costs as applied on property in local districts should be reduced and based upon an equalized provincial property assessment, subject to the same minimum rate.

(e) That additional revenue should be derived from (a) a revised scale of income taxes; (b) Dominion grants-in-aid.

2. Provision for further education services shall be made through local taxation in any administrative unit.

Teacher Transfers in British Columbia

Report of Committee:

Pursuant to a motion passed at a meeting of the B.C.T.F. Executive Committee, the president met with the secretary of the B.C. Trustees' Association and discussed ways and means of providing for the transfer of teachers from one school in British Columbia to another not in the same School District.

Following that meeting, the president discussed the question with Inspectors of Schools and others interested. At a meeting of B.C. Teachers' Federation representatives with B.C. Trustees' Association representatives the matter was referred again to the President of the B.C. Teachers' Federation for consultation with department officials. As a result of conference with Mr. J. L. Watson, the Registrar, Department of Education, it may be announced that the following arrangements have been made to deal with these voluntary exchanges:

1. Any teacher wishing to exchange present position for that of another teacher in British Columbia may write to the Registrar so stating and giving details of present position, such as, salary, grades taught, number of pupils, equipment, living conditions, transportation, distance from railway, post office, etc.
2. The Registrar will keep a list of all such offers and on request will submit the list to any teacher desirous of transferring.
3. This is a free service supplied by the Registrar. Details of arranging the actual transfer must be left to the teachers and school boards involved.

Easter Convention:

A committee has been appointed to investigate and report upon the entire question of the Annual Convention.

Length of High School Day:

The following recommendations were submitted by the committee investigating this question and adopted by the executive:

That the Department of Education place upon one officer, fully conversant with Junior High School principles and administration, the following responsibilities:

1. To survey at the beginning of each school year the details of administration of all Junior High Schools of B.C.
2. To ensure that all the regulations of the Department are observed.
3. To ensure, as far as possible, that the curriculum is administered for the attainment of recognized Junior High School objectives.
4. To recommend the organization, or continuance or discontinuance of the Junior High School programmes as warranted by circumstances.
5. To recommend the modification or restriction of the programme when such action is warranted by
   (a) lack of numbers; or
   (b) lack of facilities; or
   (c) lack of staff; or
   (d) transportation problems or any other inflexible situation;
   and to regulate the length of the school day according to such modification.

Pensions:

The report from the actuary, it is expected, will be submitted later in the month.

Provincial Salaries:

Mr. H. Hayward of White Rock was appointed chairman of the committee. Mr. Hayward has already got down to serious business.

O.V.T.A.:

A vote of appreciation is extended by the Executive to the O.V.T.A. for the excellent brief submitted in support of the resolution on Health Units. A copy of the brief has been sent to the Department.

World Federation of Education Associations:

Dr. N. F. Black was named to represent the B.C.T.F. at the Conference of the W.F.E.A.

Board of Reference:

Mr. G. W. Clark of King George High School, Vancouver, was again nominated to represent the B.C.T.F. For several

(Continued on page 518)

The 1939 C.P.E.A. Convention

By PAUL KOZOOLIN, B.A.

IF you were a member of the Provincial Legislature, what would you do about

—the programme of physical education and health in our schools?

—the programme of physical recreation for the adults?

—co-relating these two programmes?

—the training of physical education teachers and specialists?

—a National Fitness programme?

So reads, in part, the challenging "call" to the most significant congress ever planned for Canada's educators in the field of health and physical education. For, out of the numerous committee discussions, general assembly topics, and public addresses—not to mention supplementary demonstrations and other "visual aids"—resolutions will be formed and forwarded to the country's law-makers in the hope of clearing up the many existing problems common to all workers in this vital department of general education.

To this end, authoritative speakers and representative delegates have been invited from every province in the Dominion and from the neighboring states of Washington and Oregon as well. Heading the Eastern contingent are Dr. A. S. Lamb of McGill University, president of the "mother" association, and Miss Florence Somers, director of Toronto's Margaret Eaton School of Physical Education, national secretary.

Personnel of the host branch's several Convention Committees speaks eloquently for the truly co-operative manner in which local physical education workers are rallying around President Ian Eisenhardt of the Provincial Recreation Centres, and his executive colleagues. For, in charge of the programme arrangements we find W. Gordon Brandreth, supervisor of physical education for the Vancouver schools, while chairman of the other sections are: Reception and Social—Miss Jean Salter, president physical education section of the Secondary School Teachers' Association of the Lower Mainland; and Miss Gertrude Moore, director of physical education for women, University of British Columbia; Registration—Mr. Eric Martin, registrar of the Recreational and Physical Education Branch, Department of Education; Billetting—Mrs. Gwen Henderson of the Provincial Recreation Centres' Vancouver staff, and Mr. Lorne Brown, in charge of physical education at the Kitsilano Junior-Senior High School; Transportation—Mr. Cyril Nixon, teacher of physical education at the John Oliver High School; Books and Publications—Mr. Maury Van Vliet, director of physical education for men, University of British Columbia; Sports—Mr. Frank Filmer, director of physical education, Vancouver Y.M.C.A.; Playground Tour—Miss Marjorie Shorney and Mr. Ernie Grant, co-supervisors of the Vancouver Parks Board; Finance—Miss Louie Stirk, physical education department, Grandview High School of Commerce; Resolution—Messrs. George Johnson, Ralph Thomas, and Gordon Allen, physical education teachers at Vancouver Technical, Magee, and Templeton schools.

From this list of committees it is at once evident that the lighter side of life has not been left out of the convention plans. On the contrary—and with the realization that the 4-day agenda is a comprehensive one, to say the least, the hosts are going out of their way to treat all delegates as they would the proverbial "tired businessman". Thus, while the more serious meetings, demonstrations, and discussions will be held, for the most part, in the Vancouver Normal School "headquarters", and in some of the other city schools, banquets, dances, and outdoor recreations will be provided amid the unique settings of the new Hotel Vancouver, the Stanley Park Pavilion, the University of British Columbia gymnasium, the York House School, and the Grouse Mountain Chalet. Transportation to and from these social functions, as well as admission to them, is included in the all-embracing but nominal "blanket" registration fee of $5.

It is newsworthy that the inaugural banquet and ball on June 19th, to be presided over by His Honor E. W. Hamber, Lieutenant-Governor, the Hon. G. M. Weir, Minister of Education, and His Worship Mayor Lyle Telford, in the new $7,000,000 hostelry, will usher in Vancouver's first "Fitness Week", commemorating the convention.

The complete programme follows:

MONDAY, JUNE 19TH — Headquarters: Normal School.

10 a.m.—Physical Education "movies" shown during registration period.

11 a.m.—General Assembly for convention instructions.

12:15 p.m.—Inaugural luncheon.

2 to 4 p.m.—Demonstrations by (*a*) Secondary School boys and girls; (*b*) Physical recreations classes for men and women.

6:15 p.m.—Inaugural banquet in the new Hotel Vancouver.

9 p.m.—Inaugural Ball in the new Hotel Vancouver.

TUESDAY, JUNE 20TH.

9 a.m.—Topic Discussions: "Tests and Measurements in Physical Education"; "Inter-School and Intra-Mural Competition"; "Health Ideals for Adults"; "Are Competitive Activities Over-emphasized in Adult Sports?"

11 a.m.—General Assembly.

12:15 p.m.—Civic Luncheon in Stanley Park.

1:30 p.m.—Delegates free to engage in sports and recreational activities, or to visit schools, beaches and playgrounds.

4 p.m.—Tea at York House School.

8 p.m.—"Music and Movement" display by Vancouver schools in the University of British Columbia gymnasium.

WEDNESDAY, JUNE 21ST.

9 a.m.—Topic Discussions: "Program Construction of (*a*) Girls' and (*b*) Boys' Physical Education"; "The Required Programme in Physical Education for Students attending Canadian Universities"; "Present-day Problems of Physical Education in Y. M. and Y. W. C. A."

11 a.m.—General Assembly. Topic: "The Programme of Adult Recreation".

12:15 p.m.—Luncheon tendered by Vancouver School Board.

2 p.m.—Demonstrations by Elementary School boys and girls, and members of Women's Remedial "Keep Fit" Centres.

4:15 p.m.—General Assembly. Topic: "The National Fitness Programme".

8 p.m.—Gymnastic Display by representatives of the Y. M. C. A., Y. W. C. A., and Provincial Recreational Centres, in the University of British Columbia gymnasium, followed by public dance.

THURSDAY, JUNE 22ND.

9 a.m.—Topic Discussions: "Methods in Health Teaching"; "Physical Education Courses for Teachers in Training".

11 a.m.—General Assembly. Topic: "Phases of Camping and Youth Hosteling".

12:30 p.m.—Luncheon at Grouse Mountain Chalet and Annual Meeting of the C. P. E. A., including Election of National Officers.

8 p.m.—Public Meeting in the Kitsilano High School Auditorium. Topic: "What can the programmes of Physical Education and Recreation contribute to Society?" with speakers representing the parents, the church, the schools, business, health, clubs and organizations.

NOTE: For particulars write Ian Eisenhardt, president, B. C. Branch, C.P.E.A., 604 Hall Building, Vancouver, B. C.; (Phone TRinity 3467).

A CANADIAN BOYS' BAND

ONE of the most successful bands of its kind in the world, consisting entirely of boys, is revisiting the United Kingdom this summer. It will be its third British trip. Known as the Vancouver Boys' Band, it was formed in 1928 in a small way by a music teacher, Mr. A. W. Delamont, and soon, with the practical support of parents and townspeople, it had acquired instruments worth a great deal of money, had reached a strength of 70 and had made its uniform of white shirt and coloured cloak familiar across the Dominion. It won championship after championship and in 1934 decided to try its winning touch in England.

The boys contrived to pay their own fares, were given a notable reception—including a special handshake from the Lord Mayor of London—and carried off the first prize for its class at the Crystal Palace Band Festival against 33 rivals.

The Band returned to the United Kingdom in 1936, the lads again paying their way and filling 13 weeks of engagements, their performances in many cases following or preceding civic receptions. Among the cities where they played, in addition to London, where they appeared several times, were Southampton, Yeovil, Wolverhampton, Redditch, Derby, Matlock, Loughborough, Gloucester,

This year, after playing at the New York World's Fair, they will again cross the Atlantic, arriving in England on July 8th and remaining until the end of September to fulfill many engagements.

Our Magazine Table

DO not forget that our Subscription Agency is conducted by Mr. J. R. Leask, 3555 West Fourteenth Avenue, Vancouver, B. C.

* * * *

I EXPECT that with vacation so very near we are all by way of being in a holiday mood, so I shall not make the mistake of urging you at present to read anything very ponderous during the next two months. Some of you will probably journey to one or both of the world fairs. Others will just relax for a change. Still others will go to Summer School, either here, abroad or in the United States. The remainder will probably just "travel". Very few will do any specific teaching, as such. If I appear to nod here and there and refer to strictly schoolroom magazines, kindly believe I have in mind the crop of new teachers just beginning their careers in September. And now, as a well known radio commentator would say, "We wish all our readers on land and sea, or up in the air over the parents of backward children, and especially teachers in lighthouses, a restful July and August".

* * * *

"HAVE you had your goldfish today?" We refer, of course, to the piscatorial pastime of certain potential pedagogues (if they are potential pedagogues) in various educational institutions who have made headlines lately with their gastronomical idiosyncrasies. I looked for a fair-sized article in *Our Dumb Animals* (Massachusetts Society for the Prevention of Cruelty to Animals, 46 Central St,. Norwood, Mass.; $1.00) on this nefarious practice but, true to their innate sense of proportion, the magazine all but ignored "The Goldfish Idiocy" except for two small paragraphs,—one regretting such a senseless stunt, the other intimating that probably no actual suffering was experienced by the fish.

* * * *

WE wouldn't think of going to the New York World's Fair (if we were going) without a copy of the *Magazine of Art* (American Federation of Arts, Barr Building, Washington, D. C.; $5.50) for May, which is dedicated to the art on display at that modern Mecca. Right from the impressive cover picture of the now famous perisphere and trylon, through articles on "Fair Sculpture", "Murals at the New York Fair", "Buildings at the Fair", "Outside the Fair Grounds" to News and Comment, almost everything is "fair conscious". We were particularly impressed by the architecture of the building for General Motors.

As if in telepathic response to our half-formed query as to what such a building would house, a few days ago we received a booklet on "Highways and Horizons", which is General Motors' exhibit at the New York World's Fair. In it we read with avid interest of the moving sound-chairs in which visitors will enjoy a scenic ride into the future, climaxed by a view of super-highways to come.

* * * *

ONE of the most useful journals of secondary education appearing on Our Magazine Table is *The School Review* (Department of Education, University of Chicago, 5835 Kimbark Ave., Chicago, Ill.; $2.70). Two outstanding articles in the March issue were "The Slow Motion Picture as a Coaching Device" and "Relation of Indigency to Scholastic Success". In the section on Editorial News and Editorial Comment mention is made of the use of voice-

(Continued from page 515)

years now Mr. Clark has been doing good work for the teachers. We can assure him that his work is appreciated.

C.T.F. Convention:

J. M. Thomas, H. W. Creelman and I. H. Sutherland were named as the Federation delegates to the C.T.F. Convention in Montreal this summer.

Reminders:

1. Treasurers are urged to check carefully to see that all fees have been forwarded to the B.C.T.F. Occasionally members write in saying that their fees have been paid after a notice has been sent stating that the fees are due.

2. Sick Benefit Fund applications should be sent in at once if advantage is to be taken of the lower initiation fee.

3. Teachers transferring to a new district, or moving to another address should advise the B.C.T.F. office so that the mailing list may be revised before the September issue of the magazine is sent out.

recording for classes in music and in public speaking.

* * * *

THE *Educational Research Bulletin* (Ohio State University, Room 203, College of Education, Columbus, Ohio) for May had us laughing at the editor's review of a new book called "The Saber-Tooth Curriculum" in which the required subjects were: Fish-grabbing-with-the-bare-hands, woolly-horse-clubbing, and saber-tooth - tiger-scaring - with-fire. All went well for a while but fierce was the conflict later about changing the curriculum to meet new conditions after the glaciers had muddied all the water, so that fish could not be caught by hand, after the woolly-horses were succeeded by the antelope, and even after the saber-tooth tigers all died of pneumonia and were replaced by wild bears that were not afraid of fire!

* * * *

WE much admire the thoughtfulness of *The Modern Language Journal* (National Federation of Modern Language Teachers, 284 Hoyt St., Buffalo, N.Y.; $2.50) in providing an "author's summary" at the beginning of every article. This publication seems always to think in practical terms of the needs of its readers. If you teach French, Spanish, Italian or German this magazine is *your* magazine. "Good Teaching of French" and "A Reference Chronology of French History" in the April issue will be found especially valuable.

* * * *

THE June edition of *The Classical Journal* (450 Ahnip St., Menasha, Wis.; $2.75) contains an excellent essay on "Matthew Arnold, Classicist", and concludes with a valuable Index to Volume XXXIV.

* * * *

IF you can obtain a copy of the *Canadian School Journal* (30 Bloor St., W., Toronto 5; $1.00) for March be sure to read "Some Observations Regarding the Results of the Educational Practices in the European Dictatorial Countries". The May number has, on the cover, an excellent likeness of Their Majesties and the Editor's Page is devoted to an address of welcome. "Health as a National Investment" is an outstanding article in the same issue.

* * * *

AND now for some mention of more new friends who must have been hidden behind those silken rustling curtains we mentioned last month, but who have their innings now.

Nobody needs to be told about the *Readers Digest* (The Readers Digest Association, Inc., Pleasantville, N.Y.; $3.00) but we do want to thank the publishers for their kindness in sending us so many free copies for our convention display last month. Thank you very much indeed.

* * * *

WORLD *Education* (1201 16th St. N.W., Washington, D.C.; $2) as the title implies, condenses articles from leading educational journals of the United States, India, Japan, the Philippines, Puerto Rico, Sweden, Siam, China, Hawaii, Brazil, many parts of the British Empire and all points west. In referring to the International Conference on Correspondence Education assembled at Victoria on August 22nd, someone, however, made the slight geographical error of assuming that British Columbia is in the United States! Outside of such a triviality we are sincerely pleased with the excellent summary given of the accomplishments of the convention. But we repeat—one of the accomplishments was not yanking us into Yankees, b' gosh!

* * * *

ANYONE examining an April copy of *The Athletic Journal* (Athletic Journal Publicity Co., 6858 Greenwood Ave., Chicago, Ill.; $1.75) will be impressed by the excellent use made of a series of pictures showing every co-ordination of movement necessary in such an athletic effort as throwing the javelin or the high jump.

* * * *

ARE unit activities worth while? For a discussion of this topic see *The Catholic School Journal* (The Bruce Publishing Co., 540 North Milwaukee St., Milwaukee, Wis.; $2.25) for May. Many excellent illustrations of arts and crafts are given in "A Rural Catholic School that is Rural". If you commercial teachers are looking for new and interesting "Motivation in Typewriting" your search is over. See this journal. "One Way to Study Poetry" turns out to be an article by Edna L. Baxter originally printed in *The B. C. Teacher*. It is a pleasure to see our contributors appreciated beyond our provincial boundaries.

* * * *

THE specimen copies of *Art and Craft Education* (Evans Bros., Ltd.,

Montague House, London; $3.50) sent to us for the Easter Convention went like hot-cakes so we take real pleasure in formally introducing the magazine to our readers. If every number is as crowded with good things as the one at hand then any future subscriber will get more than his money's worth.

* * * *

INDUSTRIAL Arts and Vocational Education (Bruce Publishing Co., 524-544 North Milwaukee St., Milwaukee, Wis.; $2.75) is another excellent publication in its special field. My copy for April contains two tests of 100 words each on "Spelling for Printing Students". They are well worth studying as an example of a new technique whereby spellings do not need to be dictated. Two instructive plates on "Whittling" also attracted my attention and I learned what a sloyd knife was. Do you know what it is?

* * * *

LAST but not least this month on our list of new friends is *The Music Teacher and Piano Student* (Evans Bros. Ltd., Montague House, Russell Square, London; 1s. per copy). A series of articles entitled "Chord and Hand" offers a new plan for aural training in chords and cadences. Another series treats of "Piano Technique Made Simple", another is on "Duet Playing and Musicianship" and still another discusses "Songs to Teach and How to Teach Them".

* * * *

OUR old friend, *Music Educators' Journal* (Music Educators National Conference, 64 East Jackson Boulevard, Chicago, Ill.; $1.25) devotes its March issue to the annual conference of teachers engaged in this department. I enjoyed reading "Microphone Technique"; agreed with Armchair Gossip that *The Story of Ferdinand* is the supreme antidote for every worldly care, and laughed with him at the last word in excuses when hauled up for too obvious automotive acceleration: "Believe it or not, officer, we weren't really speeding. We were just flying too low". By the way, music teachers, did you know that Conn is advertising a Chromatic Stroboscope to end tuning drudgery?

* * * *

IF you are a follower of the theatre you will be sure to enjoy "Our Most American Drama", heading the table of contents for the May issue of *The English Journal* (University of Chicago Press, 5750 Ellis Ave., Chicago, Ill.; $3.35). To me "Film Production in the School" was of even more intimate concern. "Let's Present a Play", the first topic discussed in the Round Table, provides an excellent summary of practical production hints which no amateur directors of dramatics should miss reading.

* * * *

IN these days of hourly map changes one no sooner begins a unit on Czechoslovakia than forthwith Czechoslovakia ceases to be a unit. Perhaps you will have better luck with "A Unit on Switzerland" in *The Journal of Geography* (A. J. Nystrom and Co., 3333 Elston Ave., Chicago; $2.50) for May. Specific reading references are provided, objective tests based on definite sections of definite texts are supplied (and answers given), questions for discussion are stated, and additional exercises are outlined.

* * * *

SCHOOL Activities (1515 Lane Street, Topeka,, Kan.; $2) can always be depended upon to provide many suggestions for any entertainment you plan to give. The May number is provided with a valuable Index having such headings as administration and supervision, assemblies, athletics, clubs, commencement, debate, dramatics, music, parties, publications, student government, supplementary and miscellaneous activities.

* * * *

THE School (Ontario College of Education, 371 Bloor Street West, Toronto, Can.; $1.50) for May contains a much-needed discussion on "Organizing Motion Picture Programmes". The department, Film News Exchange, is a recent very worth while addition to this journal. Notes and News, especially those relating directly to our own province, are of particular interest in every issue.

* * * *

THE multiplicity of important topics weekly discussed in *School and Society* (The Science Press, Lancaster, Pa., published weekly; $5) makes it impossible for us to do justice to this publication. If you are not already a subscriber, send to Mr. Leask, 3555 W. Fourteenth Avenue, Vancouver, for a sample copy and examine it at your leisure. But don't expect pictures or a humorous section; rather, look for concise educational information.

THE May issue of *School Arts* (The Davis Press Inc., Worcester, Mass.; $3.25) stresses art and nature. You wouldn't go far wrong if you took a copy of this magazine along with you on your vacation.

* * * *

THE care and handling of pets is one of the most popular science activities in the elementary grades. See "Suggestions for the Care of Pets in the Elementary School Room", an exceptionally well-organized article in the April *School Science and Mathematics* (The Central Association of Science and Mathematic Teachers Inc., 450 Ahnaip St., Menasha, Wis.; $2.50).

* * * *

LATEST magazine gossip: *School Progress* (2 College St., Toronto, Ont.; $1) has had its face lifted—meaning in terms of periodicals that a new cover design is in evidence. But we still recognize the same old excellence under the new hair-do.

* * * *

HAVE we mentioned as yet that *Your Health* (B. C. Tuberculosis Society, 710 Seymour St., Vancouver; $2) has also undergone a beauty treatment with regard to its format? The cover design is standardized and the new paper used is of a very superior quality. Congratulations!

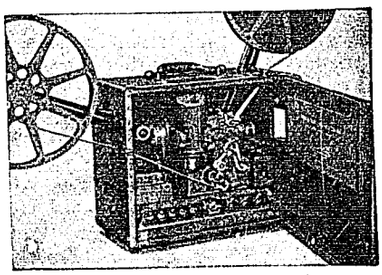
* * * *

UNDERSTANDING the Child (National Committee for Mental Hygiene, 10 Ferry St., Concord, N. H., four times a year; 50c) a magazine for teachers, devotes the April edition to the subject of Appraising Development.

* * * *

IF you don't stuff a copy of *The Canadian Bookman* (Postal Substation 98, Toronto, Can., six issues a year; $1.50) into your pocket or travelling bag when you start going places this summer then you are passing up a grand way of breaking the monotony of annoying waits between trains and buses, or of passing the time profitably when the scenery becomes uninteresting or darkness and evening are approaching. Take along, as a candid interpreter of native books and writers, this friendly guide to the world of books, both new and old. You'll never fill better the small space it occupies.

Designed For Lasting Service



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Ramblings of Paidagogos

I MEET SMYTHE-CRANSHAW

IT was on the evening of the third day that I met him. Prior to that I had had to content myself with contemplating him from a distance. There was an air about him, an assured self-possession and a consciousness of worth, that endowed everything in his neighborhood with prestige. I was distinctly affected by it. I felt that if I were to carry my propinquity a degree farther by making his acquaintance, I should be immeasurably improved.

That Smythe-Cranshaw was a teacher was by no means to be discerned at the first glance. He was a teacher of an exalted order—of the Arnoldian but decidedly not of the Pestalozzian succession. He gave the impression of a man who read Herodotus and Sallust by way of bedtime diversion, and who quoted Horace as I might quote the latest play. I put him down as a man with genteel antecedents who had established a select Academy for the sons of gentlemen in one of politer parts of the province—an Academy that in the England of 1875 might have answered tolerably well.

I admit frankly that meeting him put me under a certain strain. His manners were so exquisite and his accent was so blandly Oxonian that I was afflicted with awkwardness. I kept asking myself if I were a gentleman, and answered myself in the negative. Looking back on the episode, I now feel that the fact of our having met in the sitting-room of a Victoria hotel put me at a serious disadvantage. Had we met in Vancouver, I have a notion that I would not have been so completely submerged.

Our first conversation is scarcely worth recording. It was confined to the usual gambits by which men test one another out and prepare the way for more solid talk. We touched upon the weather, the state of Europe, gardening, golf, and the peculiar virtue that attaches to English beer. For a moment or two we came perilously near to cricket (a topic from which I should scarcely have escaped under half an hour), but I debouched upon the safe ground of manor-house ghosts. All in all, the exchange was a success. If it made me uncomfortably aware of my social defects, it also awakened me to my social opportunities.

Our second conversation was a much more interesting affair. Someone had told Smythe-Cranshaw that I was a teacher—albeit of what he regarded without question as the 'board-school' variety—and he came almost right away to the subject of education. He mentioned the professional connection; but although his words acknowledged it, his manner kept it as distant as possible. He made me conscious, without the slightest hint of discourtesy, that the education of the masses was an ignoble if not indeed a futile pursuit, and one different in kind as well as in degree from the education of gentlemen.

"I presume," he said in his pontifical voice, "that you yourself have not been denied the advantages implicit in a sound classical training."

I thought that over. I hurriedly canvassed the possibility of his asking me to produce the imperative of facio or the principal parts of gignomai, and decided to hedge a bit.

"Well," I replied, with a self-protective touch of ruefulness, "I was taught a certain amount of Latin and Greek in my youth, but I'm afraid my present situation might be described as Shakespearian."

Smythe-Cranshaw was not to be hoodwinked. Either I knew the Classics or I didn't. Quite obviously I didn't. Either I had a gentlemanly background or I hadn't. Probably I hadn't. So he was good enough to go off on a new tack.

"There seems to be a curious stirring in the educational world," he observed, "an eruption of Trans-Atlanticism, if I may call it that. Last week I ran across a book by an American fellow called Dewey, and he implies in his rather obscure English that handwork or something of the sort is about to supplant the ancient disciplines. Quite a literary curiosity, don't you think?"

Startling though this piece of information was, I managed to tell him that I didn't think so at all. "There's a vast number of people," I assured him, "educational psychologists and the like, who have a strong conviction that Dewey is right."

Only a man of Smythe-Cranshaw's poise could have sustained an appearance of ease under the shock of my remark. Even so, I detected a slight heightening of his color.

"Surely," he said, "you put no sort of reliance in psychologists! Their assaults upon the disciplinary value of Latin and Greek are not only indicative of a splenetic sense of inferiority, they are in direct contradiction to the evidence of several centuries. If you will excuse a personal note, I am of the opinion that interested iconoclasts—among whom I include all psychologists without exception—should be examined in the Classical tongues and exposed for the ignoramuses they are."

I murmured something about such a course being a little drastic.

"Not at all," he insisted, "not at all." For reinforcement his hand went to a copy of Thucydides in his side pocket. "On the contrary, my dear sir, it is not nearly drastic enough. Only the amenities of modern life—amenities, I may say, that are in every particular consequent to the ameliorating influence of the academic learning—protect these Anthropophagi from the retribution richly merited by their insolence."

I felt that there was no more to be done in that direction, if indeed in any direction. I could only grope about in the Cimmerian darkness to which Smythe-Cranshaw's evaluation had consigned me.

"You will hardly feel at home," I stammered, "with the new curriculum for British Columbia schools."

His face relaxed in an indulgent smile. "I have done no more than glance at it," he informed me. "A remarkable document, to be sure! I am reserving the complete perusal of it for my lighter moments."

Frankly, I was taken aback. I had heard many comments on the new curriculum, some of one sort and some of another, but in no case prior

to Smythe-Cranshaw's had anyone referred to it as recreative reading. I told him so.

"To a man like myself," he explained, "there is nothing more diverting —once he has overcome the first irritation—than to contemplate the excesses and contradictions into which human folly inevitably plunges itself. Facilis descensus Averni." He paused for a few seconds to get the full savor of this gloomy enjoyment. "We are presented, for instance, with an 'educational philosophy'—whatever that may be. To the best of my judgment, it is a plausible but wholly fallacious attempt to justify vulgar activity at the expense of intellectual discipline. Beyond that I have so far been unable to go. For my own part, I am still modest enough to be contented with the teachings of Plato and Emmanuel Kant."

At this point I became aware that the limits of my endurance were not so far distant as I had imagined them to be. Three courses were open. I might argue with Smythe-Cranshaw; I might revert to the topic of manor-house ghosts; I might pack my bag and remove to another hotel. The first course I discarded forthwith as hopeless. The second I toyed with long enough to realize that it must eventuate in mutual boredom. Only the third remained.

So I excused myself with what urbanity I could muster, and assured Smythe-Cranshaw in a weak facsimile of his own sonorous diapason that I should always cherish the recollection of having met him.

Afterwards, it struck me that these were precisely the terms in which one might take his leave of a Pterodactyl.

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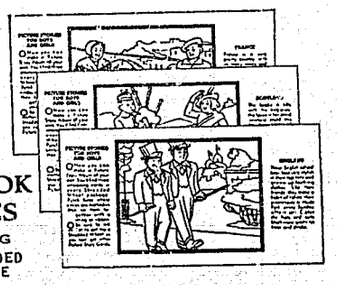

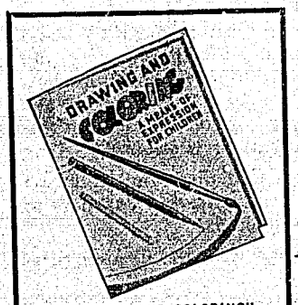

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A National Health Programme*

By Hon. G. M. Weir, *Provincial Secretary and Minister of Education*

(*Final Instalment*)

Mass Measures Needed

Whether we like it or not, if we are going to be healthy we must have more community action—government action, if you will. Many types of health protection simply cannot be bought on an individual basis. For example, there must be community provision to assure safe, sanitary supplies of water and milk. The great scourges of the past, typhoid, smallpox, diphtheria and measles, can be controlled only by mass measures of public health. Likewise we are increasingly coming to recognize that such present scourges as tuberculosis, the venereal diseases, cancer and pneumonia, can be fought successfully only by community effort, stimulated by aggressive government action. In addition, the community, chiefly through government, must provide hospital, diagnostic, clinic and other facilities which cannot be financed successfully by private enterprise.

But even if we provide as many preventive services as possible on a community basis, there will still remain a great deal of avoidable ill-health as long as we *individually* have to pay the doctor and the hospital. For medical costs are so high and so irregular that most people simply cannot meet them out of individual earnings.

Consider the incomes of the Canadian people and the present cost of medical care. In 1931, out of about 2,713,000 wage-earners and other income receivers, 56 per cent received less than $1000 per year; about 24 per cent earned $1000 to $1500. Only 200,000 Canadians had incomes large enough to be assessed for Dominion income tax in 1936.

The available evidence shows that at least one-third, and more likely one-half of all Canadians belong to families that have incomes of less than $1000 a year. Certainly these people can afford little or nothing for medical care. A substantial middle group of our population, consisting of some 4,000,000 persons, earned in the vicinity of $1500 in 1931. These people, while they can meet moderate medical charges on a monthly basis, cannot meet the costs of an expensive illness, amounting to several hundred dollars, such as may occur at any time. Only the members of our upper income group say 2,000,000 to 3,000,000 Canadians at the outside, can buy private medical care without serious difficulty.

I have said that there are two major causes of ill-health—poverty and inadequate medical care. Of these two, inadequate medical care is the easier problem to attack and conquer. Poverty represents a baffling problem which will be solved only by far-reaching economic measures, so revolutionary in nature that they will take many years or even decades to put into effect. To conquer ill-health by attacking poverty would be a slow and arduous process. Fortunately, improvement of health need not wait upon the abolition of poverty.

For we can control—and that within a few years—the second cause of ill-health, namely, the present inadequacy of our health services. We have the scientific knowledge, the skilled personnel and the material resources necessary to deal with it. It is essentially an organizing job, on a national scale, that is needed. But the task is a huge one, so big that only the State can do it successfully. All the evidence points to the Dominion Government as the proper authority to initiate a national plan having for its objective the proper maintenance and improvement of the nation's health.

Proposed Programme

I come now to concrete proposals for a national programme. This should be instituted throughout Canada on the initiative of the Dominion Government, with administration of the new and developed services being carried on primarily by the provinces and the local authorities. We have existing machinery through which to work in almost every case. Constitutionally, health administration is primarily a function of the provinces, and it is not necessary that we should depart from provincial administration in order to obtain a genuine national scheme.

The Dominion can do its part by mapping out a great national plan in detail, by providing technical advisory services and by granting the provinces substantial

*This is the third and final instalment of an outstandingly important article recently published in "Macleans Magazine". The previous sections of Dr. Weir's essay were reproduced in our numbers of April and May.

financial aid. These grants should be "conditional", that is to say, subject to the provinces fulfilling loyally the conditions and specifications laid down by Ottawa, and subject to their administration measuring up to standards set by the Dominion Government. Only if this is done may we expect the grant-in-aid system to work satisfactorily, as it has done in Great Britain and the U. S.

The national programme may be outlined under three heads, as follows:

(1) Extension and improvement of public health services. These services, which concentrate on preventive medicine, should include a great strengthening of general public health, covering venereal disease, cancer, pneumonia, maternal and infant care, industrial hygiene, school medical care, etc., along with special measures to deal with tuberculosis and mental hygiene.

(2) Public medical service for the poor. A comprehensive system of free medical care should be established for public dependents and for all persons of low income who are unable to purchase medical care privately or who are not covered by some form of health insurance. The public dependents alone number 1,500,000 and there are at least as many others who fall in the class of the "medically indigent". The per capita cost of this service may be set roughly at $10 per year.

(3) Construction of physical facilities. There should be undertaken as promptly as possible a programme of construction to remedy our present deficiency of hospital beds, diagnostic laboratories, clinics, etc. Since we are in need of 40,000 general, tuberculosis and mental hospital beds, which cost about $2500 apiece, the programme would involve a capital outlay of $100,000,000 on hospitals, which might be spread over five years at the rate of approximately $20,000,000 per year. The cost of providing other physical facilities would be comparatively small.

Putting these items together, the average annual cost of the proposed programme to the Dominion, the provinces and the municipalities for a five-year period, may be estimated as follows:

(1) Public Health:		
General	$22,000,000	
Tuberculosis Control	8,000,000	
Mental Hygiene	15,000,000	
		$45,000,000
(2) Public medical services for the poor		30,000,000
(3) Hospital construction		20,000,000
Total		$95,000,000

Of this total amount of $95,000,000, I would suggest that the Dominion contribute about $30,000,000 per annum, or a little less than one-third. With such substantial assistance from Ottawa, the various provinces would be encouraged, or forced by public opinion, to provide matching funds. Dominion aid need not be given on the same basis to all provinces. Arrangements might be made whereby those provinces with the greatest needs for better health service and the smallest financial resources would obtain the greatest assistance from the Dominion.

In addition, there is a great need for a system of health insurance or medical-care insurance, the costs of which should be borne mainly by the beneficiaries and by employers, as in Great Britain. Constitutionally, health insurance, like health administration, is clearly a matter of provincial responsibility, and there are also very good reasons why a health-insurance plan should be administered by the provincial authorities. However, the Dominion Government, as part of a broad national health programme, might well encourage the establishment of approved provincial schemes by providing matching funds equal to the contributions of provincial governments.

I wish to stress the fact that the proposed expenditures do not mean a net addition to Government budgets. Our various governmental bodies are now spending huge sums upon general public health services, upon tuberculosis and mental hospitals, upon general hospitals, and upon medical services for the poor. The total new expenditure on health would not exceed $55,000,000 or $60,000,000 annually, including construction costs.

Public Health Pays

Earlier in this article I said that I would discuss the dollars and cents aspects of this problem. Our present neglect of health imposes upon us, as a nation, great economic losses in the form of medical charges. It exacts a toll from industry because of the absence from work of sick employees. It burdens governments with the huge social service charges which are necessary to maintain those who are destitute on account of sickness, physical handicap, or the preventable death of a breadwinner. As previously stated, the total of health and welfare costs—Dominion, provincial and municipal—amounts to the staggering sum of $250,000,000 a year!

Only one thing can keep this burden from increasing—a drastic change in the strategy of our battle against ill-health which will both broaden the front upon

which we attack, and enable us to place far greater emphasis upon preventive services. Let us take a tip from the firemen who, in many cities, now come before the fire, and by careful inspection of premises and destruction of rubbish, have reduced the number of dwelling fires by more than one-half. An analogous result could undoubtedly be secured in the field of public health, where prevention would not only be better than cure but cheaper, whether measured in terms of suffering and death or dollars and cents.

Any businessman will agree that it pays him to keep his plant in good order, but the importance to industry of physical efficiency is not so universally recognized. But for all that, it is vitally important on a straight dollars and cents basis. Would not the cost of production of a factory be less if there were never any absence from work on account of illness, or if employees never fell ill? Undoubtedly the answer is yes. Jack Smith, the best cutter in the Ace-High clothing factory, contracts influenza and is away from work for two weeks. During that time his place is taken by a less expert worker who uses 10 per cent more material to get the same results Jack Smith would have got. The head sawyer in a lumber mill becomes ill. The employer pays the same total wages to the other workers, but the mill's production falls off by 10 per cent. In both cases costs have gone up. Or consider the other side of the picture. If father works only 20 days a month instead of 25, the pay cheque is $80 instead of $100 —just $20 less for the butcher, the baker and candlestick-maker. Make no mistake. For every day lost from work on account of illness someone pays, whether it be the family in reduced income, or the employer in higher costs of production.

Public health pays in conserving lives as well as money. Pyramiding of human wreckage is nearing the point of disaster. As we have seen, the proportion of unemployables and their dependents on relief to the total population on relief in British Columbia has increased 150 per cent since 1933. Such physical deterioration is not merely a major tragedy, it is little short of a national calamity. And it is largely preventable. But the Dominion Government must assist the provinces if this crucial health problem is to be solved.

By a vigorous programme of tuberculosis control, British Columbia reduced the number of advanced cases entering its sanatoria from three out of four in 1933 to one out of three in 1938. If more money were available, the provinces, by vigorous and concerted action, preferably under Dominion leadership, could practically eliminate tuberculosis within 15 or 20 years. The same holds true of venereal disease.

Obviously this would ultimately result in a huge saving to the State, both in lives and money. But some of the provinces are, of themselves, financially unable to carry out such a programme, and the Dominion Government gives little assistance. The inauguration of a national health policy, such as I have outlined, seems long overdue. In certain directions it would yield immediate financial returns through curtailment of social service charges. The hospital construction programme would stimulate employment in the building and allied trades, and would operate to reduce relief rolls and the cost of unemployment relief. Thus the financial burden of the programme would be far less than might appear at first sight.

I have used dollars and cents estimates deliberately, with the hope of making my proposals concrete and definite, so that their financial implications will be clear. The estimates that I have used have been rough, but I am confident that they are sufficiently accurate to give a fair idea of what an adequate health programme would cost the Canadian people.

The point that emerges clearly from consideration of the evidence regarding cost is that a satisfactory health programme is definitely not beyond our financial means. Indeed, it is almost certainly uneconomical, even from the limited standpoint of public finance, not to make such adequate provision for health as I have suggested.

An A1 or a C3 Nation?

But I do not wish to place undue emphasis on public finance, necessary though it is to consider the important question of ways and means. May I sum up briefly why I believe a national health programme to be vitally necessary in the interests of the Canadian people.

Such a programme would mean better health for the nation as a whole; it would make us a more efficient nation. It would prevent disease which can be prevented and thus eliminate the social and economic costs of unnecessary disease. It would provide adequate and efficient treatment for non-preventable disease, and so reduce suffering and misery. It would save lives and restore them to

Whither English?

By E. T. OLIVER, *Lord Byng High School*

"I look'd to Heaven, and tried to pray;
But or ever a prayer had gusht,
A wicked whisper came, and made
My heart as dry as dust".

TO every teacher of English there come these days disturbing thoughts. He sees his little realm of Literature as torn and chaotic as the larger world about him. He sees men clinging, perhaps somewhat too tenaciously at times, to their ideas regarding what is true and beautiful and good in the works of the masters that they love. He sees also those who seem neglectful of literary treasures, intent only on evolving an educational machine that will run smoothly on five cylindrical periods. He wonders if he can pray a fruitful prayer, or whether a wicked whisper will make his heart as dry as dust. He hopes that some wise counsel will prevail, and that out of the educational confusion that exists at the present moment a bright light may shine, revealing a happy solution for his perplexing problems.

Let it be said that the writer believes that the authors of the new Programme of Studies have done something really big. One is proud to be a teacher in a system so progressive. It was to be expected, however, that the first draft of the new programme would contain flaws and make necessary the further progress of progress. That does not mean that we shall have to continue putting our feet in front of us: in the language of Chesterton, it may mean that to go forward we must go backward.

So far as English is concerned, the problem is to teach a richer course in a shorter time. Since the new Programme came into operation English teachers have lost two 42-minute periods a week, and next year they are to lose two more. An elementary school pupil will quickly tell you that this makes 160 minutes altogether. Now, 160 minutes is 160 minutes. Already we have felt the loss of the eighty. How shall we be affected by the additional subtraction next year?

Remember, few high schools have any homogeneous groups, and most high schools have large classes. A teacher naturally wants to do the best he can for all the members of his class. Unless he watches himself carefully, he will find that he is tackling his poetry—"tackling" is the correct word—as if he were turning out automobiles in a large industrial plant. In other words, he will ring the death knell of inspiring prose and poetry. He will cloak in dirty fog the light that never was on sea or land.

Grade X English, for example, is a heavy course. In his second year a student is supposed to get possession of his "instrumental Grammar" as well as to become familiar with "Life and Literature of Today", a collection of poems, and two prose works. All this—considerably more than he formerly had to study in six periods—he now has to do in five. The same is true of the English work in Grade XI.

How can teachers handle this extra work in shorter time? We have an answer in our own school. We meet periodically as a group of English teachers to talk over our problems. We do not feel that we have arrived at a satisfactory solution yet, but we do feel

(Continued from page 527)

usefulness in society. It would enable us to rehabilitate the unemployables who now clutter up our social service rolls. It would enable us to prevent the physical deterioration of men, women and children who otherwise would fall into the C3 unemployable category and thus protect us against the enormous social service costs of maintaining this human wreckage. It would be a great national effort to conserve our human resources, which are even more important economically than the natural resources which it has been the destiny of the Canadian nation to exploit.

Disraeli once said: "The protection of the public health is the first duty of a statesman". Will the national leaders of Canada have the vision to see that the health of our people must be more adequately protected if the present huge wastage in human lives and social service costs is to be substantially curtailed? A continuance of the present *laissez-faire* methods of attacking our vital public health problems must inevitably precipitate a serious national crisis.

that we are working towards one. Briefly, we agree on certain representative poems for intensive study, and certain others for swifter reading. We do not believe in underestimating the value of intensive study, nor do we believe that any pupil activity is an adequate substitute for a teacher who loves literature. Students catch their enthusiasm from their teachers. There is such a thing as atmosphere, and the teacher is its creator.

We find, then, in the English of Grades X and XI that we have the solution in our own hands. We cannot do everything in the course as thoroughly as we were wont to do, but we can do a number of selections as intensively as before and thereby point the way to the student for his own study. How much he will get from this will depend on his own efforts, and we are able, if we find time satisfactorily to test the results of his individual work, to estimate his ability for advanced work.

In Grade XII next year it will be different. Allowing conservatively for 35 weeks of teaching in a year, English teachers will have to cover a much heavier course than the present, with the loss of 70 periods. That is a great deal of time. Moreover, students will be more poorly grounded in Grammar and less thoroughly prepared in other ways. The accumulated loss of those 80 minutes a week will undoubtedly show itself.

Now, if we could select our own prose and poems as we do in the other grades, we might work out a solution for ourselves in Grade XII also. It would help, too, if we knew the minimum requirements in Grammar and Composition. Permit me to enjoy the rare luxury of being dogmatic in so fluctuating a world as this to say that the Grade XII course in English just cannot be covered in the time allotted. It is much too heavy for any but the brightest students. Just look at it for a moment. The teacher in 175 periods must cover about 170 poetry and prose selections, a Shakespearean play, and the necessary Grammar and Composition. He must teach the terms Classical, Transition, and Romantic Revival, as applied to the history of English Literature. Lest he find time hanging heavily on his hands, he has outlined for him some "Suggested Activities". We have left out of sight the "Unseen" poem. Is there to be a Black Hole of Victoria in 1940?

It is true that Bulletin VIII says some cheering things. It mentions, for example, that only some of the poems need to be studied, and that a much shorter time than usual need be devoted to the Shakespearean play. But it also says, in speaking of the test to be given, that the student will be responsible for "historical and other references". Think what that means with Milton on the course! Think what it means if the questions on Shakespeare resemble those of past years! Who, then, will feel that he can dispose of "Macbeth" in one month?

In order that we English teachers can plan our work so as to place first things first, I should like to make the following four suggestions:

1. That we be given a list of poems for intensive study, and a second list for more general treatment. (The authorities will have to trust us to do the best we can with the second list. It is better that all should have peace of mind, even though some should prove delinquent).
2. That we be given a similar list of prose selections.
3. That we be told in what detail we are expected to study the Shakespearean play.
4. That we be told explicitly what our students should know of Grammar and Composition.

It is hard to overemphasize the need of doing something to save the Grade XII English course. We are glad to see the spirit of the new Programme of Studies. It is full of promise. But, being practical people, teachers have to know clearly what is expected of them. If the authorities expect too much, they will destroy the very spirit that they are trying to create. The stress of work will kill the course. I remember Mack Eastman saying some twenty-odd years ago that one of his reasons for drafting a list of topics for the "History" course was to set the minds of teachers at rest by mapping out work that was well within their powers to do well. Those were wise words. I speak from years of experience when I say that History in those days was a delight to teach. Perhaps someone will draft an outline for the teachers of English that will make teaching so great a pleasure that students will catch their instructors' enthusiasm, and learn to love the literature that will at once humanize them and make them better citizens.

Will someone do this, or will the external examination of 1940 prove a blight that will kill the zeal alike of teacher and of pupil?

Laboratory Records: Report of a Group Study*

By GRANT PATERSON, *Central Junior High School, Victoria*

AT recent meetings of the Grades VII to XII Science Teachers' section of the Greater Victoria Teachers' Association, the matter of recording laboratory pages has received considerable discussion. In order to crystalize an expression of opinion the teachers volunteered to record their views on a questionnaire. The results are summarized below. I feel that such an article may prove more beneficial to readers of *The B. C. Teacher* who are confronted by the same general problem than would any individual expression of opinion. They will find here synopsized the judgments of a committee that is seriously and definitely seeking solution of a very practical problem.

The answers to the questionnaire revealed entire unanimity as to the need of some measure of standardization in the recording of teacher-demonstration lessons and experiments done at home. Only 9 per cent of the teachers were of the opinion that every laboratory report should follow the same general plan; another 9 per cent were doubtful; and the remaining 82 per cent. definitely did not consider such uniformity necessary. Three quarters of the teachers recorded the opinion that once the scientific method of attacking and recording an experiment has been mastered, variety in reports should be attempted. However, it would appear to be the view of this group of teachers that in the lower grades too much variety should not be attempted. In the higher grades two or three variations should be introduced but the amount of deviation from the usual method of recording should be dependent upon the general progress of the class.

With regard to the practicability and value of the graphical type of report, the questionnaire revealed much difference of opinion. One quarter of the science teachers agreed that the graphical report is better than a drawing of apparatus; an equal proportion replied in the negative; and half the teachers expressed uncertainty. However, the committee felt that reports of the graphical type could be made superior to reports in other forms. It also realized that at times a drawing is absolutely necessary to show the method of assembling pieces of apparatus.

Eighty-two per cent of the instructors were of the opinion that in recording the assembling of facts or presenting a phase of manipulation of apparatus, originality and resourcefulness should be bonused, if any grading is done. The remaining 18 per cent. objected to such bonus. However, the overwhelming majority expressed willingness to receive original types of report and even to give special credit for such originality.

A 75 per cent. majority indicated in their replies to the questionnaire that reporting should not follow a set, formulated pattern but that clear English should be required, of such standard as the ability of the student may justify. There was general agreement that the reports should not follow the laborious procedure of writing up the experiment on the basis of the conventional headings, "Problem, Apparatus, Method", etc. What is to be required is language that clearly and expressively records the procedure and the results achieved. However, it was made quite evident that, in the opinion of the members of the committee, the child should have a great deal of preliminary practice in recording in accordance with the so-called "scientific method" before he is really equipped to exercise intelligent liberty.

Eighty-two per cent. would require that drawings be separated from the textual matter of the report. Half the remaining teachers reported doubt and half were opposed to such requirement. To a question as to whether pencil work in drawings should be looked upon as acceptable, 75 per cent. answered "No", 16 per cent. "Yes", and the remaining 9 per cent. confessed doubt. Half the teachers would demand that drawings be made on separate white sheets in ink, one-third would not enforce such a demand, and 16 per cent. were doubtful. From the point of view of three out of every four of the teachers, printing is more acceptable than either writing or script, on a laboratory report page, and only 16 per cent. supported the definitely contrary view. If printing is to be treated as the desired form, a definite

*In his article on "Recording Laboratory Experiments", published in the November issue of "The B. C. Teacher", Mr. Paterson explained more fully what he understands by the term "graphical report" and gave his personal views as to the utility of records of that type. —EDITOR.

Has the Cat Got Your Tongue?

By MISS BETTY JACK, *Editor for Primary Department*

JUST between ourselves this space should have been occupied by a learned article on primary numberwork or a dissertation on phonics or commentary of some kind on any one of the numerous academic subjects that have been neglected by this department this year. However, as you can see, it isn't. Why? Because the primary teachers seem singularly indisposed to express themselves on paper.

"There's nothing to it", silken voices urged when I agreed to "pinch hit" for this section of *The B. C. Teacher*, "except (modest afterthought) sometimes a little difficulty about obtaining articles".

Undaunted, we had to rush in where angels fear to tread before we realized the weight in the latter part of that statement.

Two voluntary articles were welcomed with open arms. Then we haunted our teacher friends. Then (have you ever tried this?) proceeded to wade through a list of unknown names asking for contributions, with results amazing or amusing perhaps but not fruitful. It's quite an up-to-date list but even so—"May I speak to Miss So-and-so?" "Well, she's in London right now—is there any message?" "No—(very small voice) no thank you".

Still—what an interesting article she *could* produce! Which brings us to a question. Do you wish to have academic subjects, that is, subjects pertaining to what is taught in the primary classroom (Arithmetic, Reading, Social Studies) discussed in this department—or would you prefer to have subjects of a more general type, *e.g.*, someone's views on "Modern Methods of Discipline in the Primary Grades?"

We feel sure many of you have some topic on which you can work up a real enthusiasm. Here is your chance to air your views. Find out the reactions of others. Let us know your own reactions. We have had no response to questions regarding junior radio programmes in a recent issue.

The summer holidays are coming. Some of you will be taking interesting summer courses. You will probably have to write essays of some kind. Remember *The B. C. Teacher*. Choose your subject with an eye to the future and flood the pages of this magazine with voluntary articles in the fall.

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style of printing and capitalization should be taught, if 82 per cent. of the participants in this study are to be believed. The others voted "No" on this question. Three-quarters of the instructors would insist upon laboratory sheets and reports being of standard size.

Summarizing, one may say that the opinion prevailed that printing on laboratory pages is more acceptable than either script or writing. Opinion was divided as to the desirability of following the engineering style of sloping stroke or the vertical upright Roman style. It was agreed that some definite and arbitrary pattern should be determined upon for school use, this responsibility being turned over to a committee appointed for the purpose.

Any expression of opinion on these questions would be welcomed by the Greater Victoria group. Correspondence may be addressed to the writer of this report.

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Glands and Our Pupils

By Miss A. J. Dauphinee, *Supervisor of Special Classes*

IN the March number of *The B.C. Teacher* I made an attempt to arouse informal but thoughtful discussion of the bearing of glandular deficiencies upon schoolroom problems. We considered in particular the results attendant upon lack of adequate calcium supplies, with reference especially to the work of the parathyroids and pituitary glands. In the following month I reported in outline some case histories involving educational problems associated with various glandular disturbances and indicating that wise treatment of handicapped children may bring most heartening results. This third and final instalment is necessitated by my promise to say something about mongolianism and by an unlucky slip of a tired pen that went off by itself to mislocate the pituitary gland. Somebody will have been startled, as I was myself, to read that it is at the base of the brain. At all events the description is ambiguous, and though the precise location is irrelevant to the purposes of these articles, I had better say that as a matter of fact the pituitary gland is situated on the upper surface of the sphenoid bone (if you know where that is!) and is joined to the base of the brain by a short stalk or neck. So that is that.

Now for the mongolian, so named because defectives of this type are characterized by a facial appearance suggesting that of certain Asiatics.

His is a sorry case but it at all events becomes more hopeful if treated from the standpoint of "mixed gland" feeding.

These little people have been diagnosed as "hopeless" for so long that it seemed like the announcement of a miracle when Dr. Timme of New York reported that he had had "some success" in feeding young mongolian idiots a mixed gland diet. Wolf, in his *Endricology in Modern Practice*, gives space to Dr. Timme's case histories with their illustrative photographs. It has long been thought that some lack in the mother, while carrying her child, is accountable for this type of infant. Dr. Wolf says that during pregnancy a lack of growth hormone (pituitary) may result in a deficiency in the developing offspring, with consequent infantilism (subnormal intellect) from the child's lack of pituitary or thyroid. If the treatment of such children is to achieve normality, it must be very early, prior to adolescence.

Very few mongolians or mongoloids (modifications of the mongolian type) reach our schools, but we see them in the school clinic and on the street. They all look like brothers and sisters. They have slant eyes, broad nosebridge, heavily fissured tongue too large for mouth. Their hands are small and wrinkled, with short stubby fingers. Their life span is usually short.

Proceeding on the assumption that their bodies have lacked glandular feeding from conception, Dr. Timme began feeding a mixture of all glandular secretions to the "mongolians" of two years or less. Gradually they began to look more normal, the first stigma to disappear being the fold of flesh from the eye to the nose, which gave them the appearance of slant eyes. As their bodies assimilated the gland secretions they grew normally, and developed intelligence until a few of them are approximating normal mentality and are at their proper place in grade.

Dr. Mateer gives a case study of Janet who, at two years, was diagnosed a "mongolian". She was hypo-pituitary and hypo-thyroid, and had marked calcium deficiency as shown by rickets, irritability and excitability. At two she scored an I.Q. of 48. She was placed on mixed gland feeding; at three her I.Q. was 65; at four, 70; at five, 78. Several other equally breath-taking examples of the growth, physical and mental, of mongoloid children, when gland feeding was begun at an early age, are given, showing potentialities hitherto undreamed of. But not all mongolians are capable of such a growth response to gland stimulation. If there is a syphilitic inheritance there is no gain. But the point is that even the seemingly most hopeless *may* profit when given mixed gland feeding. And who would deny even one child his or her chance to rise in the scale of intelligence?

The thing that is significant to teachers is that gland therapy may increase intelligence and promote more efficient behavior. We need help and need it badly. Our older medical practitioners know very little about the functioning of the glandular system. When most of

them took their degrees, the thyroid was the only gland whose function was guessed at. Even yet the profession looks askance and with scepticism on the educationist or psychologist who attempts to draw attention to those mental defects in children which are due to some physical cause. But the younger men and women of the medical profession are willing to take graduate courses and go slowly at this problem of the ductless glands which, it is logical to think, affect intelligence.

As teachers, it is our place to demand the best that science can give for our pupils; ours to call attention to the facts; it is the physician's role to diagnose, give dosage and follow up with painstaking care. As Wolf says at the end of a 1000-page book on this subject, gland therapy is still in its infancy, but that does not excuse us from using the knowledge we have. True, much of it is still in the experimental stage, and gland feeding is not a cure-all for mental defect. Many there are who will not profit although we remove this handicap from them.

Then, too, we must remember that it is an expensive treatment. Gland extracts are costly medicines and have to be given under almost daily care of an endocrinologist, who is a specialist, and the treatment may be of years' duration or it may be for life. Unless our Metropolitan Health Board will accept the challenge and appoint a gland specialist to survey our school children, and unless we can get gland extracts to use when need arises and without waiting for parents to provide them, there will be many children doomed to failure, who might become healthy and mentally alert.

I have very inadequately written of some of the effects due to lack of glandular secretions in our young, touching only on the thyroid and pituitary fields. The para-thyroids, although very tiny, are also very important glands affecting nerve-growth and muscle-smoothness by limiting absorption of calcium. Parathyroid extract is being used on hypertense cases but with extreme care and under control of experts. The suprarenal glands give strength under stress of excitement or emotion. One thirty-second of a grain of adrenalin will help people over a great strain and has been used by students on their own initiative. But beware! Over-activity of these glands affect the brain even to dementia praecox. There are the pineal glands and thymus and gonads, about which we know very little as yet. Indeed this whole field of gland therapy is new and involved, needing very cautious handling. But there is no cause for ridicule. It isn't a case of "Here, Johnnie, put out your tongue, take your pill, now go to school and lead your class!" Parents all want their children to have better opportunities and do more in the world than they have done themselves. The idea of increasing human efficiency has been accepted, and education is concerned with giving each child the best chance of development.

We are just beginning to talk "preventive medicine"; to pay the doctor to keep us well; and gland therapy is part of that great scheme to keep the individual at the best possible point of physical and mental health. Teachers often feel themselves up against a stone wall with pupils who cannot remember, or those who exhaust our nervous energy by fidgeting and restlessness, or the stubborn, or the slow in speech and action. If there is some physical cause, let us not rest until we have removed it. Let us see that a competent up-to-date endocrinologist is appointed to the Metropolitan Health Board, and let our school board see that he gives at least two hours a day to the important work of examining for physical ills those who exhibit in the school room the signs of glandular deficiency. Then let the government provide the necessary secretions and medicines that these conditions may be remedied. All teachers are socialists to the extent that they are willing that a share of their tax money be used for the betterment of the race!

What I know about glands is very little. But all of this article and much, much more, you may read in "Glands and Efficient Behaviour' by Dr. Florence Mateer, and "Endocrinology in Modern Practice" by Dr. Wolf, and in recent magazines, particularly the science section of the December and January numbers of *Time*.

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How To Forestall a Communistic Revolution

By WILLIAM F. RUSSELL, PH.D., LL.D., ED.D.,
Dean of Teachers College, Columbia University, New York City

WHAT were the conditions that gave Communism its chance in Russia? These were, I think, three First, widespread misery, poverty and distress; second, suppression of freedom of speech and the right of meeting and assembly; third, general ignorance. These are the three conditions that give Communism a chance to flower and flourish.

When you have abject poverty widespread, when people are out of work, when houses are damp, dirty, cold and crowded, when children cry for food, there you have a soil fertile for Communism. It is no accident that there are Communists in the suburbs of Paris and London, in Harlem, or along the water front in New York and San Francisco. After a drudging day of despair, the family sick and cold, the doors of hope shut, you can't blame the unlucky for giving willing ear to the blandishments of the Communist propagandist, who says that Russia is a happy land with golden gates, flowing with milk and honey. When men are down they'll sell their birthright either for a mess of pottage or for a pot of message.

One way, then, to fight Communism is to go in to the root of poverty and distress. Whatever you may think of certain aspects of the work of the present administration, you must see that in the program of resettlement, in the W.P.A., in the C.C.C. Camps, and in the National Youth Administration, President Roosevelt and his advisers have been helping the poor and distressed. Some think we can never pay for it. Some think that conditions will be worse in the long run. We must admit, however, that what they have done for the poor has been the most powerful blow against Communism. No matter what the national government does, whether you agree with this programme or not, the good American who wishes to fight Communism must lend every effort to clean up the slums, to assist the unlucky, to cure the sick, to care for the widow and the orphan.

It is at this point that I wish to point out to you a misunderstanding, a mistake, that many loyal citizens commonly make. There are among us a good many people who by training, taste, inclination or vocation see much of the poor, under-privileged, and the sick. These are ministers and priests, social workers, Y.M.C.A. leaders, doctors, nurses, teachers and professors. They see the effect of the slum. They know what the sweat-shop does to body and soul. Their wrath and indignation rises at the practices of some of the worst of us. Then these men and women who know the seamy side of life, from the pulpit, in the press, from the lecture platform, in the college and university class, point out these evils and struggle to find some way of improving these conditions. Some are wise and advocate gentle and gradual improvement. Some are in a hurry and urge quick reform. You and I are likely to think that they are Communists, that their ideas are subversive. We may call them "red." But whenever we do this we had better back up and think. They are not the Communists. The Communists get a lot of pleasure out of our mistake. The Communists are glad to see us attack them, to quiz them, to hamper them, to persecute them. Because in a way these zealots are the worst enemies of Communism. If we could clear up the worst of the slums and give help to that part of the population which is in genuine distress, which is what these zealots want, we should in one step have removed the most likely converts from the contamination of Communism.

You have a second condition favorable to Communism when people dare not speak their minds. Let the right of assembly become abridged and sympathy follows the supposedly injured party. If an idea is so subversive that it cannot be talked about openly, how alluring it is likely to be when it is heard in a whisper. When you cannot speak on the public square, you gossip down the alley. When you cannot meet in the open, you conspire in the cellar. Then you hear only one side. Then you think you are a martyr, and you may be willing to die for a belief which, because it has never been effectively opposed, may be

half-formed and ill-considered. Ideas expressed openly are, of course, subject to the law of treason, slander, or morality. The people of the United States would not approve and adopt the Constitution until it was explicitly stated that the rights of "freedom of speech, or of the press; or the rights of the people peaceably to assemble" should not be abridged; and so far as fighting Communism is concerned, I think they are right. Nothing pleases the Communists more, nothing advertises them so much, nothing wins them more converts than violation of these rights.

But what the Communist is most afraid of is education. I do not mean any kind of education, because you will naturally think at once of this Communist who is a college graduate, that Communist who is a Doctor of Philosophy, groups of college students who support and uphold Communism. Conversely, you can recall at once many an unschooled illiterate who holds to the American way. There will always be impractical intellectuals who look to the speedometer, not to the brakes. But Communism cannot flourish where all, or almost all, the people know a good deal about history, political science, and sociology. Communists advance their ideas as if they were new. They try to make people think that their plans are practical and workable. They don the sheep's clothing of democracy trying to deceive the ignorant, when they have not the slightest belief in democracy at all. The person who knows history will know better. The fallacy in Communism is not in the ultimate goals which they borrow, like peace, prosperity, social justice and human brotherhood, but in their practical plans for realizing these goals. The person who knows history and political science and economics knows that these plans have been tried repeatedly, and repeatedly they have failed. The same plans, and much the same tactics, failed in France in 1789. They failed again in 1848. They failed in Hungary, they failed in Spain, they failed in Russia itself. They sought peace; they got war. They sought fraternity; they divided brother from brother. They sought social justice; they achieved more poverty, more misery, more distress. As one learned Frenchman said, *Communism can destroy capitalism but cannot replace it.*

The person who is educated in the manner I describe learns to take a long look at the world. He sees the age-old aspirations of man for prosperity and well-being, for liberty of conscience, speech, property, freedom to earn and to spend, for equality before the law, and an equal opportunity for youth. He has watched the gradual development of these ideals, now advancing, now retreating, now advancing again. He knows how the Fathers of our Country caught a new vision, how by compromise and adjustment they devised a new form of government and a new form of relationship between man and man. Of course it was not perfect. The idea was to build a little at a time in the hope that what they had done would persist. The educated person knows that social changes come very slowly. If you are in a hurry, as in Germany from 1919 to 1933, or in Spain, there is revolution and reaction. If you try dictatorship, as in Nazi Germany or Italy or Soviet Russia, of course everybody has work but there you are only a serf. Up to now those who have been socially secure in this world have been only the slaves. The educated man moves slowly, He is in no hurry. The educated man moves steadily and persistently. He will not be lulled to sleep.

So to hit Communism at its weakest point you must have education. You cannot fight an idea by banishing it. You cannot fight an idea by shooting it. *Purges, "red scares," teachers' oaths, discharging professors, never stopped Communism.* The only way you can fight an idea is by meeting it with another idea; and the only way you can meet it with another idea is by proper education.

It is most fortunate for us that most of our children have a chance to go to school. It is fortunate for us that most of them can finish the high school course. Let us make very sure that these boys and girls have a chance for a good education for modern times, especially in the controversial and difficult fields of government and social life. It does not make much difference to me as an American what sort of Latin or Spelling or Algebra they study, but I do hope that they will learn what democracy is and why we have it, what life was like when our ancestors lived under tyranny and what life must be like today in Russia and Germany, in Spain, Japan and Italy; what these liberties are that we prize; what these rights are that we must maintain; and what our corresponding duties must be. Let these boys and girls hear of the theories of social improvement. Let them know

what Communism and Fascism think they are. Let them go right down to the bottom. Knowledge is power.

DeWitt Clinton, who built this school system, had it right when he said that these schools were the *Palladium of our freedom . . . the bulwark of our liberties.* Since his time these schools have grown in power and confidence. Every child has his chance. We have a strong and competent State Department of Education. We have the best system of school financing in the Union. Our school board members are able and competent. We have a grand force of teachers. Hold up their hands. Give them encouragement. Protect them from the narrow-minded zealot who would hamper them. That's the way to cut down the Communist.

There is, however, one additional consideration. Communism, I am convinced, can flourish only when the soul of a people is dead. The wisest men from the time of the Greeks have sensed that we really live in two worlds, the world of sticks and stones, and the world of the intellect, the world of the spirit. When I was a boy I used to walk down the halls of Teachers College and there on the wall was an old engraving of the New Jerusalem. There were high walls, closed gates, and up the steep sides, out of the mud and muck crawled and climbed the poor mortals in search of heavenly bliss. When I see that picture it makes me think of what education should do. There is one world, a dog's world, a world of bones and kennels and chains and muzzles, and hunts and fights; and there is a man's world, a world of ideas, of beauty, of thought. The one is base, the other good. In one, men are slaves, in the other, they are free. In one, there are oppressed and oppressors, in the other, all are equal. There is a land of the slave and there is a land of the free, and the passport to this happy land is a liberal education and a belief in power beyond one's self.

I hope for a world with bigger bones and better kennels, but I despair if that is all men want. Our people will perish unless we re-incorporate in our life the statement made one hundred and fifty years ago in our Northwest Ordinance: *Religion, knowledge and morality, being necessary to the welfare of mankind, schools and the means of education should forever be encouraged.* This accomplished, in this spirit, by the schools and by all other means of education—colleges, churches, clubs, organizations, museums, libraries, theatres and the press—we shall have a happy people. We shall never be Communists.

Correspondence

WE ARE SPANKED!

Vancouver, June 2, 1939.

Editor, *The B. C. Teacher*:

I was very surprised to see that the Editor published such an article as that entitled "After the Tests—What?" The more I have thought about it, the greater has been my reaction until I seize a pen to write this.

I feel our magazine is lowering its standard when it permits such obviously half-cocked individuals to air their grievances publicly. Had the article been either rational or constructive, rather than vindictive, there might have been some excuse. The only reason I can see for its publication was to arouse protest. I hope, Mr. Editor, you have been bombarded.

—Ess Jay.

JAY ESS CONGRATULATED

University of Saskatchewan,
Department of English
Saskatoon, Sask., June 6, 1939.

Dear Mr. or Miss Ess:

I am not sure whether "Jay" is masculine or feminine. I wish to congratulate you in either case on your splendid article on "Tests" on page 479 of *The B. C. Teacher* of May, 1939.

I agree heartily with everything you say, and hope your article will be the beginning of a crusade for the exposure of the brutal superficiality and falsity of nine-tenths of all the mechanical tests of complex living children in vogue among the higher circles of educationists at the present time.

I was principal of the Provincial Normal School at Regina, Sask., from 1912 to 1915, before entering the university. I have watched with interest and pain the progress of the evil which you attack in your article, for the 24 years which have passed since.

Very sincerely yours,
R. A. Wilson,
(Head of Dept. of English).

Education—A National Responsibility*

By J. W. NOSEWORTHY

MUCH has been spoken and written lately on the subject of Canadian national unity. Everybody seems to agree that national unity cannot be imposed upon us from above, that it implies more than acts of the Legislature or economic reforms; that, indeed, national unity must grow within us; that it is very much an attitude of our minds and feelings towards one another and towards our country. National unity comes of the realization that whether we be Easterners of Westerners, English or French, Protestant or Catholic, we are Canadians with many common interests, despite our geographical, racial, economic and religious differences. And it is only in so far as we can as a people come into the fulness of that realization that we will become a united people.

Granted that this be true, then I am confident that no very great development of national unity is likely to be effected by the present generation of adults. Much of what has taken place in the past, and much of what is still taking place, has tended and still tends to accentuate our differences and our prejudices. Surely if Canada is to become a nation, the spirit of tolerance and goodwill toward one another must be developed in the schools of our country. It is to the 2,500,000 boys and girls in our classrooms that we must look for the development of national unity and the preservation of our cultures, both French-Canadian and Anglo-Canadian.

We should not forget that the attitude which the boys and girls in our Western schools develop towards those in the Eastern schools, the attitude of those in our English schools towards those in our French schools, rests to a very large degree with some 74,000 teachers to whom these boys and girls through childhood and adolescence are entrusted for five hours, each of 200 days per year, from eight to as many as fourteen years of their lives. These teachers constitute an army of instructors whose influence for unification or disruption cannot easily be over-estimated. Now here is the irony of the whole situation: over 5,000 of these teachers, not in one province only, but in every province with two exceptions, are receiving less than $10 per week for rendering this important public service. Hundreds in Saskatchewan have received less than $100 per year for their services. Hundreds in other provinces where there have been no droughts have received very little more. In one province the salary bill for 7500 of these lay teachers averaged $212 per annum. That amounts to only $4 per week for the fifty-two of which the teacher must feed and clothe herself. It has been truly said that if you want to talk culture to a man you must first put a shirt on his back and food in his stomach; and if you want to attract to the teaching profession men and women of such qualities of leadership as will inculcate national ideals, then you must give your teachers a remuneration that will enable them to feed and clothe themselves. Thousands of Canadian teachers are both poorly fed and scantily clad. It is very doubtful if the prevailing intolerable conditions under which teachers work in certain parts of Canada can be found in any other modern civilized state.

In approaching a study of our present educational set-up we must face certain historical facts and existing conditions. The chief fact to be kept in mind is that by Section 92 of the B.N.A. Act, the control of education was delegated to the Provincial authorities. Among other reasons for this there was the necessity of safeguarding the racial and religious interests of minorities. Confederation would have been utterly impossible without those safeguards. There was, moreover, no widespread belief in the country in 1867, that education was a matter of any great national importance. The chief existing condition that we must face is that the necessity of safeguarding the

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J. W. Noseworthy, B.A., a graduate in arts of the University of Toronto, is head of the Department of English at Vaughan Road Collegiate Institute. He was president of the Ontario Secondary School Teachers' Federation for 1938, and is now president of the Ontario Teachers' Council, an organization comprising both public and high school teachers of the province.

He is also a member of the executive of the Canadian Teachers' Federation and has for a number of years served as chairman of its education and finance committee.

racial and religious interests of minorities is just as great now as it was then. The important group of citizens who still believe that education is primarily a religious and family matter are as insistent now as they were in 1867 that education must remain in the control of the provinces. However desirous national control of education may be from the standpoint of education itself, we recognize that provincial control is the only practicable form possible in Canada.

The drawbacks under which our educational system is laboring are not due to the fact that education was by the B.N.A. Act placed under the control of the province, so much as it is due to the fact that we are now trying to administer and finance educational systems designed to meet the needs of a twentieth century society by methods that were adopted during the days of the ox-cart. Our system of administering and financing education has remained substantially unchanged since those faraway days prior to 1867. In 1867, the system of public education in this country had hardly begun to emerge from its chrysalis stage. Many of the features of modern public schools systems which are now taken pretty much for granted were scarcely thought of at that time. Nowhere in Canada was attendance at school compulsory. Only a very few young people were privileged to attend even academic secondary schools, and, of course, anything in the nature of vocational, commercial, home-making, and agricultural schooling were hardly thought of. Contrast that with the present-day conditions. In every province but one, attendance at school is compulsory. A great and growing proportion of our youth attend schools, and the day is not very far remote when some kind of education on the secondary level will be practically universal. Every province has taken at least the initial steps in the development of an extensive system of vocational and commercial schools.

Canadian educationists are agreed that the first drawback to progressive education in Canada is the small unit system of administration. This small unit consists generally of a section of a township and is known in Ontario as school sections. The system originated in the New England States in pioneer days, and reached Canada with the coming of the Loyalists. It was discarded in the New England States for larger units in 1890 and has since disappeared in twenty-two of the American States. The extent to which the system still prevails in Canada is shown by the following table:

	No. of units of Administration (School Boards, Trustees, etc.) (1)		No. of Teachers in Government-controlled General Schools. (2)
Pr. Edw. Island	473		657
Nova Scotia	1719		3659
New Brunswick	1518		2733
Quebec	1859	(3)	17526 (Catholic) 2591 (Protestant)
Ontario	6600	App. (3)	20357
Manitoba	1902		4062
Saskatchewan	4923	(3)	7285
Alberta	3492		6001
British Col'bia	773		3956
Canada	22,659		48,827

(1) Annual Survey of Education in Canada (p: 72.)
(2) Annual Survey of Education in Canada (p. 4.)
(3) 1935.

When we consider that there is probably an average of four members per School Board in Canada, it will be seen that almost 100,000 school trustees are needed to supervise the work of fewer than 50,000 teachers.

The second major drawback to progressive education in Canada is our system of financing. Every province has transferred the responsibility of financing education to the municipalities, while the rural municipality has in turn left the small school section to shoulder the major part of the responsibility. Here again, notwithstanding the revision and extension which our provincial educational systems have undergone since 1867, and the continuously increasing financial demands being made upon municipal and provincial governments, our system remains very much as it did at Confederation. The following table shows how Canadian schools were financed in 1935: (4).

Local Taxes	$85,423,110	84.9%
Provincial Grants	13,483,736	13.4%
Dominion Aid	3,145,792	1.7%

(4) Annual Survey of Education in Canada, p. xviii.

The greatest sufferers of this obsolescent system are the children, especially those of rural and impoverished municipalities, and the homeowners. The homeowners, rural and urban, suffer because the percentage of costs borne by local taxes is almost entirely a tax on real property. The system is particularly iniquitous for the rural taxpayer, who is paying by direct taxation for the education of future urban citizens, for it is estimated by the Dominion Bureau of Statistics that 15 per cent of rural raised

children become city residents when they reach the age of self-support. Surely this in itself is sufficiently important to interest city people in the education of the rural pupil through the medium of increased provincial aid, since any rural child may become a city dweller in any province. Inasmuch as the cost of educating a child represents only 13 per cent of the cost of raising him, it can be shown that were the cities to bear the entire cost of rural schools, they would only be reimbursing the rural communities for something like half of the expenditure made by rural people in supplying the cities with population. This fact alone should, we think, remove the objections of cities to increasing the federal and provincial contribution to educational costs.

The extent to which the small local areas are required to carry the burden of educational costs in the province is shown as follows: (1)

	(a) Local Taxation	(b) Prov. Gov'ment
Pr. Edward Island....	45.8	54.2
Nova Scotia.....	83.6	16.4
New Brunswick	82.8	17.2
Quebec	94.3	5.7
Ontario	88.6	11.4
Manitoba	85.3	14.7
Saskatchewan	78.9	21.1
Alberta	84.9	15.1
British Columbia.....	72.0	28.0

Compare with these the distribution of educational costs in other countries:

Percentage of educational costs borne by central governments:

England and Wales	52%
Scotland	57%
North Ireland	82%
Union of S. Africa	75% (States 16.24%)
Australia	100%
Sweden	62%
Norway	56%
France	77%

(1) Based on statistics given in Annual Survey 1936.

Our present system of financing education has not resulted in equalization of educational opportunity, of educational facilities, nor in a fair distribution of the cost of education. The birthright of every child is equal, though not identical, educational opportunity. It is the right of every child to expect the best type of education that the resources of the state can provide, consistent with the need and capacity of the individual as a member of organized society. Education is a most important public function; this is the sole base on which its claim for public support can rest, hence, in every democracy worthy of its name, there should be provided an equality of educational opportunity. What justification can there be for providing at public expense far better educational opportunities for the future citizens of one section of the country than is provided for the citizens of other sections? The only possible limitation of educational opportunities should be those of the individual's ability and tastes, and the educational level which the state desires its citizens to reach. Educational facilities vary so widely in Canada that in certain localities modern, well-equipped sanitary and progressive schools are found, while not over five miles away are others where sanitation is neglected, equipment is negligible, and the only salvation of the school is the industry and faithfulness of the teachers.

There is probably no better index of the inequality of educational opportunity than the amounts per pupil spent by the different provinces. In 1936 these amounts varied as follows:

Receipts of Province-controlled schools, 1936 (or latest year reported).

	Receipts (1)	Average Att'dance (2)	Amount Per Pupil
P.E.I.	$ 464,895	13,140	$35.3
N. S.	3,689,909	92,279	39.9
N. B.	2,649,962	71,708	36.9
Que. (1935	20,735,404	535,082	38.7
Ont. 1935)	40,482,922	600,440	67.4
Man.	6,623,907	115,671	57.2
Sask. (1935)	7,845,354	164,104	47.8
Alta. (1930)	9,551,849	139,155	68.64
B. C.	8,073,435	108,096	74.6

(1) Annual Survey of Education in Canada, p. 72.
(2) Annual Survey of Education in Canada, p. 22.

Now we do not suggest that the quality of an educational programme may be measured accurately by its cost, that one hundred dollars spent on a pupil's schooling always produces twice as good an education as fifty dollars, or that seventy-five dollars per pupil spent by one school board will buy a school programme equal in value to the product of the same amount spent by another. Such a thesis could hardly be defended. But it is undeniable that in the long run a community or nation will get about what it pays for in education. If salaries are low and classes large, a poorer type of person enters teaching than if salaries are high and classes small. And it is certain that the children in those provinces which have for years made small expenditures per capita for schools are bound to receive a poorer education than their more fortunate brothers in higher-spending provinces.

The disparity between the educational opportunities afforded the rural school pupil and the urban pupil is illustrated

by the following table taken from the "Report of the Minister of Education of Ontario for 1936":

Public School—	Rural [3]	Urban (Cities Only)
Total number of pupils enrolled....	186,939	192,479
Total number of Teachers	7,244	5,095
Teachers with University Training	54	355
Teachers with Auxiliary Certificates	8	130
Teachers with Manual Train'g Certif.	2	94
Teachers with Household Science Certif.	2	93
Average Experience of Teachers	6.72 yrs.	15.73 yrs.
Average Salary of Male Teachers	$848	$2180
Average Salary of Female Teachers	$710	$1531
Teachers with Salaries under $600	1,687	29
Teachers with Salaries over $2000	48	1857
Schools with Medical Inspection	7%	95%
No. leaving school at 14 years	2,871	198

3 "Rural" here includes fully graded suburban schools.

One of the gravest disadvantages of our system is the dearth of secondary schools in rural communities. It has been found almost impossible to provide the small centre with any adequate secondary school facilities beyond those of the narrowest academic type, and that only because the academic school is much less costly to operate than the vocational one. In thousands of instances secondary school work has to be taken care of by the teacher of all the public school grades in the one-room rural school. In all Canada there are only eight day technical schools in municipalities with a population under 5000.

That the task of financing and administering education is proving to be beyond the ability of the area is generally recognized. It seems to be quite evident that many of the provinces cannot assume much larger share of the cost and at the same time support all the other social services which at present are recognized provincial responsibilities. This was made quite clear to the Rowell Commission when one province after another deplored its inability to provide adequate educational and other social services on the present basis of taxation.

The increasing cost of provincial services in comparison with those of the Dominion Government is shown by Maxwell (1) to be as follows:

Ordinary Expenditures per capita:	1919	1929	1938
Federal	$35.51	$35.06	$33.50
Provincial	9.19	17.70	18.75
Bonded Debt and Treasury Bills per capita:			
Federal	$312.00	$224.00	$261.00
Provincial	$37.00	90.00	117.00

(1) J. A. Maxwell, Federal Subsidies to the Provincial Governments of Canada, page 240.

In short, the development of the social services has forced the provinces to assume responsibilities which they simply cannot finance, limited as they are to "direct taxation within the province." When the depression burst upon us, they had already spent and borrowed up to the hilt, and many of them were forced to approach the Dominion Government for loans, increased subsidies and assistance in providing unemployment relief. Even with this aid, only one province has been able to finance relief on a pay-as-you-go basis, and still show a surplus of revenue over expenditures.

Moreover, it has become abundantly evident that although the necessity for expenditure on the social services affects all provinces alike, they have very far from equal abilities to pay taxes. The natural consequence is that certain provinces can support without undue strain an adequate programme of services, while others must be taxed to the utmost to provide even a very meagre programme. This inequality is very much aggravated in times of depression, which affect the provinces very unequally.

In view of all these facts, teachers' organizations all across Canada urged upon the Rowell Commission the need of a Federal subsidy for education. They urged that such a subsidy be granted specifically for education and that it be paid to the provinces on a basis of need, and of such dimensions as will ensure an equality of opportunity to all Canadian youth proportionate with their natural endowment; or, in the event of that being found impossible, that federal aid be given the provinces in the form of relief from their present expenditure on social services, national in scope, in order that provincial governments may be in a position to bear a much larger proportion of the cost of education. In either case they urged that relief be given on the basis of provincial need, and that definite agreements be undertaken to ensure that the burden of educational costs be shifted from local municipalities to provincial governments, in order that educational opportunity may be more nearly equalized throughout the province and the Dominion.

If justification of such a subsidy is needed, it can surely be found in the importance of education to the nation as a whole. The Dominion Government, by the Agricultural Instruction Act in 1913 and again by the Technical Education Act in 1919, has recognized the national importance of education and the fact that the limited provincial resources of the provincial governments do not permit them to undertake unaided a complete system of education.

The constitutional position of education in the United States is parallel to that of Canada. Under the constitution the individual states have full control of education, yet during the past few years of the depression the federal government has made generous provision for education through the P.W.A. and by way of direct grants to the poorer states. That the federal government of the United States is moving towards even more generous financial support of education is indicated by the Harrison-Black-Fletcher Bill, which makes the following provisions:

Amounts of existing and proposed grants for Educational Services in the United States of America:

Fiscal Year	Existing Grants to States
1938-39	$53,549,000
	Proposed Grants to States
1939-40	70,000,000
1940-41	109,500,000
1941-42	139,000,000
1942-43	159,000,000
1943-44	179,000,000
1944-45	199,000,000

Because of the universality of childhood's need, there must be a new distribution of support. Education is a national responsibility, and, as such, must have a further measure of federal support. We have, in our country, educational slum areas where, no matter how high the tax rate, the people cannot afford adequate schools for their children. Some provinces are so poor that the most modern tax system at highest rates would be powerless to yield enough money for good schools. On the other hand, the economic productivity of our nation as a whole is sufficient to provide adequate schooling for every child; thus there is a necessity for federal school aid after the province and the municipality have done their utmost.

Federal aid to education is consistent with national welfare. One of the greatest drawbacks to national progress is the lack of equal educational opportunity. Provincial ability to finance education varies considerably, and from such variations the chief sufferers are the children. When one compares the educational results of the economic distress in Saskatchewan with educational progress in British Columbia; when one contrasts the magnificent equipment in some of our Canadian city schools with the restrictions placed on our rural schools in Quebec; then one is impelled to demand some form of national grant to equalize these inequalities, and to eradicate these injustices. A basic minimum of education is absolutely necessary for the welfare of Canada. This minimum is only possible where enough money is forthcoming to promote such programmes. Since the provinces do not seem able to provide these amounts, then assistance must be granted by the Dominion Government.

Our present system of financing education is very undemocratic. The type of school that a boy or girl attends should not be dependent upon the municipality or the province in which he is born nor should his attendance at school be dependent upon his family's financial ability to enable him to avail himself of the educational facilities provided by the municipality.

State funds should be made available in the form of equalization grants to provide each child, regardless of his place of birth, with an adequate education. State funds should also be available in the form of matriculation and maintenance scholarships to enable indigent but intelligent students to proceed to matriculation and university. Education is of such vital importance that it must not be left at the mercy of the financial status of either small and impoverished districts or the province. We are educating Canadian citizens; not Ontario or Quebec or Saskatchewan, but Canada, should bear a fair share of the cost—a share large enough to ensure that every child in the country receives an adequate education regardless of what province or what municipality he is born in, and regardless of what the state of his family's finance is. Only such a programme of education can be considered democratic.

A careful study of these problems convinces us that the inequalities of our present system result in unfairness to the taxpayer, the child and the teacher, especially to those in rural areas, and can only be removed by shifting educational costs from the narrow and rigid basis of municipal taxation to the broader and more elastic ones of the province and the Dominion.*

*This important article first appeared in The Canadian Forum, a journal unique among Canadian publications and frequently recommended to readers of The B.C. Teacher.—EDITOR.

Modernization of Report Cards

By MIRIAM L. PECK, *Templeton Junior High*

TEACHERS throughout British Columbia will be pleased to hear that in September, with the supplies from the Text Book Branch in Victoria, will be found new report card forms for Grades I to VI. Painstaking research and the utmost care has been exercised in the preparation of these forms in order that they may be fully in accord with the philosophy of the present curriculum and with current practices in the provincial education system. In view of the fact that these forms are different from anything used in the past, *The B. C. Teacher* has co-operated with the committee in the publication of this article, which is to be followed with a more detailed one in September.

Report cards were introduced with the beginning of compulsory education when it was obviously necessary for parents to be periodically informed about the regularity and punctuality of their children at school. A record of the pupil's achievement in the mastery of the three R's was an interesting addition, and by degrees the list of subjects was extended. Parents were more or less concerned with their children's progress at school, and often proferred co-operation with the school in the form of a sound whipping to the child whose marks were unfortunately low. These report cards were entirely in accord with the then existing philosophy of education. But the philosophy of education has since come to embrace much broader concepts, including health, character, and citizenship, as well as scholastic instruction. Meanwhile the report card has remained in essence much the same. It still tells the child, the parent and the public that the ultimate aim of the school is to help the student to reach such a standard of efficiency in the subjects listed that will insure him against repetition of a grade. Whatever other means there may or may not be of informing the parents of the child's activities, this particular information comes home from time to time in black and white.

Parents ought to be and are interested in knowing what the school is doing. Considerable effort is being put forth to inform the parents through Education Week, Parent-Teacher Associations, and through the Press, of just what is being accomplished or attempted by the present methods of teaching. The educational authorities want the public to know what they are getting in education for the taxes they pay. Report forms, the schools' "Ambassador to the Home", should correspond in content and spirit with the aims of the educational system in force in the province. In that system we believe that a fundamental change has been made. It is appropriate that we should have a fundamentally different means of reporting. For this reason a brief statement of the aim of education is printed on the cover of the new report form, thus:

> The aim of education is to provide the child with an opportunity to acquire knowledge, habits and skills, and to develop traits, attitudes and ideals that will enable him to live usefully and happily. Your co-operation with the school in fostering growth in these matters will aid your child's progress.

To elucidate these objectives further a letter "To The Parent", which is provided by the Department, is to be sent with every report the first time it is issued. This letter definitely invites the parent to study the new form in the light of the pupil's individual needs. It emphasizes the significance of good health, of good habits and of wholesome attitudes in the progress of the child as well as the standard reached in academic work. It asks the parent to act in harmony with the school for the betterment of his own child.

The report is prepared with the objective of presenting to the child the goals of the school. These are not new to him, inasmuch as teachers discuss them or refer indirectly to them frequently during the term. But here they are definitely stated in terms which can be understood by every child. The vocabulary has been considered from the child's point of view as well as from the educationalist's viewpoint. These aims come under several headings.

1. There is an attendance record with a space for tardiness. However, a note is added stating that attendance is not desirable if the child is suffering from a cold.

2. The most essential health rules are stated briefly and the school can indicate the apparent observance of some of these rules. Naturally the parents are primarily responsible for the child's health; the school simply shows its co-operation in this phase of child development.

3. The essential aims of citizenship, desirable character traits, and good habits of study are also presented. All of these items have an important influence upon progress in the modern school, intellectually, emotionally, and socially. They should certainly be given positive recognition, no matter what examination results are obtained by students.

4. The subjects are subdivided, showing the two or three major objectives

PRIMARY PROGRESS CARD—GRADES I, II, III.

(The two inside pages only.)

The card is marked with these symbols:

√ Shows satisfactory growth.

\+ Is improving.

N Needs improvement.

If an item is unchecked it is because the teacher has not sufficient facts to make a definite judgment, or because the item does not apply to the child at his present stage of deevlopment.

Habits and Attitudes

	1.	2.	3.	4.
HEALTH HABITS:				
Sits, stands, and walks correctly				
Tries to keep health rules				
SOCIAL HABITS:				
Is polite				
Is fair and kind to others				
Works and plays well with others				
Is dependable				
WORK HABITS:				
Listens carefully				
Does cheerfully what he is asked to do				
Does work neatly				
Finishes work				
Finds new tasks when work is done				

Special Items

Has special ability in.....

Should be encouraged in.....

Is.....up to standard for his grade.

Progress in School Subjects

	1.	2.	3.	4.
READING:				
Is interested in reading				
Understands what he reads				
Reads well to others				
Works out new words				
LANGUAGE:				
Expresses thoughts clearly				
Tries to learn and use new words				
Spells needed words correctly				
Writes plainly				
SOCIAL STUDIES:				
Is interested in surroundings				
Contributes to activities				
NUMBER WORK:				
Learns number facts				
Uses numbers well				
MUSIC:				
Enjoys musical activities				
Takes part in singing				
ARTS:				
Works out ideas in arts				
Uses good colour				
Does good hand-work				
Is careful with materials				

Attendance Record

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May	June
Days absent										
Times late										

Each absence interferes with the child's progress. A child should not be sent to school, however, if ill or suffering from a cold.

toward which the pupil must strive in order to master the subject. Thus the report gives an analysis of each subject showing wherein the child must strive for further progress. It serves as a diagnosis of the difficulties encountered by the poor pupil, as well as a criterion of success for the more capable student.

The new report forms are individual in nature. The markings A, B, C, D, and E, are not to be used on it. Each child is to be judged and rated as a separate personality, not merely as a member of a group. We are sure that this change will receive the enthusiastic support of teachers throughout the province. Such a report can be prepared only by a teacher who knows the child. All our sources of pupil information, parents, teachers, outside leaders, and school records of intelligence, standard, classroom, and medical tests, must be organized into a genuine guidance programme. In the past we have talked about the relative importance in education of inheritance and environment. Now we can really do something about it. No one will deny that it matters little what the accomplishments of the rest of the class may be, if the individual is progressing at a rate proportionate to his capacity and to his individual needs. Now we can report this.

A caution and a problem should be mentioned in regard to individual reporting. The caution refers to the danger of "soft pedagogy". The problem lies in the imperative need of acquainting both students and parents with the facts as the school knows them, relative to the gifts bestowed by nature and environment. These points will be discussed in a later article.

Proposed Classroom Aids Department

By C. R. TATE, *Red Lake*

AT the recent Easter Convention of the British Columbia Teachers' Federation the unattached members introduced a resolution proposing the formation of a new department in the magazine to be styled as "Our Classroom Aids Department".

This new department should be organized and directed by capable and experienced teachers for the purpose of giving wide distribution of practicable educational information, especially helpful to the rural teachers of one and two-room schools.

Because of deterring factors such as geographic isolation, poorer financial conditions, inadequately equipped school plants, the organization and simultaneous direction of many grades (sometimes all eight!), places a premium upon the time and energy of the rural school teachers. Through a wide and systematic distribution of the findings of more favoured groups to such teachers, a more unified standard of educational service and pupil achievement throughout our province result.

One of the chief difficulties facing such teachers is the problem of geographical, social, and professional isolation which prevents the free exchange of ideas and information among rural teachers. Usually, each teacher is left to solve countless problems, in his or her own way. This involves the framing of a yearly programme through the condensing of the essence of the Course of Studies into monthly and daily outlines of the work of each subject in all the grades, together with the preparation and correction of seatwork and test material for all the subjects of most of the grades. Oftentimes rural teachers are forced to prepare such work under the glow of a kerosene lamp in a room not comfortably warm. The majority of these problems are common to large groups of teachers. Instead of teachers being left to grapple singly with these common problems, some provision should be made for a co-operative professional solution and, through the mediumship of the magazine, the findings should be made available to all the teachers concerned. Classroom aids would ease the burden placed upon teachers and greatly assist them in rendering effective service in their schools and communities.

I would suggest that such a Classroom Aids Department publish concise related "monthly outlines" of the basic essential work covering the work of all grades in all subjects. It is not the intention that these outlines should be slavishly followed by all teachers. No rigid stereotyped form of monthly procedure is aimed at. The actual procedure and method of enrichment as to topic, form, and manner would be left entirely to the discretion of the individual teacher.

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What We Are Reading

LETTERS IN CANADA: 1937—Reprinted from the University of Toronto Quarterly, Vol. VII, numbers 3 and 4, April and July, 1938. Edited by A. S. P. Woodhouse, University of Toronto Press.

Here is a book of especial interest to the student of Canadiana. The first part of the volume concerns itself with a brief survey of the literary output of our country, whether written in English, French or the "New Canadian" language. This is followed by a list of publications, which, for length and scope, is quite astounding. It would seem that Canada is doing her fair share in keeping the printing-presses busy.

Publications of the Advisory Committee on Education; United States Government Printing Office, Washington, D.C. (For sale by Superintendent of Documents, Washington, D.C.)

1. The Report of the Committee (35 cents).
2. Staff Study No. 13: The National Youth Administration, (15 cents).
3. Staff Study No. 15: Public Education in the District of Columbia.

These documents are the result of work done by a committee, appointed by President Roosevelt in 1936, with Floyd W. Reeves director. The committee's original "terms of reference" covered the field of vocational education; these were extended in 1937 to the wider "subject of Federal relationship to state and local conduct of education".

The report, which is by far the most noteworthy of the above three publications, deals exhaustively with this exceedingly controversial problem, it embodies the discussion of meetings and conferences aggregating over forty days, as well as views submitted by different organizations in the form of briefs and replies to questionnaires.

The publication of the report (February, 1938) was the signal for much acrimonious discussion in educational circles to the south. Some felt that any attempt to introduce Federal support for education would jeopardise local and State autonomy; others argued that this fear was a mere bogey, and that the Reeves proposal did not go far enough in bolstering local support with Federal funds. Between these extremes, the Report has steered a middle course; time alone will prove the validity or otherwise of the arguments of its critics. Right or wrong, the Report furnishes a useful basis for an intelligent approach to a problem which is by no means peculiar to the United States.

Staff Studies Nos. 13 and 15 are by some of the educational specialists called in to work with the Presidential Committee. The first would be of value to anyone interested in the extension of vocational and adult education, the second is a report of the educational system of the American capital.

—F. A. P.

PEACE EDUCATION HELPS

FROM the Committee on Militarism in Education, New York City, *The B. C. Teacher* has received sample reprints which teachers interested in peace education will find of value. The first, "An Introductory Course: The Pacific Solution of International Problems" by George M. Stratton, reprinted from the *Journal of Higher Education*, outlines an orientation course in "pacific means" for college and university students. The second, "A Course in International Relations" by Leo Litzky, which originally appeared in *Social Education*, outlines the 10-unit course which is offered as an elective for fourth year students in five high schools of Newark, N. J. It also includes a bibliography and a list of organizations which provide pertinent materials. These reprints are available for 5 cents each in coin or stamps, and may be ordered from the Committee's office at 2929 Broadway, New York City.

DESTINY Called To Them (Beverley Baxter; Oxford University Press; $1; 1939). This is a brief and timely biographical sketch of the royal pair whose charm Canada has recently had the happy chance to realize. It is a bit anecdotal, but to this reviewer some of the anecdotes are new and decidedly interesting. Baxter expands the open secrets of British kingship convincingly enough and without ostentation and he tells a simple tale with considerable simplicity. His little book will have many welcoming readers, especially, perhaps, among school children whose imagination has been captured by the romance of

their sovereigns. The illustrations are numerous and, in general, excellent and it is by no means a fault that the book which they adorn can be read in half an hour. But one wishes, with exasperation, that Beverley Baxter would not perpetrate such sentences as the following: "It is very difficult for citizens of other countries not to belittle, much less fully to understand, what the King and Queen mean in the lives of ordinary individuals in the British Empire". Maybe the meaning is plain enough so long as you wisely refrain from asking what it is!

—N. F. B.

THE mention of motion pictures brings to mind *Educational Screen* (The Educational Screen Incorporated, Pontiac, Ill.; $2.25), that periodical devoted exclusively to the visual idea in education. Of most interest to me was "A Pupil Constructed Scenario," but probably of more general interest is the department given over to "The Film Estimates" of downtown motion picture offerings. I derived considerable amusement and profit from a comparison of my own reactions to certain pictures with the combined judgment of a national committee.

"*CONSUMER SCIENCE*", by Hausrath and Harms; The MacMillan Co. of Canada; (670 pp.); price $2.40.

There have been published in recent years many excellent text books on the subject of generalized science. Most of them follow a set pattern. In the text "Consumer Science", the authors have viewed the problems of science from a new angle; the viewpoint of the consumer of goods.

The text follows the now accepted organization of units. The first unit is introductory material covering the scope of science in our daily lives. Unit two deals with machines and their uses. Unit three considers electricity and its applications and unit four is a treatment of some important chemical compounds. These sections are all valuable. The fundamental concepts and the applications of principles are clearly and interestingly developed. The illustrations are up to the minute. Throughout these chapters the material considered is closely related to the life of the average person.

Unit five is headed, "Applying Consumer Science". For some years organizations such as "Consumer's Research Inc." have been doing excellent work in offering buying advice to the public. In Consumer Science the student is directed to apply his scientific training when purchasing goods. In the automobile field such items as gasoline, oil and tires are discussed from the standpoint of real values compared with advertised ones. Heating and refrigeration receive similar attention.

Unit six is a unit devoted to safe living. The discussion of highway safety is particularly good. The book finishes on an inspirational note with a synopsis of the achievements of a few well-known men of science.

—J. B. and W. R.

"*MEN WHO PLAYED THE GAME*," by Archer Wallace; The Ryerson Press, Toronto; (127 pp.) price, $1.00.

In this small volume, written simply enough for Grade VII students but containing material that even adults will enjoy, is a great deal of inspiration. The book will stir boys as Plutarch's "Lives" has stirred men. Here are pictured important incidents in the lives of heroic men of many different countries—of England, of the United States, of Austria, of Germany, and of Japan. Men are praised for what they have done for humanity in the arts of peace. It is a much more valuable book than one that glorifies the great of the battlefield. These men had their battles, it is true, but they were battles waged against disease, suffering, ignorance, and greed. In every case great courage and infinite patience were required. Boys—and girls, too, although there are no heroines in the volume—will have the better side of their natures moved by reading of such men as Wilberforce, Lister, Nash, Agassiz and Kagawa. In all, fourteen brave men of gentle disposition are depicted, chosen from many different walks of life. There is the discoverer of X-rays, the father of anti-septic surgery, the pioneer of Sunday Schools, the emancipator of slaves, the benefactor of the blind, and the Christian in business. "Men Who Played the Game" is not without flaws in English, but will prove of great value in any library. It has information, it has interest, it has inspiration—but the greatest of these is inspiration.

—E. T. OLIVER

REMINDERS to teachers leaving the profession at the end of the term: Resignations should be handed in to the Board without delay.

"THE BIRTH OF THE UNITED STATES," by J. E. Anthony. MacMillans in Canada, 1938 (pp. 81) 60 cents.

This small volume represents a highly successful attempt to make a *precis* of America's struggle for liberty and union, from enforcement of the Navigation Laws to the Louisiana Purchase. Written by an Englishman for Englishmen, the book recounts without much attempt at philospohy the simple facts of a story long familiar to Americans and Canadians. Nevertheless, it bears the imprint of thorough scholarship, and its clear crystallization of the complexities of of those turbulent years provides a valuable introduction or review.

Practically the author's only variation from matter-of-fact recapitulation is an unexpected defence of George III "who has so often and so wrongly received all the blame for the great mishap." In fact, all persons and parties in the quarrel are excused and none are blamed. For example, "this attitude of the governing classes (of England) was the product of the age in which they existed, and cannot be condemned by the standards of our own without serious historical error."

The chapters on the clash of sectional economic interests and the difficulties of nation-making after the achievement of independence are particularly interesting.

—D. M. MACLEAN

THE Next Step in Canadian Education. Education Administration and Education Finance are two subjects that have received the attention of special committees of the B. C. T. F. during the past year. The importance of the close relationship existing between these two problems on the one hand and educational services, teaching conditions, and salaries on the other is fully recognized by the B. C. T. F. Individual teachers and committees working on these problems should read a new (1939) book published by Macmillan's, *The Next Step in Canadian Education*, written by B. A. Fletcher, Professor of Education, Dalhousie University.

In makeup the book is divided into three parts: The Present Position in Canada; Reorganization Abroad; and Reorganization in Canada.

Part 1 Chapter 1 is a brief historical survey of educational organization (chiefly in Nova Scotia) during the past century.

Chapter II is a comprehensive analysis of the small school district as a unit for administration and financing of education. A series of charts, graphs and tables consttiute a particularly valuable feature of this chapter. The conclusion reached is wholly adverse to the small district and in favor of the larger unit. The objections commonly raised against the larger unit are vigorously answered. Such statements as "A condition essential to democracy is equality of opportunity" have a familiar sound to B. C. T. F. members who have read or listened to reports of the B. C. T. F. Education Finance Committee.

Chapter III deals with a "balanced administrative system" where responsibilities are properly adjusted as between federal, provincial and local authorities. Emphasis is placed upon the need for utilizing corporation and individual net incomes rather than property, as the tax base". The primary objective is the establishment of a "minimum educational programme" throughout the entire state. Here again is a phrase which has received considerable attention in B. C. T. F. discussions.

Part II deals with Reorganization Abroad in Scotland and in the United States.

A survey of the transition from the Small District System to the Larger Unit is offered. The section concludes "The scignificance of this Scottish reorganization for Canada is great. It shows that the change from a small to a large unit system can be made quickly and smoothly by a people resolute to make the change".

The second section in this Part deals with reorganization in the United States with a more detailed examination of the new systems in several states. The experience of the States is evaluated in relation to Canada. Of the Maryland system it is said ". . . that developed in Maryland has reached most nearly to the ideal of complete equality of educational opportunity".

Part III deals with Reorganization in Canada. It is introduced by a valuable analysis of the sources of revenue for education now used in Canada illustrated with a number of interesting statistical tables. Then follows a chapter each on reorganization in New Brunswick, British Columbia, Alberta, Saskatchewan, Ontario and Nova Scotia. In order to estimate the validity of the writer's conclusions relative to progress made in each

(Concluded on page 567)

News — Personal and Miscellaneous

READING LABORATORY INSTITUTE AND CONFERENCE ON VISUAL EDUCATION

THE Third Annual Reading Laboratory Institute will be held July 3-15, 1939, at George Peabody College for Teachers, Nashville, Tennessee. A special staff of lecturers, discussion leaders and demonstrators will present various phases of the problems of instruction, diagnosis and evaluation in the field of reading. The programme has been organized to interest teachers of all grade levels, school administrators, supervisors, directors of Reading Clinics, teachers of exceptional children, visual education specialists and educational clinicians. Speakers of national renown appear on the programme, including Leo. J. Brueckner, Guy T. Buswell, Louise Farwell Davis, C. E. Manwiller, Lillian Meade and Clifford Woody.

Demonstrations of the technique of filming educational fiims and a series of lectures on classroom visual education procedures are included in the programme. Instruction in making and using films and slides will be available to all who attend the conference. A copy of the daily programme may be had upon request by writing Ullin W. Leavell, Director.

MARRIAGES

MASON-MacDONALD

ON May 13th in Vancouver, Miss A. R. MacDonald of Florence Nightingale School was married to Mr. Mason of Pioneer. Mr. and Mrs. Mason will reside in Pioneer where Mr. Mason is employed as an engineer. Best wishes for a long and happy life.

TO STUDY

MR. Lorne Brown of Kitsilano High School, director of physical education, is to spend six weeks this summer in taking courses at the University of Oregon.

EXCHANGE TEACHERS' OUTING

NINETEEN British Columbia exchange teachers were taken by the B. C. Electric Company to visit their Ruskin and Stave Falls generating plants. The company annually acts as host to a party of teachers on this educational trip.

MRS. L. S. KLINCK

LAST month Mrs. L. S. Klinck, wife of the President of the University of British Columbia, passed away.

Mrs. Klinck was one of the best known women of Vancouver. She was greatly interested in University and church affairs, and, up to her more serious illness some years ago, she took active part in Women's Missionary Society of Chalmers Church, the Y. W. C. A., social service organizations, and in the social side of university life.

Mrs. Klinck and Dr. Klinck came from MacDonald College, Quebec, where Dr. Klinck was President for many years. They arrived in Vancouver in 1915, when Dr. Klinck took over the duties of Dean of Agriculture. Throughout the intervening years Mrs. Klinck has constantly endeared herself to the students by her lively interest in their problems.

To her husband, to her son, Ronald, of Trail, B. C., and to her four sisters of Toronto, Winnipeg, Hamilton and St. Thomas, *The B. C. Teacher* offers its deepest sympathy.

B. C. T. F. OFFICIALS

THE B. C. Teacher is much pleased to report that Miss Clayton, Assistant Secretary of the B. C. T. F., has recovered from her recent slight illness and has been, since May 8th, back at her desk in the Federation offices.

The B. C. Teacher also learns that while Mr. Charlesworth, our General Secretary, is progressing very satisfactorily, it will be some time before he is ready for the arduous task of personal work on behalf of the teachers. Mr. Charlesworth is, however, active in an advisory capacity during the term of his leave of absence. We wish Mr. Charlesworth an early and a complete recovery.

NEW CITIZENS

THE teachers congratulate Mr. Eugene Cameron of Point Grey Junior High School and Mrs. Cameron on the arrival recently in their family of a little boy, Eugene Cuthbert.

Congratulations also are extended to Mr. and Mrs. Monroe (Kitsilano Junior High School) on the birth of a daughter, Noreen Anne.

RADIO PROGRAMMES

THE regular educational programmes have been completed for the present school year. The Editor would much appreciate comments on the practical usefulness of any programmes. The Columbia School of the Air, the Provincial Radio School, and the broadcasts of the C. T. F. were among the outstanding programmes of an educational nature.

Any reader may secure a copy of the advance educational listings as prepared by the California State Department of Education by writing to this magazine.

As a result of the Cairo Radio Convention held last year, European and Asiatic nations have decided to utilize from 7000 KC to 7300 KC for broadcasting purposes. It is understood that the broadcasting is to be propaganda. The American Federal Communications Commission has decided not to look with disfavour on any attempt or attempts by American radio stations to blanket the foreign transmissions. As a consequence it is unlikely that the powerful French station on 7200 KC will again be intelligible on this continent. What will happen when Great Britain, on September 1st, places two powerful broadcasting stations in that band of frequencies is still problematical.

TEACHERS TO VISIT JAPAN

ON invitation transmitted through the Japanese consulate here in British Columbia, four teachers from this province will tour Japan on an inspection trip of Japanese schools. Those named to leave Vancouver on the SS. Hie Maru on July 1st are Miss Annie W. Eaton of Victoria High School, Miss Margery O. Scott of Richmond High School, Miss Doris Laverock of Grandview High School, and Mrs. A. H. Gilley of Duke of Connaught High School, New Westminster.

BRITISH COLUMBIA RADIO SCHOOL

RADIO programmes will be resumed next school year under the auspices of the Department of Education.

Commencing on October 1st and continuing until April 30th, except before and during Christmas and Easter vacations, broadcasts will be presented on each school day, from 9:30 to 10 a.m., over the same stations as this year.

Full announcements will be mailed to all schools on the committee's mailing list early in September.

U. B. C. CINEMATOGRAPHY COURSE

BULLETIN 17 issued by the Department of University Extension, describes a Short Course in Cinematography that will be given from August 2nd to 15th at the University of British Columbia. The course was arranged with the co-operation of the National Film Society of Canada and is to be given by Dr. Boris Vladimir Morkovin, Head of the Department of Cinematography at the University of Southern California.

Additional information together with a list of reference books available for loan from the Department may be secured by writing to the Department of University Extension.

NEW AERONAUTICAL MAPS

THE *B. C. Teacher* is in receipt of a sample copy of the new Cranbrook-Lethbridge map just issued by the Department of Mines and Resources. It is on the scale of 8 miles to the inch and is a beautifully contoured example of the cartographers' art. It covers an area extending from Latitude 48 to Latitude 50 and from Longitude 100 to Longitude 116. The Rocky Mountain boundary between Alberta and British Columbia has now been surveyed and a series of maps are available showing it in detail. Copies of the Cranbrook-Lethbridge map can be obtained from the Hydrographic and Map Service, Department of Mines and Resources, Ottawa, at 25c a copy. Teachers of geography will welcome this opportunity to add to their equipment. The Department is engaged in the preparation, for aeronautical purposes, of 8-mile maps of areas across the Dominion. The maps show all topographical features important as landmarks from the air and as much other similar information as the scale of the map will permit.

CAMP—AND LEARN FRENCH

AN opportunity of brushing up on your French, improving your professional standing, and having a thoroughly good time in a French milieu is offered by the Camp Francais at Strathcona Lodge on Shawnigan Lake from July 14 to August 13. All ages and types are welcome and the atmosphere promises to be truly consmopolitan. Faculty members present a colorful assortment of personalities. Madame Sanderson-Mongin of Victoria College is known to most

British Columbians. Then there are several well-known men from the United States; Clarence Ficken, Ph.D., Professor of French, Dean of the College and Acting President of Macalester College; Paul Hartstall, M.A., Assistant Professor of Romance Languages and Director of the Modern Language Phonetics Laboratory, University of Iowa; Guy Lambert, Baccalaureat-es-lettres, Lycee de garcons de Metz, Assistant in French, Adrian College; Mlle. Monique Baillet, M.A., and Mlle. Cecile Orssaud, candidate for Ph.D. at the University of California are also assisting with camp activities.

Courses offered include conversation facile, dictees, the Renaissance, composition, phonetics, classicism in France, etudes de style, French art through the ages, revision de grammaire, music in French civilization and a round table on teaching problems. Classes (one hour each) meet five days a week for four weeks.

Camp life at Shawnigan promises to be ideal. All who have been at the Lodge praise its excellent situation and the unlimited opportunities for sports and excursions of all kinds. There are tennis courts, a gymnasium with badminton facilities, boathouse and boats, playfields and a private beach. Archery, fencing and folk-dancing may also be enjoyed free of charge on the Lodge grounds. Those who wish to venture farther afield will find ideal spots to fish, ride or play golf. Excursions of many sorts are planned, including a day in Victoria, another in Qualicum and a week-end trip to the Forbidden Plateau.

For further particulars, circulars and registration blanks write to Miss Dorothy M. Punderson, Director, Le Camp Francais, Strathcona Lodge, Shawnigan Lake, B.C., or, if you wish personal impressions from British Columbians communicate with Miss Mary Hamilton, Victoria High School, Victoria, B.C., or Miss Sadie Boyles, King Edward High School, Vancouver.

OREGON SUMMER SCHOOLS

THE Portland Summer Session will have as one of its visiting professors, Dr. G. Howell Harris from the University of British Columbia, who will give lectures in Botany from June 19th to July 28th. The credits earned here under many eminent visiting professors will carry credit at Oregon State College, the University of Oregon, and the Oregon Normal Schools.

At the University of Oregon for the two sessions, June 12th to July 21st, there will be among the important visiting professors, Dr. Heinrich Comperz, formerly of the University of Vienna and Dr. R. H. Seashore from Northwestern University.

At Oregon State College, Corvallis, there will also be two sessions; one from June 19th to July 28th, and the other from July 31st to September 1st. Prominent professors, including Hendrica van der Flier who has conducted handicraft courses in the University of Hawaii, will be in attendance.

The Oregon Normal Schools, one at Monmouth and the other at La Grande, will have sessions from July 5th to July 14th and from July 17th to August 18th. The Monmouth division will have a special studies tour of northern and central California which will carry a total of six term-hours of credit in Geology and Geography.

The Institute of Marine Biology at Coos Bay will offer many courses in marine subjects.

Further information about these courses may be obtained by writing to the particular school concerned.

SUMMER RADIO INSTITUTE

A. MURRAY DYER, young script writer for CBS' American School of the Air, three of whose programmes have won citation for excellence within the past couple of months, has accepted an invitation to conduct a workshop course in educational script writing at the Progressive Education's summer institute in Bronxville, N.Y.

Dyer is to be one of several CBS representatives who will participate in activities of the Summer Radio Institute of the Progressive Education Association and Evaluation of School Broadcasts. Other participants are to be Sterling Fisher, CBS director of education and radio talks, and Leon Levine, assistant director.

The Women's National Radio Committee of the United States at its annual meeting (April 19th) cited Dyer's "Frontiers of Democracy" series in the American School of the Air as one of the best programmes furthering principles of democracy. The Tenth Institute for Education by Radio, meeting at Ohio State University (May 3rd) gave first prize to his script on housing in the "Frontiers of Democracy" series. The educators also awarded first honors to Dyer's adap-

tation of Phil Strong's "Honk, the Goose", heard in the School of the Air's "Tales From Far and Near", Friday Series.

THE GOLDENBERG COMMISSION

ABOUT a year ago a Royal Commission was appointed by the Manitoba Government to conduct an inquiry into the finances and administration of the city of Winnipeg. The members of the commission were: H. Goldenberg, chairman; A. L. Crossin, and J. P. Thorsen, M.P. The committee has been several months making a careful inquiry, examining briefs, meeting committees, and in short conducting a thorough examination into the city's affairs, examining every phase of civic government in great detail. The report is a huge document of about 900 pages.

Its findings in connection with school affairs are important. Briefly among them are:

(1) The board should be maintained as an elected body, independent of the city council.
(2) The membership of the board should be reduced from 15 to 9.
(3) The administration of school affairs has been good.
(4) The principle of arbitration of disputes over school board expenditures should obtain always.
(5) Payment by the city should be made monthly, and the city should pay interest on past due payments.
(6) The proposal to merge school medical services with those of the city is rejected.
(7) The pension scheme for city teachers must be put on a better basis.
(8) All free services should be carefully supervised.
(9) A revision of the schedule of teachers' salaries by some outside agency is recommended.

These are some of the recommendations as noted in the press reports. The document, because of the thoroughness with which it went into an examination of many city school systems, so far as finances are concerned, is an important one. Provincial organizations should have copies.

TEACHERS TO LEAVE ON EXCHANGE

ACCORDING to a report from the Vancouver School Board Offices, 13 from the Vancouver school system will leave Bri[illegible] exchange with teachers [illegible] of the Dominion and of the [illegible] Seven are to go to England; o[illegible] Scotland; one to Ireland; one to New Zealand; and three to Ontario. There is no one this year making an international exchange. The following make the list of teachers who, in the school year starting in September, 1939, will be away from British Columbia: Miss G. Perry of Begbie School to Birmingham, Miss G. E. Porter of Douglas School to Leicester, Miss L. A. Langridge of Britannia High School to East Han, London, Miss A. C. Lyons of Edith Cavell Annex to London, F. A. Poole of Magee High School to Glasgow, Miss Margaret Muirhead of Kitsilano High School to Nottingham, Miss C. N. Cruickshanks of Norquay School to Hendon, F. W. Leach of Britannia High School to Ontario, Miss D. Schields of the nurses' staff to New Zealand, Miss M. E. McDonald of Charles Dickens School to Middlesex, F. H. Johnston of Point Grey Junior High School to Ireland, S. A. Miller of Britannia High School to Ontario, and V. M. Campbell of MacKenzie School to Ontario.

A FRENCH SUMMER SCHOOL

A FRENCH Summer School at Montreal will be held from June 29th to August 9th. The school is an integral part of McGill University and course taken will count as regular McGill University courses. The courses are in three sections to accommodate students of different familiarity with the French language. French is the only language that will be used—in classes, at the table, throughout the dormitories.

Applications and requests for information should be addressed to the Registrar's Office, McGill University, Montreal.

RAILWAY FARES TO SUMMER SCHOOL

RECENTLY the B. C. T. F. was requested to negotiate with the railway companies to secure an extension of the time during which reductions in the round-trip fares for teachers attending summer schools would be effective. The reductions have, in past years, been good only until within three days after the close of the summer session. If this date should come two or three weeks before the reopening of school, teachers would have to rush home two or three weeks before it would ordinarily be necessary,

(Continued on page 554)

Thanks to her teachers, Joan's smile has a brighter future. For already they've taught her the importance of gum massage to a brilliant, winning smile!

ALREADY her teachers have given her an excellent start toward a future of sparkling teeth and healthier gums. Already she has learned in school that regular massage of the gums *is as essential as cleaning the teeth.*

As modern dental science explains, gums are often deprived of exercise by today's soft and creamy foods. Lack of vigorous chewing helps to make gums weak and sensitive. Then, often "pink tooth brush" flashes its warning.

Modern gums need special care. In many cases, they need invigorating massage to rouse circulation in the gum walls and help make gums firmer.

The correct technique of gum massage is easily taught in classroom drills. The index finger is placed *on the outside* of the jaw to represent the tooth brush and rotated from the base of the gums toward the teeth. As the teacher explains, this massage rouses circulation in the gum walls. Practiced at home with fingertip or tooth brush applied to the gums, it aids in stimulating underworked gums to a new and greater vigour.

Ipana Tooth Paste is a splendid aid in gum massage. For it is especially designed not only to keep teeth clean and sparkling but, with massage, to help tone and stimulate the gums.

A New Classroom Aid in Teaching Gum Massage

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

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

Correspondence

SQUARE PEGS AND ROUND HOLES

4646 Langara Avenue,
Vancouver, May 19, 1939.

Editor, *The B. C. Teacher*:

There seems to be a definite idea abroad that exchange teachers should never express their opinions. This may be all very right and proper, and I would be amongst those who agree that destructive criticism does no good and much harm. Yet, being one of those fools who rush in where angels fear to tread, I would like to suggest that from time to time exchange teachers should be allowed to make suggestions. We in England can and do learn a tremendous amount from the teachers who come to us from Canada and other parts of the Empire.

The suggestion which I myself would like in all due humility to make is not very violent! Please, would it not be possible for the local education authorities concerned to know more about each visiting teacher's special qualifications so that there would be less "putting of square pegs into round holes"?

A certain teacher told me that the Principal of her school was prejudiced against exchange teachers because he had a man on his staff who was no good at work or discipline and was constantly ill. Upon making a few enquiries it soon became clear that the man (in England) was an art specialist teaching senior boys, but that in British Columbia he was taking Grade 2 or Grade 3—at all events the work was what we would call "infant work"—for all subjects. Was that fair to the man?—or to the school? Was it fair to the other exchanges?

You may agree with me in saying that the man in question should have "spoken up". Please allow me to say very sincerely that at the Vancouver School Board the officials are most kind and considerate. But there are many in our profession who prefer not to make their grievances known, and this is so much the worse for the progress of the exchange teacher systems, don't you think?

We have cases (and I could give details, but it is hardly my place) of a music specialist teaching infants, of an infants' specialist teaching high school and high school teachers teaching younger grades. So much talent going to waste!

Please realize that I want to be constructive and that this is no mere idle criticism. Won't you do something about it?

NONA STEVENS.

WHAT ABOUT SABBATICAL LEAVE?

Vancouver, May 31, 1939.

Editor, *The B. C. Teacher*:

The editorials in which from time to time you have dealt with the necessity and possibility of establishing some scheme under which Sabbatical Leave would be generally available to teachers in British Columbia—and not only to those residing in a very few localities, where school boards have already recognized the wisdom of such policies—were keenly welcomed by many of your readers; and the report of the committee appointed to investigate the problem aroused real hope. The fact that so representative a body—including principals, teachers in high schools, urban elementary schools and rural schools, trustees, inspectors and representative laymen—could reach unanimity after a careful study of the whole problem indicates that there is now no real obstacle in the way, unless it be inertia.

But what has happened? Has anything happened? Is anything going to happen?

We want to know.

ONE WHO IS WAITING.

(The teacher who appeals to us in the foregoing communication is justified in some impatience but will be glad to be assured that the project of Sabbatical Leave is in no immediate danger of being dropped. At the recent meeting of the Executive Committee the Report of the Committee was endorsed and referred to the Federation's solicitor for advice as to whether any change in the school law would be required to put the recommendations into effect. When the solicitor's report has been studied the steps necessary to bring the whole project actively to the attention of the proper authorities will certainly be taken and the Editor hopes as eagerly as does "One Who Is Waiting" that by this time next year the scheme will be in operation. If there be any avoidable delays, teachers

will be wise to keep the matter to the fore by means of such letters as that upon which comment is here made and by vigorous representations made through their local associations.—EDITOR).

THE MINISTER PROMISES CO-OPERATION

Victoria, June 2, 1939.

Dr. Norman F. Black,
Editor, *The B. C. Teacher,*
Aldine House, 1300 Robson St.,
Vancouver, B. C.

Dear Dr. Black:

My attention has been drawn to an article in the May issue of your magazine entitled "Health Examination and Bluffing", and in connection with the matters discussed therein I have before me a report of the executive members of the Okanagan Valley Teachers' Association, dealing with the medical inspection of schools.

The difficulties in connection with proper control of this service and certain abuses arising from it have been drawn to the attention of the Department of Education and of myself personally on a number of occasions and on each occasion every effort has been made to verify the reports of inadequate supervision of the health of school children and to correct abuses where such were found to exist.

The problem, however, is a difficult one to deal with, primarily because the only persons who have any real means of judging as to actual amount and quality of work being performed are the teachers in the schools themselves. On a number of occasions complaints have been reported to the Department as coming from teachers in various schools throughout the province and departmental officials have done their best to adjust the situation but have found the teachers in the last analysis unwilling to bring their complaints into the open and stand behind the charges made.

For this reason I am addressing this letter to the teachers of British Columbia through the columns of your magazine with the specific request that any complaints as to the quality of service being given by the school medical officers in any of the schools of the province should be reported by the teachers directly to me. If this is done it will, I think, be possible to give the teaching profession adequate assurance that any complaints received will be thoroughly investigated and that appropriate steps will be taken to correct any abuses found to exist and to remedy any unsatisfactory conditions.

With appreciation of your co-operation in making this letter available to the teachers of the province through the medium of your magazine, I am,

Yours very truly,
G. M. WEIR,
Provincial Secretary.

(This highly appreciated letter was received while the June issue was going to press and at too late a date for appropriate comment in the present number of *The B. C. Teacher*.—EDITOR).

(See p. 536 for further Correspondence)

(Continued from page 551)

in order to secure the reduction in fare.

A change to benefit the teachers this year is impossible. The railway fares were fixed early this year as a result of the agreement between the two branches of the Canadian Passenger Association—one with headquarters in Winnipeg, and one with headquarters in Montreal. The railway fares were agreed to by the Dominion Government's Tariff Commission and were published as early as February 28th of this year. *The B. C. Teacher* has been assured that no changes involving a duplication of this work and the circularizing again of the thousands of railway ticket agents can be contemplated for this year.

The B. C. T. F. together with the C. T. F. will undoubtedly be able to secure a hearing for the teachers' contentions in time for the necessary changes to be made for the summer of 1940.

TEACHER IN ACCIDENT

THE B. C. Teacher regrets to have to report that Miss Booth, physical education teacher at Kitsilano Junior High School, was quite seriously injured in a traffic accident in which she was run down by a motorist. Latest reports secured on Miss Booth's condition reveal that she will be several months recovering. Miss Booth suffered a fracture of several vertebrae.

In company with the teachers of the province, *The B. C. Teacher* extends to Miss Booth their sympathy and their wish that she may have a complete and early recovery.

DR. Robert Sproul is the president of the University of California. He receives a salary of $13,500. He has just turned down an offer of $50,000 to become president of the Anglo-California National Bank. What a wise choice he made!

Highlights of the World News

ENABLED by recent legislation and supported by nine local organizations in the Lower Mainland and Vancouver Island and prospective groups all over the province, the B. C. Credit Union Association was formed on May 10.

Mrs. J. Stuart Jamieson, C. C. F., won the Vancouver Centre by-election for the Provincial Legislature with 3725 out of 10,958 votes in a four-cornered contest.

The Provincial Government announced on May 16 plans to engage 2000 unemployed men in six mining, forestry, construction and parks projects. The Dominion Government has allotted $655,000 for development of tourist roads in the province this year.

Seasonal workers will be allowed to vote at their places of employment without recourse to the absentee ballot, loggers', fishermen's, and sailors' unions unions have been officially informed.

Pacific Nickel Mines at Choate, B. C., have been inactive because of failure of negotiations to sell the output to a Japanese concern, but new negotiations will be undertaken, shareholders were informed April 28. International Nickel produced a net profit of $9,547,300 in the first quarter of 1939, about an average yield. Nickel exports from Canada had dropped $12,000,000 to $49,000,000, and only one per cent went directly to Germany. Canada's total export trade increased from $74,000,000 to $76,000,000 while imports fell from $65,000,000 to $58,000,000.

An amendment to the criminal code on April 27 made discharging for union activities "wrongfully and without lawful authority" a criminal offence. Such discharging of employees is claimed to be not "wrongful" according to the laws of Ontario.

Financial highlights of the present session include a budget deficit of $60,000,000, a 5 per cent limit on profits on non-competitive arms contracts, which Conservative Senators attacked as destructive of enterprise, and creation of a central mortgage bank.

Senator Arthur Meighen on May 10 issued a minority report demanding unification of Canadian railways. Sir Edward Beatty on the same day made an identical demand, but added that for this to be accomplished by the Government would spell disaster.

ON April 25 a new Prime Minister, Robert Gordon Menzies, assumed office in the Commonwealth of Australia with a Cabinet derived solely from the United Australia Party which holds only 26 seats in the 74-seat House of Representatives, as compared with Labor's 29 and the Country Party's 17. On the same day police and firemen were called upon to save the German consulate in Sydney from an angry mob of war veterans.

The delivery of a direct Hitler appeal to Germans in Southwest Africa to remain loyal to their Fuehrer on April 23 and the inauguration on April 25 of radio broadcasts from Berlin in Afrikans as well as Arabic stirred resentment in the Union of South Africa. The leader of the opposition declared on May 16 his party wished Southwest Africa to remain associated with the Union but would resist use of that question to draw the country into war. On the same date the Premier of Southern Rhodesia recommended formation of a council to pave the way for unification of Southern and Northern Rhodesia and Nyasaland.

Britain's profits from the Suez Canal in 1938 were £1,699,269 or 41 per cent of the price paid for the shares in 1874.

Their Majesties the King and Queen left Portsmouth on the "Empress of Australia" on May 6, Canada-bound.

Britain on April 20 inaugurated a Ministry of Supply under Leslie Burgin to control and expedite armaments production. The budget presented by Sir John Simon on April 25 included £630,000,000 for defence, and taxes increased to raise estimated additional £24,000,000. Wages in trades connected with arms manufacture were raised two shillings a week on May 11.

Despite strong Liberal and Labor opposition the House of Commons on May 9 gave second reading to the Military Trainig Bill, requiring six months of military training of all men between the ages of 20 and 21, conscientious objectors to serve an equivalent period on civil projects. In view of the strong opposition of Eire the Bill will not apply to Ulster.

* * * *

A DECREE to draft the services for defence in peace time or war of 3,000,000 foreign residents in France was published April 17. Confidence in Daladier's decree dictatorship in its domestic

and foreign policies was voted in the Chamber of Deputies, 375 to 230, May 12.

Decree powers in the name of the king in the realms of finance and defence were sought by Premier Pierlot of Belgium on April 25.

The Netherlands on May 13 announced the formation of a refugee camp to care for 2,500 destitute Jewish refugees for 15 years. Over 20,000 other refugees were claimed to have founded 300 industrial undertakings which support themselves and 10,000 Netherlanders.

An Italo-Albanian customs union was published on May 3.

Negotiations between Croat leader Machek and Premier Cvetkovitch of Yugoslavia for greater Croat autonomy reached on April 27 a conclusion satisfactory to the 40 Croat delegates unseated by the rule that the party with a majority gets two-thirds the seats. The agreement was rejected, however by Prince Regent Paul.

Spain gave formal notice of withdrawal from the League of Nations on May 8, the sixteenth nation to do so.

* * * *

THE world is spending one billion dollars a month on armaments, the Bank of International Settlements estimated on May 12.

Pope Pius XII followed an appeal for a "crusade of prayer" for peace during the month of May with a suggestion for a peace conference at the Vatican. Germany's answer preferred individual negotiations. The Pope found the general tenor of replies hopeful.

Premier Mussolini on April 20, in reply to President Roosevelt's appeal, cited preparations for the Universal Exposition of 1942 as proof of Italy's peaceful intent and denied the need for a ten-year guarantee which would ignore the "pyramidal errors of geography". While continuing to seek peaceful settlement of the Mediterranean question with France, Italy announced on May 7 a military alliance with Germany which was signed at Berlin on May 22. In an address at Turin on May 14 the Duce affirmed the strength of Italy and the "axis" and blamed the democracies for all international tension, but declared all present knots could be untied without recourse to the sword.

The largest military display ever witnessed in Berlin marked Chancellor Hitler's 50th birthday on April 20. The next day Hitler asked the smaller states listed in Roosevelt's non-aggression appeal whether they felt themselves threatened by Germany. Of the replies made public only Rumania's was in the affirmative but the President of the Swedish Parliament said on May 3 everyone felt so threatened. On April 28 Hitler broadcast in a speech his abrogation of the naval limitation pact with Britain, abrogation of the non-aggression pact with Poland and demand for return of Danzig and for a sovereign route across the "Corridor" in return for a 25-year non-aggression pact, promise of guarantee of Alsace-Lorraine as French provinces, and refusal of Roosevelt's request for general guarantees, offering instead separate mutual non-aggression pacts with all the specified states.

Poland refused to accede to Germany's demands for Danzig and the Corridor, where the situation remained tense in May. Hitler's non-aggression plans for the Baltic region were rejected by Norway, Sweden and Finland but accepted by Denmark, Latvia and Esthonia conditionally. Lithuania, with which such a pact had already been made, was promised three free-port zones in the Memel area on May 23. The Yugoslav Foreign Minister said on April 25 he sought no treaty with the Reich. On April 19 Hitler had appointed Franz von Papen ambassador to Turkey and on May 12 conferred a high honor on the Rumanian Crown Prince.

Rumania on April 27 refused mutual aid agreements with Britain and France but on May 3 accepted a British loan and on May 11 signed a trade agreement to buy £5,000,000 of British goods on credit. Britain announced on the same day she would come to Poland's aid if Danzig's status were changed by force so as to threaten Polish independence. France and Poland signed, May 23, a 500,000,000 franc commercial agreement. A mutual-aid alliance against aggression in the Mediterranean was signed by Britain and Turkey May 12. A friendly agreement between Russia and Turkey was reached May 8.

While Britain sought a promise of military support from Russia in event Britain and France were engaged in war in Eastern Europe, and Russia refused anything but a general anti-aggression alliance, negotiations were complicated by Polish opposition and Japanese threats and by the sudden resignation of Litvinoff and appointment of Molotoff as Commissar of Foreign Affairs.

* * * *

A Britsh white paper on Palestine on May 17 proposed an Arab-controlled

state with Jews always a minority, the British mandate to terminate in ten years. Arab reception was cool; Jewish, violently hostile. A hitherto suppressed chapter of T. E. Lawren's "Seven Pillars of Wisdom" declares the author "continually and bitterly ashamed" of his deception of the Arab leaders during the revolt against Turkey.

The Chinese capital, Chungking, 1370 miles up the Yangtse, was wrecked by Japanese bombers on May 4 to 6. On May 12 a Japanese naval landing party of 52 occupied the international island of Kulangsu in Amoy harbour, with a hint of a similar fate for the international settlement at Shanghai. A similar landing party from each of the forces of Britain, France and America made Japan ready to discuss withdrawal at the end of a week, while the yen, officially valued at 3.4 to the dollar, fell to 6.3 at Shanghai.

* * * *

THE President of Bolivia, Col. Busch, dissolved the Legislature and assumed dictatorial powers on April 24. On May 11 his Italian minister of mines, Foyanini, announced a barter agreement with Germany for Bolivian minerals, petroleum, and hides.

The three Methodist Churches of America on May 11 took the first legal steps toward unification, healing a breach which dates from the expulsion of a slave-owning bishop in 1844.

The Appalachian coal strike which started April 1 was spread to all coal fields, involving 450,000 miners, on May 6. Immediate Federal Government steps for mediation led to a general settlement within a week but Harlan County, Kentucky, operators refused, taking the inconsistent line that the unions and big Appalachian companies were in league against them and that it would save them money to sign but they preferred to control their own operations.

Appointment of Lord Lothian as British ambassador to the United States was announced April 25 and that of Daniel Roper as American minister to Canada on May 1. —J. E. G.

PROPOSED CLASSROOM AIDS

(Continued from page 544)

However, the proposed outlines could prove helpfully suggestive to the rural teachers in assisting them to prepare their programmes in such a manner as to attain a more unified standard of educational service and pupil achievement throughout the province.

I realize that to organize and direct such a department in the magazine would be a difficult task but it would be worth while. I believe there are teachers who are willing and able collectively to render the desired service. Will all those who are interested and sympathetic to this proposal communicate at the earliest possible time their constructive suggestions to Mr. D. G. Morrison, Rural and Village Editor, Port Coquitlam? In stating these suggestions kindly indicate the extent to which you would be willing to assist in the preparation of such outlines for the ensuing year.

Please accept the challenge.

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(Miss) Anne Stewart, 909 East 28th Ave., Vancouver, B. C.
Or J. J. [illegible], C. P. R. DEPOT, VANCOUVER

APPENDIX

The Medical Inspection of Schools

REPORT OF THE EXECUTIVE MEMBERS OF OKANAGAN TEACHERS' ASSOCIATION

RESOLUTION

WHEREAS the Medical Inspections in schools of this province apparently have no standard of essentials, be it resolved that:

The Department of Education investigate the present system of medical inspection with the object of making it more uniform throughout the Province.

* * * * *

During the past few weeks questionnaires have been sent out to several schools in the province and to date 41 of these have been answered. These have come from all parts of British Columbia and represent all types of schools, the urban and rural, elementary and high. The response to these questionnaires shows definitely that there is a lack of uniformity in the inspection of pupils, in the time spent in the examination of pupils, in the various treatments accorded the pupils and in the remuneration to the doctors.

As this questionnaire was in detail, a tabulated treatment of the replies will give one a better insight into conditions existing in this province.

TIME ALLOTTED TO INSPECTION

In 25 schools with a membership of 6459 pupils, the time given by the Medical Health officials was 278 hours. This means that the rate of inspection is 23.23 pupils per hour. It was felt by all, or practically all, that the examination was far too cursory and superficial. In three schools—and these were comparatively large schools—there was no inspection by a medical man. This leaves the entire responsibility on the nurse. Two schools report every pupil examined every year; one that it has adequate medical inspection; another reports that new pupils only are examined, and this means that a pupil has but one examination by a doctor in his 12 years of school life. One school reports very little time given to medical inspection, while two report the doctor spends one day each month. Another reports that the doctor spends one-half day per week in the school, while still another reports the doctor spends one day per week. The latter of these, although a rural school, seems to be most fortunate in that the doctor visits the school one day a week and the nurse calls two or three times during the same period. From the above it will be seen that there is a great difference in the time given to medical inspection in the schools.

In 26 of the 41 schools, nurses are either available or on full time. In this respect many of the schools in outlying districts have the services of a nurse, while many schools in urban centres are apparently without this service.

TESTING AND TREATMENTS

Of all these schools 18 have had the tuberculin test and 11 have had dental clinics. Fourteen have had toxoid treatment throughout the school; three report some of the pupils have had toxoid treatment; another reports that this treatment is now being considered for the pupils of that school. One school has had its pupils innoculated for scarlet fever. It appears that it is the only one that has had all of its pupils innoculated for this disease. Seven of the 41 have an annual vaccination clinic held in the school and one has a clinic every three years. Of the 41 schools but four enforce a compulsory vaccination rule. There are but 10 schools in which all pupils are treated for goitre, one school treats pupils up to grade five, another treats pupils up to grade six, and another abolished the treatment last year. None of the others do anything about it.

REMEDIAL WORK

In this work there appears to be a great variety of procedure. Eighteen of the schools report that the Nurse visits the home and discusses the condition of the child with the parent and endeavours to have the parent arrange to have the

necessary remedial work done. Nine of the schools simply send out notices advising the parents of the child's needs, while 10 schools are doing absolutely nothing. Schools in districts where a medical scheme is in operation (that is, a scheme similar to the one operated by the C. P. R. and other large corporations) have a distinct advantage in every respect as they do not hesitate to send a child to the doctor at any time, knowing full well that they will not incur a bill which the parent may not be able to pay.

One of the biggest problems is the treatment of relief cases and indigents. Many of the schools have no way of treating these cases at all. Hence there is no remedial work done for them. In three districts the Social Service Clubs are contributing funds for this purpose. It is worthwhile to notice that in one of the Interior towns a Service Club has contributed $1650 during the last two years for dental work, glasses and tonsilectomies. In another district considerable work has been carried out by private individuals who have arranged to have tonsils and adenoids removed, and glasses provided. Another district reports that the Women's Institute carries on some remedial work while two report the Service Clubs, the Women's Institute and the School Board supply glasses, while the Municipal Council arranges for tonsilectomies. Another district reports that it is endeavouring to create a fund for this purpose and still another that it is necessary for the nurse to appeal to Service Clubs for help. In still another district, families with an income of less than $15 per month receive free dental work.

HOT LUNCHES

For children who remain at school during the lunch hour, only 10 of the schools make provision for some hot drink, such as cocoa or soup. In fairness it may be said that two of the schools require no such provision, as all of the pupils go home for lunch. Hot lunches are financed in various ways. One school obtains its funds from a Service Club; in two schools funds are supplied by the School Board; in two the Parent-Teacher Association are responsible: in one the pupils pay individually; in two schools the pupils donate money and material; in one services are provided by public donations and school funds; and in another the pupils pay a small amount, while the Board cares for indigent cases and for any deficit.

PAYMENT OF MEDICAL HEALTH OFFICERS

There appears to be a great difference in the method of payment. Nine report that the Medical Health Officer is paid so much per pupil. Five report that he is paid monthly; 20 that he is paid so much per year; one that he is paid a lump sum for examining grade one and so much per pupil in other grades. four do not know how payment is made, while five schools report that the doctor is a full-time employee of the district or association.

Payment ranges from 50c to $1 per pupil and for those receiving payment by the year, the fee ranges from $75 to $400 per year. In some cases, doctors who spend one hour examining 11 pupils receive $5.50, whereas other doctors, who examine from 55 to 60 pupils in the same time, may receive $27.50 to $60 per hour.

Twenty-six of the 41 schools considered their medical inspection inadequate.

GENERALITIES

The concensus of opinion is that the examinations in most cases are far too cursory. As an illustration of this, one pupil with a very serious defect was passed as perfect for several years and it was not until the matter was brought to the attention of the doctor that it was noted. Many feel that the inspection is too hurried. This is borne out by the figures previously given as to the number of pupils examined per hour. In one school it was found that the weighing and measuring of pupils was being done by the janitor or the teacher, while the eyesight testing was being done by the teacher, who has no qualifications for this work. Again it was felt that the inspection is too limited. In most cases there is no examination of the heart, nor for goitre or other physical disabilities.

Of the 41 schools, with the exception of those in the Metropolitan Health Centres it would appear that one of the rural schools has a really satisfactory system. This school has continuous examination, benefits of tuberculin tests, toxoid inoculation, dental clinic, vaccination clinic and goitre treatment. Pupils

suspected of having tuberculosis are sent to the tuberculosis clinic, while others have been sent to a preventorium. One of the smaller schools in the far north appears to have much better medical inspection than many of the schools in the larger centres.

RECOMMENDATIONS

1. That a more definite and uniform policy as to the duties of a Medical Health Officer should be adopted.
2. That a definite policy of remedial work for indigent cases be adopted.
3. That dental clinics be made available to all schools.
4. That examinations be more thorough and more "follow-up work" be carried on.
5. That parents be notified of the time of Medical Inspection in order that those who so desire may be present and so more thoroughly understand the child's actual condition.
6. That public clinics be held throughout the province for vaccination and inoculation.

Number of schools reported	41
Number of pupils represented	12,071
Number of divisions represented	355
Number of Medical Health Officers	38
Number with no Medical Health Officers	3
Number with nurse available either full or part time	26
Number with no nurse available	15
School having tuberculosis test	18
Schools having dental clinic	11
School having annual vaccination clinics	7
Periodical vaccination clinic	1
Enforcing compulsory vaccination	4
Schools giving goitre treatment to all pupils	10
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—J. M. T.

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