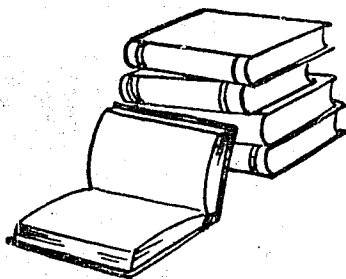


THE

B · C · TEACHER



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

VOLUME XVIII, No. 2.

OCTOBER, 1938

VANCOUVER, B. C.

EDITORIALS: Isn't It About Time That We Spoke Up? — You and I Confer — Teacher Exchanges — A Remedy Must Be Found — Obiter Dicta.

OUR MAGAZINE TABLE: Among Our Exchanges — Our Subscription Service.

BRITISH COLUMBIA TEACHERS' FEDERATION AND KINDRED SOCIETIES:
Reminders — Digest of Activities — Financial Statement — Elementary Department — Vancouver Symphony Society — Parent-Teacher Week — Trustees in Convention — Vancouver Institute — Kelowna and District Branch O.V.T.A.

PAIDAGOGOS CONDUCTS A STUDY IN INDIGO
ART TESTING IN BRITISH COLUMBIA — DE JUVENATE
ECONOMIC OUTLOOK OF JAPANESE-CANADIANS
AN ENGLISH TECHNIQUE — THE CREATIVE TEACHER
THE MIND AT PLAY AND THE BODY RELAXED
MAKING CULTURAL EDUCATION A REALITY

VISUAL EDUCATION IN QUEBEC — TEACHING SOCIAL CUSTOMS

NEWS, PERSONAL AND MISCELLANEOUS: In Memoriam: J. F. Jakeway and John Thomas Pollock — Dalhousie Mourns — Public Forums — Directed Reading — Department of University Extension — Mr. Shadbolt Promoted — Down To Rio — Cost of Education — Broadcasts — Schools to Be Exempt from Radio License — Education Week in the United States.

WHAT WE ARE READING: Acknowledgments — Building a Curriculum (Harold Spears) — Education in the American Democracy — Turn Back the River (W. G. Hardy) — Life and Times of Marc Anagny (Arthur Weigall) — The Teacher and Society — A Geographical Work Book — War in China — For Future Attention.

CORRESPONDENCE: Message from Vancouver Welfare Federation — Shakespeare on the Air — More About Stupidity.

HIGHLIGHTS OF WORLD NEWS.

VANCOUVER, B. C.

IMPORTANT BOOKS

« FROM OUR LISTS »

For the Junior High School Grades:

CANADIAN GEOGRAPHY WORK BOOK by V. L. Denton and A. R. Lord. 102 pages of widely varying exercises and many outline maps covering the Geography of North and South America. Other books will follow dealing with the other continent. Price: single copies, 35 cents; class lots, 28 cents per copy ex Vancouver.

For the High School Grades:

DENT'S SOURCE BOOKS FOR CANADIAN SCHOOLS by C. E. Phillips, D.Paed. Valuable collections of illustrative material from the pens of classical authors on the many important topics which arise from a study of Ancient History. Among such topics are "Architecture", "Armaments", "Farming", "Engineering", "Education", "Government", "Money", etc. Many informative illustrations:

Book 1—"Rome and the Middle Ages", price.....\$1.00
Book 2—"The Orient and Greece", price.....\$1.00

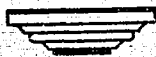
BUILDERS OF EUROPE by Edford Priestley, Ph.D. These three books present a view of the main stream of European history through biographical sketches of the great leaders in thought and action. These figures are linked together through suitable introductory and concluding sections. The texts contain striking illustrations and sketch maps showing the various places named:

Book 1—"The Middle Ages, price.....75 cents
Book 2—"The Renaissance and After", price.....90 cents
Book 3—"Despotism and Revolution", price.....90 cents

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

Publishers

224 Bloor St., W.,
Toronto, Ontario



1300 Robson St.,
Vancouver, B. C.

THE B. C. TEACHER

Official Organ of the B. C. Teachers' Federation

PUBLISHED IN THE FIRST WEEK OF EACH MONTH, EXCEPT JULY AND AUGUST, BY THE
B. C. TEACHERS' FEDERATION,
ALDINE HOUSE, 1300 ROBSON STREET, VANCOUVER, B. C.

EDITORIAL BOARD:

BRITISH COLUMBIA TEACHERS' FEDERATION

NORMAN F. BLACK, EDITOR 2565 WEST 7TH AVENUE, VANCOUVER	W. F. HOUSTON, ADVERTISING MANAGER 1300 ROBSON STREET, VANCOUVER
FRANCES C. HARDWICK, SECONDARY SCHOOLS 7 EAST SIXTH AVENUE, VANCOUVER	MISS ELIZABETH JACK, PRIMARY WORK 342 EAST 10TH STREET, NORTH VANCOUVER
EDWARD T. OLIVER, BOOK REVIEWS 3847 WEST 12TH AVENUE, VANCOUVER	RALPH O. NORMAN, NEWS 2505 WEST SEVENTH AVE., VANCOUVER
ROTH G. GORDON, MAGAZINE TABLE 2274 ADANAC STREET, VANCOUVER	F. A. ARMSTRONG, ELEMENTARY SCHOOLS 2044 QUILCHENA PLACE, VANCOUVER
D. G. MORRISON, RURAL AND VILLAGE SCHOOLS PORT COQUITLAM, B. C.	

J. H. SUTHERLAND 5612 HOLLAND STREET, VANCOUVER	WILLIAM SKINNER 3165 WEST ELEVENTH AVE., VANCOUVER
J. E. GIBBARD 1758 WEST 57TH AVE. VANCOUVER	DAVID R. JONES 3108 WEST FOURTH AVE. VANCOUVER
J. R. LEASK, MAGAZINE SUBSCRIPTIONS 3555 WEST 14TH AVENUE, VANCOUVER	

COPY INTENDED FOR PUBLICATION IN THE CURRENT ISSUE MUST BE IN THE HANDS OF THE
EDITOR BEFORE THE SECOND DAY OF THE MONTH.

ANNUAL SUBSCRIPTION - - - \$1.50 FEDERATION MEMBERS - - - \$1.00
PRINTED BY WRIGLEY & SONS, PRINTING COMPANY, LTD.

VOLUME XVIII, No. 2.

OCTOBER, 1938

VANCOUVER, B. C.

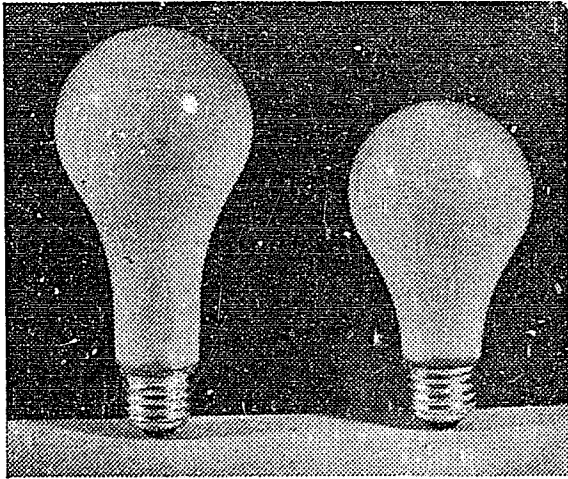
ISN'T IT ABOUT TIME THAT WE SPOKE UP?

AS a class, teachers are rather conspicuously free from racial prejudices. In many of our schools, children of numerous national stocks mingle in friendly fashion; not as Orientals and Occidentals; not as English, French, German or Hottentot, but simply as children; and a pretty lovable lot they generally are. We know, by experience and by the exercise of commonsense, that likeable and unlikeable people, clever and stupid people, efficient and inefficient people, are to be found among the representatives of any race. It is silly to admire or to dislike folk in wholesale lots. It is profoundly dangerous to Canadian society at large and to the Canada of the future if Canadians of whatever racial origin are treated as pariahs.

Whether we should have encouraged Orientals to come to British Columbia is open to debate. Whether indeed we should even merely have given them opportunity to come is open to debate. Our duty of treating them with humanity, when they have been admitted and actually permitted to get born here, is *not* open to debate.

That admirable young men and women—natives of our own province, trained in our own schools and universities, familiar with and sharing our own thoughts and outlook upon life, very possible ignorant of any language but our own, capable like ourselves of infinite pain and of healthy joy, eager to be recognized as Canadians and conscious that they would be indeed foreigners in the land of their ancestors—are to be treated forever as a caste apart, *The B. C. Teacher* refuses to believe. The Federation has itself assumed no official attitude in relation to this question, but certain teachers, notably Professor Angus, have had the courage to protest against policies that are as dangerous as they are unchristian.

The Japanese Canadian Citizens' League recently sponsored an essay



100-WATT

60-WATT

TWICE THE LIGHT FOR $\frac{2}{5}$ CENT MORE

A 60-watt lamp costs three-fifths of a cent for 5 hours (on the 2-cent rate).

A 100-watt lamp costs 1 cent for 5 hours and gives double the light.



**BETTER LIGHT
BETTER SIGHT**

**Send for the girl with the Sight-Saving
Kit. Phone B.C. Electric, Seymour 5151**

L & P3-38

contest in which the second generation was invited to discuss its problems. The writer of this editorial served as judge in the contest and is in a position to speak regarding the essays submitted. They were admirable in style and spirit, and as profoundly Canadian as anyone could desire.

It is noteworthy that several of the essayists advocate restrictions or an absolute veto upon continued immigration from Japan under present conditions and argue against congestion in a few characteristic occupations and concentration in communities consisting substantially of people of their own racial origin. That such congestion and concentration are at present all but forced upon them, they sorrowfully admit. They are agreed that their first duty is to be good Canadians.

Elsewhere in this number of *The B. C. Teacher* we publish the paper submitted by Thomas K. Shoyama, whose essay was awarded first place. Mr. Shoyama was born at Kamloops in 1916 and at an early age has attained the rank of bachelor of arts and bachelor of commerce in the University of his native province. The future which he and his fellows are facing is forbidding enough but cannot be hopeless so long as it is confronted with the courage he and they are manifesting. He is a young Canadian of whom his country may well be proud, and hopeful of great things. He has borne bitter things without acquiring bitterness and has faced despair without utterly despairing.

YOU AND I CONFER

THIS is to be an informal and all but confidential chat between the Editor of *The B. C. Teacher* and the present and potential contributors to this magazine. The editorial is written at the suggestion of various colleagues but nevertheless with considerable trepidation and hesitancy.

We all like to appear original. Nobody enjoys expatiating on the self-evident. Nevertheless that is what has to be done right now.

The B. C. Teacher always has at its disposal more material than a magazine of this size can publish and to all our contributors we render grateful thanks.

But some teachers are not rising to their opportunity for professional service through this journal.

Each summer or autumn detailed plans are adopted for the opening magazine year. These involve tentative lists of topics for each of our ten issues. Provision is made for every class of teacher and for every branch of the curriculum. Nevertheless, an examination of our annual index provides proof that there are branches of study and types of schools in relation to which *The B. C. Teacher* is less useful than it might be.

The reason is that some reader of this editorial has not risen to the level of his opportunities for professional usefulness. Is it you?

We hope for a steady stream of articles from former and present contributors and for the appearance of a whole regiment of new contributors. It is for these latter in particular that this message is intended.

We are grateful when we receive a full-length article of three pages or more. We give three rousing British cheers when we get a good two page article. And we take time off to sing a *Te Deum Laudamus* when we get a good one page article. Formula: gratitude varies inversely as length.

We need not fewer lengthy contributions but more numerous brief ones. Help us make the Correspondence Department significant if you care to do no more than merely write a letter to the Editor.

Every month we need at least one article devoted primarily to the special interests and problems of teachers in rural and village schools. To secure these ten contributions costs Mr. Morrison and others the writing of scores upon scores of letters and much additional and inordinate investment of time and labour.

The reason is that some reader of this editorial has hitherto not risen to the level of his opportunities for professional usefulness.

If you are a teacher in a rural school or a village school and if you cannot supply a full-dress magazine article, you at least can indicate to us what are some of the major problems that you would like to see discussed in our columns. Write a letter to Mr. Morrison or to the Editor, telling of your unsolved perplexities or, better still, of solutions which you have discovered to problems that may yet be perplexing to some other teacher in a school of the same type. Perhaps you may now be serving in a large urban school after years of successful experience in rural and village schools; did that experience not give you something that might help a beginner somewhere?

Do you teach children in the lower grades? Miss Jack is expected to secure at least one article every month dealing with primary work. To provide these ten contributions she has to exercise her tact and patience and industry far more strenuously than would be necessary but for a fact already adumbrated.

Her trouble is that hitherto some reader of this editorial has not risen to the level of her opportunities for professional usefulness.

Mr. Armstrong is responsible for a minimum of twenty articles dealing particularly with problems that assume special significance in the intermediate grades and with problems of school administration. Mr. Hardwick is scheduled for some thirty articles of special interest to secondary school teachers. Have you been helping these good and faithful servants of British Columbia Teachers' Federation?

Or are you, by any chance, one of those readers of this editorial who hitherto have not risen to the level of their opportunities for professional usefulness as contributors to *The B. C. Teacher*?

If teachers throughout the province fail us, the Editor and his colleagues must, of course, do their best to make good the deficiency. Even if our scattered contributors do their part there will normally remain about forty articles of a miscellaneous type which have to be secured by the Editor,—with whatever help he can muster from any quarter. This is, of course, in addition to editorials, many of which are written to supplement the supply of articles on subjects that do not seem to be receiving sufficient attention at the hands of other contributors.

There is no room here to deal adequately with the problems of Mr. Sutherland and Mr. Norman, the members of the Editorial Board who are responsible for the highly specialized provincial news service with which *The B. C. Teacher* attempts to supply its readers. The jobs of these gentlemen—as of Mr. Samuel Northrop before them—are almost intolerably difficult; because hitherto some readers of this editorial have not risen

to the level of their opportunities and responsibilities for professional usefulness. Certain members of our Magazine Committee and reporters for particular schools, local associations and district councils have been conspicuously useful; we can only hope that the others are at all events beautiful!

If you are an experienced contributor to such magazines as ours you need not read the balance of this paragraph. For you will already know that it is good usage to refer to preceding articles in which other writers have dealt with some phase of the topic in hand. This makes for continuity of thought and provides suitable opportunity to express appreciation of contributors whose articles have interested you.

Here is another suggestion, so obvious that we blush to make it. If you are a specialist writing particularly in the behoof of teachers of some specific subject of study or of some specific type of school, kindly remember that most of your readers will not be specialists or teachers of that specific subject, nor indeed engaged in that particular type of school. Please try, therefore, to talk in a fashion that will command the interest of *all* teachers. There is a trick in it but it is not difficult; do not betray the secret; as a rule it is embodied in the introductory paragraph and the closing paragraph. After you have captured the attention of the rest of us you may for a brief interval relapse into the technicalities of your particular teaching job; but before closing your article you will find it worth while again to smile at us outsiders, thanking us for our friendly interest and flattering our *amour propre* by the adroit inuendo that we have understood what you have been talking about.

If your modesty has developed into what is popularly known as an inferiority complex, get rid of it. Every normal human being knows *something* better than that particular thing is known by most normal human beings.

Do not be afraid, brethren and sisters; jump right in; the water's fine.

When you have said what you have to say, read it aloud; then you will probably revise it.

Then re-write it.

Then re-write it again.

By that time you will probably be in despair and have a good article.

Mail it.

But do not forget about that re-writing.

This confounded editorial has been written and revised and re-written till the Editor is sick of it.

And look at it yet!!!

TEACHER EXCHANGES

IT is the policy of *The B. C. Teacher* to help keep prominently in the forefront of the professional consciousness of the teachers of this province the ultimate necessity of some system of sabbatical leave. Without such provision, adequate training-in-service will remain unattainable for many teachers and the public service will continue to suffer accordingly.

Meanwhile, the best available substitute for sabbatical leave is provided by the exchange of posts by teachers of different provinces or countries.

The present system governing such exchange *The B. C. Teacher* considers out of date in various respects. Certainly there is no adequate provision for visiting teachers from abroad, and for our own members returning from exchange, to share with others the advantages they reap or spread the information and suggestions which their experience may lead them to consider likely to be helpful to British Columbia schools.

It is some years since this matter was first mooted formally in Federation circles; but in the long run nothing more has been done about it than Mark Twain found being done about the New England weather.

The B. C. Teacher would welcome a free discussion of this problem in the columns of this magazine and respectfully urges its study by district councils, the three major departments or associations within the Federation itself, and local associations throughout the province.

A REMEDY MUST BE FOUND

FROM 9:30 in the morning until the stroke of midnight, with an hour off for lunch and another for supper; those were the public working hours of the Executive Committee of British Columbia Teachers' Federation on Saturday, October 1st.

The burden incidental to attendance at these regular and important conferences of our Executive Committee is intolerable.

Everybody familiar with this continually recurring endurance test knows in advance that, before the evening session is concluded, many—perhaps a majority—of the members of the committee will have withdrawn because physically unequal to the preposterous strain imposed upon them. Everybody also knows that hurry and tenseness necessarily militate against efficiency.

A remedy must be found.

From the point of view of *The B. C. Teacher* that remedy seems obvious.

Except by a special vote suspending the rules of approved and customary procedure, no report of any official or committee should be received by the Executive Committee unless a copy has already been sent to every member long enough in advance to provide opportunity for study.

If this suggested regulation does not provide the required remedy, well and good; that will merely mean that some other and more adequate provision must be adopted by our long-suffering Executive Committee.

OBITER DICTA

BY an inadvertence the witty article entitled "The Stupidity Clinic", published in the September number of *The B. C. Teacher*, was credited to Mr. MacNeill of Richmond High School rather than to Mr. Arthur V. McNeill of John Oliver High School. We apologize.

FOR many years Mr. Samuel Northrop has been serving British Columbia Teachers' Federation in varied capacities, notably as the official

Our Magazine Table

DID we ever tell you that, through Mr. J. R. Leask, 3555 West Fourteenth Avenue, Vancouver, *The B. C. Teacher* conducts gratuitously a subscription agency, giving its readers the benefit of the agents' discounts? We did! Well then, don't be so shy, some of you, in taking advantage of these special money-saving arrangements! We'll even send you sample copies—if requested, and our supplies hold out—of the magazines in which you are particularly interested. And now to the real task of this Department—that of trying to help you to find *your* magazine or educational journal.

* * * * *

SOMETHING new! Volume I, Number I of the *Manitoba School Journal* (\$1.00), published monthly excepting July and August by the Department of Education. Its format is modern without being spectacular, sufficient illustrations are provided to create real eye-appeal (we particularly like the cover design) its type-dress is neat and easy to read and its size is convenient. Its main object is the most worthy one of unifying all the educational forces of the province. Free space in the journal is made available to both trustees and teachers. The most complete information possible and the fullest discussion is promised concerning what is proposed to be done and the reasons for doing it. Constructive criticism will be accepted in a spirit of good comradeship. The best of luck to you, *Manitoba School Journal*. We welcome you to a special place on our table.

* * * * *

SCHOOL *Activities* never fails to be full of interesting and valuable material. No modern school neglects to give considerable attention to so-called "extra"-curricular work. No teacher can be up-to-date who merely serves time in the classroom and is interested in his charges merely as marks in his record book. For real teachers like yourself *School Activities* always has many new ideas such as those mentioned in "Some Illustrations of Extra-Curricular Activities in an Elementary School" or

reporter for the Executive and Consultative Committees. From time to time he has suggested retiring in favour of some enthusiast who is still employed in teaching. At long last his request has been granted and Mr. Northrop retires from our Editorial Board. His colleagues will always think of him with friendly goodwill and if some of them sometime address his successor as "Sam", instead of "J. H.", Mr. Sutherland may feel complimented.

* * * * *

BESIDES Mr. J. H. Sutherland, *The B. C. Teacher* this month welcomes to its Editorial Board Mr. William Skinner, who was already a member of the Magazine Committee, representing the Shop Teachers' Association. In Point Grey Junior High School Mr. Skinner deals with printing and typography and his expert assistance will doubtless be of special value to the magazine and its readers.

"An Experiment in Interscholastic Debating" or "A Marimba Band" or even a little philosophizing such as "There are no misfit children. There are misfit courses of study, misfit textbooks and misfit teachers". Think it over.

QUEEN'S University is almost as well known to many teachers as our own "U. B. C." Therefore *The Queen's Review* (\$3.00), published by the general alumni association, is probably no stranger to readers of *The B. C. Teacher*. I was particularly pleased with "The Disciplined Mind" in the May issue as well as with reading about the fascinating incidents related in "An Eclipse Expedition", an article concerning the great astronomical event of 1937.

THREE thought-provoking articles all within a few pages of one another, are quite a high average for any publication. *Public Education Bulletin*, Pennsylvania, speaks about "Aviation Offers Opportunities to Youth" which suggests to my mind that Canada will probably owe much of her future development to the use of aeroplanes. "A State Convention of Students and Principals" makes me wonder what contribution certain senior students might make toward the solution of some of our curriculum problems. We have already turned much of our curriculum-making over to teachers. The next logical step would seem to be to turn to students themselves for further guidance. After all, our fond belief is that the curriculum exists for them. The third article seemed to me very timely, "How to Detect Propaganda". Is it not true that we are fooled by propaganda chiefly because we do not recognize it when we see it? Seven common propaganda devices discussed in *The Bulletin* are the following:

1. The Name Calling Device.
2. The Glittering Generalities Device.
3. The Transfer Device.
4. The Testimonial Device.
5. The Plain Folks Device.
6. The Card Stacking Device.
7. The Band Wagon Device.

It may be fun to be fooled but it is probably safer to know the tricks of those who try to fool us.

BEFORE leaving Pennsylvania may I add that the *Pennsylvania School Journal* (\$2.25) for June contains a valuable contribution by B. Paul Ross on "Newer Methods of Marking Pupils' Achievement". Mr. Ross begins by criticizing the good old-fashioned percentage marking plan, mentions a dozen others including the M N R mark of Morrison, and concludes with a discus-

sion of the informal letter as a device for reporting pupil progress.

TO me my health is probably more important than your health, but as the name of a magazine *Your Health* (\$2.00), official organ of the British Columbia Tuberculosis Society, is appealing to both of us. Too little does the general public realize the arduous fight being waged constantly against the dread White Plague. Besides keeping its readers informed of the latest news bulletins of the war against this scourge, this little magazine takes time out to boost all sections of British Columbia by every legitimate means. The June number shows on the cover an excellent aerial view of Vancouver and within its pages Wells, Smithers, Hope and Quesnel obtain adequate write-ups and smaller places have special mention. Here's to *Your Health*!

AGAIN we greet *The Education Gazette* from New South Wales or "down-under" where Dr. Black swears the people walk upside-down in relation to us. How perfectly dizzy of them. But it doesn't seem to affect their heads much because *The Gazette* contains much information of general interest and importance, especially with reference to Safety Education.

THE A. T. A. Magazine (\$1.50) of Alberta begins the year well with a special announcement re study group organization and summer school courses in the supervision of arithmetic and reading. Other sections of the magazine

treat of the larger school unit, and the fundamental principles of sound teacher retirement systems. The Teachers' Help Department furnishes some excellent tests in arithmetic, spelling and vocabulary.

ON my right, ladies and gentlemen, is a 100 per cent Canadian publication which no teacher of the elementary grades can afford to be without. This year it has 88 pages per issue instead of the 64 of last year. It has also increased its hectograph section by 12 pages, making a total of 48 pages of exercises ready for reproduction. Throughout the year there will be a series of articles on the use of Enterprise—Projects to you. Added to this Art Appreciation will be stressed in another section. May we present to you, *The Canadian Teacher*.

IN the light of recent events I found of particular interest "European Stresses and Distresses" in the June issue of *The Bulletin*, published by the Ontario Secondary School Teachers' Federation. Reading that article suggested a tag-day for indigent map-makers! The Canadian edition of *Understanding the Child* (.50) published four times a year by the National Committee for Mental Hygiene, stresses, in the June number, the importance of play to the normal child. Although Education Week seems far away it will be here again before we know it. *The Educational Courier*, official organ of the Ontario teachers, suggests that in preparation for it we begin now to build up a file of material which later can be had if desired for reference or mimeographing. *A Fact a Day About Canada* (.25 per annum) published by Dominion Bureau of Statistics, reveals in the April number that the average child spent two more years at school in 1931 than in 1911, and that the total cost of rearing a child until his 18th birthday is \$5750 of which 13 per cent is the cost of his education.

EVERY conscientious teacher of the social studies knows the difficulty of finding textbooks which are modern. Actually, with events moving as rapidly as they do at present, there can be no such books. Then why not try the next best thing and supplement the text you are using with back issues of *World Affairs* (\$1.00) as well as subscribing at once to this excellent little publication.

Its growth from eight to sixteen pages *The B.C. Teacher* has watched with keen and approving interest.

AND now for a brickbat! We proceed to heave it in the general direction of *The Educational Review* (Barnes & Co. Ltd.; St. John, N.B.; \$1.25) for not putting "The First Week in a New School" in the June issue instead of the September. We saw this article too late by about 15 years and two weeks, but it brought back memories. Who forgets that first day?

THE Relationship Between the Length and the Reliability of a Test of Rate of Reading", "The Ocular Conditions of 350 Poor Readers", "Eye-Movement Training as a Means of Improving Reading Ability". These titles are taken from the September *Journal of Educational Research* (Public School Publishing Co.; Bloomington, Ill.; \$3.50) and should be of interest to all teachers concerned with improving the reading ability of their pupils. Does that mean you?

A GOOD check as to the value of a magazine is to mark parts that please or instruct, and then, when the magazine has been thoroughly studied, ripple the pages and notice the relationship between the marked items and those unmarked. My copy of *The School Review* (University of Chicago; 5835 Kimbark Avenue, Chicago, Ill.; \$2.70) stands up extremely well under such a test although the magazine itself depends upon no "come hither" methods of making itself attractive.

WE have yet to read an article in *The B.C. Teacher* about the technique of adjusting gas-masks and this Department heartily hopes we never shall. "As to the necessity of this latest addition to the curriculum, I am not going to argue", says a writer in *The Scottish Educational Journal*, the official newspaper of the Educational Institute of Scotland. Of healthier import is a news item on "Teaching by Film" which tells us that special shows are arranged at local "cinemas" for children from nearby schools.

ART Education and Art Appreciation are no longer subjects reserved for specially gifted persons. The invention of colour photography has made it possible for all of us to capture beauty

in many of its phases merely by pressing a button. Yet the process is far from automatic unless one has some understanding of the principles of art involved. We suggest a subscription to *School Art* (\$3.00) as a start in the right direction. Furthermore, we agree with their advice to teachers, "Draw and the child draws with you, talk and you talk alone".

IT would be difficult to find a magazine more crowded with real help for the elementary teacher than *The Instructor*. Especially of service are the many individual copies of the cover picture provided for the monthly lesson in Art Appreciation. A large number of illustrated units of work is given—and the saving you obtain if you subscribe through Mr. Leask is not to be sneezed at!

THE *Grade Teacher* (\$1.90) is akin to *The Instructor* in set-up and objectives, yet it has quite a distinct personality of its own. The October number, which is already out, has many suggestions for Hallowe'en. Beg, borrow or steal a copy (or even subscribe!) if you are short on ideas for an All Saints celebration.

WE offer felicitations to the *Music Educator's Journal* (\$1.15) on its silver anniversary. Although this magazine is dedicated primarily to the service of music teachers, many of its articles are of great cultural interest to the general reader. With the radio so much in operation in the average home, it behooves all of us to use some care in the selection of musical programmes. *Music Educator's Journal* justly upholds its motto, "Music for Every Child—Every Child for Music".

MR. LEASK reports that September has been a very busy month. Many orders have been placed for publications not listed below. This means some delay in purchasing the

magazines as arrangements have to be made with the publishers. There are still some teachers who do not understand clearly how to use this service. Make a list of publications you desire and forward with the list a money order to cover the cost at the prices quoted herewith:

Art and Craft Education, \$2.70; *American Childhood*, \$1.80; *American Teacher*, 75c; *Asia*, \$3.15, or two years, \$5.15; *Canadian Geographic*, \$2.40; *Child Education*, \$2.78, and with quarterlies, \$3.53; *Canadian School Journal*, .65; *Canadian Teacher*, \$1.75; *Canadian Forum*, \$1.15, or two years, \$1.65; *Design*, \$2.70; *Educational Screen*, \$1.50, or two years \$2.25; *English Journal*, \$3.20; *Elementary School Journal*, .75; *Education Digest*, \$2.35; *Gymnast*, .85; *Grade Teacher*, \$1.90, or two years, \$2.75; *Geographical Magazine (Eng.)*, 13s. 6d.; *Instructor*, \$1.80; *Junior and Senior High School Clearing House*, \$2.35; *Journal of Experimental Education*, \$4.20; *Journal of Health and Physical Education*, \$2.30; *Journal of School Geography*, \$2.30; *Journal of Home Economics*, \$2.65; *La France*, \$2.40; *Modern Language Journal*, \$2.40; *Magazine Digest*, \$1.90; *Music Teacher*, \$3.15; *Music Educator's Journal*, \$1.15; *Magazine of Art*, \$4.00; *Nature Magazine*, \$2.25; *National Business Education*, \$1.40; *New Era in Home and School*, \$2.40; *Occupations*, \$2.40; *Pictorial Education*, \$2.78, and with quarterlies, \$3.53; *The Piano Student*, \$1.65; *The School*, \$1.40, or two years, \$2.00; *School and Society*, \$5.40; *Scientific American*, \$4.05; *School Progress Magazine*, .90; *School Activities*, \$2.00; *School Arts*, \$3.00; *The Social Studies*, \$2.00; *School Science and Mathematics*, \$2.65; *St. Nicholas*, \$2.40; *Teacher's World*, Jr. Ed., \$3.90; and Sr. Ed., \$3.90; *Times Educational Supplement*, 16s. 3d.; *Woodworker's Magazine*, \$1.65.

Prices on other magazines quoted on request. Address all communications to J. R. Leask, 3555 West Fourteenth Avenue, Vancouver.

CANADIAN TEACHERS TOURS, 1939

South America, W. F. E. A. Conference, Rio de Janeiro, August.
Great Britain — Western Canada.

For full particulars write DR. E. A. HARRY, Director,
124 Duplex Avenue, Toronto, Canada.

B. C. T. F. and Kindred Associations

N.B.—Correspondents supplying material for this section of "The B. C. Teacher" are requested to mail it to Mr. J. H. Sutherland, 5612 Holland Street, Vancouver, B. C.

REMINDERS

1. Has your Local Association appointed its Membership Committee?
2. Has your District Council sent in the name of the Membership Chairman?
3. Has your Local Association appointed a member to send in the news for this Section?
4. Have you sent in your enrolment form for the year 1938-1939?
5. Local Associations whose constitution has not been approved by the British Columbia Teachers' Federation should take steps to see that a copy of their constitution is forwarded for approval.
6. Has the new Secretary-Treasurer received the instructions of Membership Committee re collection of fees, etc.?
7. Local Associations or Unattached Members are requested to secure the advice of the Federation before becoming involved in salary negotiations.
8. Teachers who become involved in tenure difficulties should immediately consult with the officers of their Local Association, or with the General Secretary of the Federation.
9. Teachers should be, at all times, careful to live up to the terms of any agreement made with a Board, unless such Board willingly grants permission releasing them from the obligation. Failure to do so by even a few often brings undeserved criticism upon the whole profession.
10. Fall Conventions are requested to make room on their agenda for discussion of the question of the "pros and cons" concerning affiliation with the Trades and Labor Congress of Canada. Notices are being sent out by the committee in charge.
11. Have you paid your Group Insurance premium?

DIGEST OF ACTIVITIES

SURREY ARBITRATION:

Congratulations are due the Surrey local for the capable manner in which the teachers' case was presented to the Arbitration Board. By the award, which was unanimous, the teachers concerned will receive increases totalling \$5060 for 1939 with recommendation for a continuance of an annual increment of \$50 for a period of years. Two basic points were made in the award:

- (1) There should be some recognized system for paying salaries;
- (2) The basis for any salary system should be experience coupled with efficiency. All teachers received at least \$50 increase; anomalies were removed amounting to as much as \$180 in once case. The percentage increase worked out as follows:

High Schools	5.2 per cent.
Elementary Schools ..	9.3 per cent.
Principals	8.9 per cent.
Manual Trainers	8.6 per cent.

(The High School teachers had already received an increase in September, 1937).

Relations between the teachers and the trustees are greatly improved. These results prove the value of the new arbitration clause. It must be used judiciously, however. (Any Association engaged in salary negotiations would do well to secure a copy of Surrey's case).

PENSIONS:

The Past President, Mr. J. N. Burnett, as Chairman of the Federation Pensions Committee, and the General Secretary appeared before the Cabinet regarding teachers' pensions and were given a most sympathetic hearing. Amendments to the Act will be forthcoming at the next session of the Legislature. What adjustments will be contained cannot be made public definitely until they appear for the first reading. However, the instructions of the Annual Meeting have been observed, namely, that (1) an actuary be consulted; (2) that each teacher's contribution be assured and maintained to his own credit. Pensions are being paid and in the meantime all teachers can rest assured that their interests will be safeguarded to the greatest possible extent in the revised Act. The changes must and will depend upon the amount of additional revenue which can be secured for the fund.

PROVINCIAL PRINCIPALS' ASSOCIATION:—This newly organized body now has representation on the Executive Committee.

SALARIES:

The Provincial Salary Committee has been discharged with thanks. The Consultative Committee has been instructed to proceed with preparations for the implementing of the instructions of the last Annual Meeting.

The Trustees' Association wishes to co-operate with the British Columbia Teachers' Federation and the Union of British Columbia Municipalities in efforts to have the costs of education borne by the Province to a greater extent than at present, thus relieving the local School Districts from excessive taxation on land and property.

TENURE:

The Provincial Trustees are seeking co-operation with the Federation to see if some system can be agreed upon whereby exchange or transfer may be made for teachers whose work is satisfactory but who are not adapted to the community in which they are employed, this to be done by a joint committee of the two bodies.

The Trustees also decided overwhelmingly to ask for no changes in the Tenure regulations. The resolution asking for power to dismiss on six months' notice without the privilege of appeal to the Board of Reference was rejected.

LENGTH OF TEACHING DAY:

The Superintendent of Education at the request of the Federation has taken steps to ensure that School Boards observe the regulation requiring that no teacher be asked to teach an average of more than 5 hours and 15 minutes per teaching day. Our thanks are extended to the British Columbia Secondary School Teachers' Association for their excellent work in this regard.

ASSISTANT TO GENERAL SECRETARY:

The report of the committee reveals that there is much need for further work to be done by the Federation. However, in view of the fact that the finances are at present somewhat uncertain, the committee did not feel that it could recommend an assistant be appointed at this time. In the meantime the committee has recommended that an extra stenographer be employed and the Federation Office be further departmentalized, thus freeing the General Secretary somewhat from some necessary routine duties so that his services may be made more available to Associations wishing help.

NEW WESTMINSTER:

In this district salary negotiation is carried on by a joint committee which consists of teachers and trustees only. The report of this committee's findings is then made to the full Board and the Teachers' Association.

LIBRARIANS' SECTION:

The Executive is taking steps to co-operate with this body which has

submitted recommendations to the Department. It should be noted here that all affiliated sections of the British Columbia Teachers' Federation are required to approach the Department only through the British Columbia Teachers' Federation.

GROUP INSURANCE:

Rates will probably be revised upward in certain groups owing to the experience of the company which shows heavy claims involved.

JUNIOR HIGH SCHOOL CERTIFICATES:

Lower Vancouver Island district is interested in the possibility of a certificate which would enable a teacher to teach in Junior High but not in Senior High.

VISUAL AIDS:

Many film slides are being prepared on topics relevant to British Columbia geography, industry, etc. Information can be secured from Mr. J. R. Pollock, Vancouver School Board Offices.

SABBATICAL YEAR:

A committee is being appointed to work for the securing of the Sabbatical year.

OLIVER:

Salary negotiations have resulted successfully here. The local kept in touch with the British Columbia Teachers' Federation by mail and wire. Consequently, negotiations were carried on with no delay; yet the General Secretary did not need to leave Vancouver.

CO-OPERATIVE BUYING OF TEXTBOOKS:

Duncan School Board has undertaken a scheme whereby parents are saved a considerable sum. Anyone interested should write to the Chairman of Membership.

BENEVOLENT FUND:

The Executive is considering ways and means of establishing a fund for aiding teachers who require assistance because of sickness, etc.

VICTORIA:

Victoria's new schedule is now in operation. The teachers as an organization were allowed no say in drawing it up. The High School teachers may arbitrate on some clauses if the Trustees are unwilling to modify them.

VANCOUVER ELEMENTARY:

This Association has been collecting information pertaining to salary scales, etc. Some 94 letters have been written to various parts of the world.

VANCOUVER SECONDARY:

Financial reports would seem to indicate that there is more money in the country now than in boom years.

Teachers apparently do not realize this fact. The Executive of the Vancouver Secondary School Teachers' Association would like to see the Federation continue its efforts for a redistribution of educational costs. (Note: Teachers are advised to consult the Appendix on pages 217-223 of the Report on School Finance in British Columbia for the views of the British Columbia Teachers' Federation and the findings of the Commission).

In other parts of Canada teachers frequently run for public office. The Vancouver Secondary School Teachers' Association is investigating.

SICK BENEFIT FUND:

The Vancouver Secondary School Teachers' Association fund is proving its value. Other organizations should secure information about it. Could the Federation institute some modified form? The membership problem is greatly eased by such a plan. To enjoy the benefits, teachers must be members.

KELOWNA AND DISTRICT BRANCH, O. V. T. A.

At the September dinner-meeting of the Kelowna and District Branch of the O. V. T. A., the following executive was chosen by acclamation for the year 1938-1939: President, Mr. F. T. Marriage, Principal, Kelowna Elementary School; Vice-President, Mr. F. Snowsell, Rutland High School; Secretary-Treasurer, Miss N. M. Schroeder, Kelowna Junior High; Representative to *The B. C. Teacher*, Miss A. M. Gale, Kelowna Senior High.

Inspector Matheson struck a note well-suited to the first meeting of the year when he reviewed the aims of the new Programme of Studies. Insisting on the importance of *manner* as contrasted with *matter* in teaching, and of *superior living* in schools and in the teaching body, the speaker pleaded for a closer study of the home environment of pupils and for the application of the principles of mental hygiene in the schools. He stressed the importance of the schools' task of evolving "rich, many-sided, fully integrated personalities".

New teachers in the district were introduced. Mr. Hobson is new to Rutland; Miss M. Smith to Kelowna Junior High; Miss E. Sibley to Kelowna Senior High; Miss Powell to East Kelowna; Mr. L. E. Evans to Okanagan Mission; Mr. J. Allin to Kelowna Junior; and Miss N. Derkson to South Kelowna.

VANCOUVER SYMPHONY SOCIETY

THROUGH the reorganization of the Vancouver Symphony Society which is now controlled by a large Board of Directors, from whom several working committees have been formed, a distinct change in policy will be effected this season.

Three notable Guest Conductors will be engaged and a series of six concerts will be given in the Orpheum Theatre. The first one to be held on Sunday, October 9th, will be conducted by Sir Ernest MacMillan. To bring these concerts within the reach of everyone, seats have been priced from 25c to \$1.60 each, per concert, and it is confidently expected that capacity houses will thereby be enabled to listen to symphony programmes of popular appeal.

PARENT-TEACHER WEEK

THE British Columbia Parent-Teacher Federation announces that it will observe Parent-Teacher Week from October 2nd to 9th.

In endorsing the Week, Dr. Weir, Minister of Education, said that the school and home are both social agencies, that both are, or should be, educational institutions supplementary in function yet mutually contributive to the main objective of education, that the parents need a greater understanding of the sociological and psychological factors of education, and that teachers need the more personal and understanding attitude which is to be acquired through contacts with the parents and the home.

MRS. J. P. LEEMING HEADS TRUSTEES

At the final session of the British Columbia School Trustees' Association held during the closing days of September in Kamloops, Mrs. J. P. Leeming of Duncan was elected President of the Association. Mr. James Blackwood, Vancouver, was named First Vice-President; Mr. Percy E. George, Victoria, Second Vice-President; and Mr. G. A. Grant, Burnaby, Secretary. The rest of the executive consists of Mr. B. A. Edwards, Kamloops; Mr. W. J. Sparling, Maple Ridge; Mr. Guy Constable, Creston Valley; and Mr. D. Chapman, Kelowna.

The Association, by resolution, will ask the Department of Education to investigate the effect of weak eyesight on examination results.

BRITISH COLUMBIA TEACHERS' FEDERATION
STATEMENT OF ACCOUNT—JUNE 30, 1938

SEEDS, MARTIN & CO.
CHARTERED ACCOUNTANTS

Vancouver, B. C., September 7, 1938.

British Columbia Teachers' Federation,
Vancouver, B. C.

Gentlemen:

We present herewith your audited Statements of Account for the year ended June 30, 1938.

The annexed Balance Sheet is, in our opinion, a full and fair Balance Sheet, and is properly drawn up to exhibit a true and correct view of the affairs of the Federation as shown by the Books.

We have received all the information and explanations we have required.

SEEDS, MARTIN & Co.,
Chartered Accountants.

BALANCE SHEET AS AT JUNE 30, 1938
ASSETS

LIQUID:

Cash on hand and in Bank.....	\$ 6,796.39	
Accounts Receivable:		
Magazine	\$ 386.23	
Insurance	54.00	
General	14.26	
	454.49	
Post Office Deposit	20.00	
INVESTMENTS AT COST:		
\$2,000.00 P. G. E. Bonds.....	\$ 1,892.18	
\$1,000.00 B. C. Bonds.....	965.00	
	2,857.18	
		\$10,128.06

PREPAYMENTS:

Travelling Trust Account General Secretary.....	100.00
---	--------

DEFERRED CHARGES:

Stationery and Supplies.....	\$ 215.39	
Insurance	9.20	
	224.59	

OFFICE FURNITURE

	\$ 2,890.76	
Less—Depreciation	1,474.15	
	1,416.61	
		<u>\$11,869.26</u>

LIABILITIES

EMERGENCY FUND	\$ 15.77
----------------------	----------

SURPLUS ACCOUNT:

Balance forward	\$11,950.14	
Deficit for Year	96.65*	
	11,853.49	
		<u>\$11,869.26</u>

Certified as part of our Report.

SEEDS, MARTIN & Co.,
Chartered Accountants.

REVENUE ACCOUNT

REVENUE:		
Fees	\$15,436.75	
Interest	159.44	
Miscellaneous	39.12	
	<u>\$15,635.31</u>	
Annual Convention—Revenue	\$ 2,516.25	
Expense	2,921.88	
	<u>405.63</u>	
	<u>\$15,229.68</u>	

NET REVENUE:		
Expense—Salaries	\$ 6,894.90	
Travelling, General Secretary	\$ 983.21	
Executive	2,018.59	
Sundry	796.59	
Fall Convention	142.57	
District Councils	586.32	
	<u>4,527.28</u>	
Magazine—Printing	\$ 3,487.29	
Salaries and Extra Help	138.40	
Rent	120.00	
Sundries	167.77	
Mailing	248.04	
Honoraria	250.00	
Commission	442.72	
	<u>\$ 4,854.22</u>	
Less—Subscriptions and Advertising	4,940.40	
	<u>86.18</u>	
	<u>\$15,315.86</u>	

Rent	\$ 420.00	
Telegraph and telephone	289.14	
Books, Stationery and Supplies	385.11	
Postage, Excise and Express	199.89	
Legal, Bond and Audit	286.25	
Subscriptions and Advertising	71.05	
Miscellaneous	362.29	
Depreciation—Furniture	144.50	
Scholarship	50.00	
British Columbia Secondary Teachers	300.00	
Provincial Elementary Teachers	350.00	
Board of Reference	16.75	
Membership	216.66	
Draft Bill	377.97	
Education Week	124.66	
Group Insurance	43.85	
Printing	68.35	
Anniversary Dinner	283.86	
	<u>15,412.51</u>	

DEFICIT FOR YEAR \$96.65*

*The usual grant from Department of Education for Education Week should remove this deficit.—P. N. W.

VANCOUVER INSTITUTE

THE programme of Vancouver Institute for the Autumn term is conspicuously attractive and will no doubt interest many teachers in the Greater Vancouver area:

October 8th: Prof. C. D. Ellis, University of London, "Radium and Radio-Active Substances" (illustrated).

October 15th: Dr. G. G. Sedgewick, Department of English, University of British Columbia, "In the Beginning Was the Word".

October 22nd: Gen. A. G. L. McNaughton, Director, Canadian Research Council, Ottawa, "The Role of Research in Industry" (illustrated).

October 29th: Prof. J. A. Irving, Department of Philosophy, University of British Columbia, "The Philosophy of Communism".

November 5th: Dr. M. Y. Williams, Department of Geology, University of British Columbia, "Birds, Ancient and Modern" (illustrated).

November 12th: Prof. F. H. Soward, Department of History, University of British Columbia, "The Outlook in International Affairs".

November 19th: Sidney Smith, Esq., "The Safety of Life at Sea".

November 26th: Dr. J. E. Morsh, Department of Philosophy, University of British Columbia, "Bootleg Psychology".

December 3rd: Dr. Isabel MacInnes, Department of Modern Languages, University of British Columbia, "The German Medieval Town" (illustrated).

December 10th: Dr. Ivor Jennings, Department of Economics, University of British Columbia, "Men in British Public Life".

The lectures are free to the public.

The B. C. Electric Railway provides

buses at Sasamat Street, which go directly to the University and wait there until the close of the lecture.

ELEMENTARY DEPARTMENT

THE elementary teachers of the province, particularly those in rural schools, will be glad to hear that the Elementary Teachers' Department has planned a Committee of Factual Information to aid the teachers with units of work, projects, lesson plans, study exercises, etc. This committee had its beginning with last year's Executive at Vernon. It will act as an agency to receive such work from all teachers interested, and will distribute the above classroom helps upon request. All this will be available for anyone interested, and catalogues of the work in hand will be sent from time to time, so that the teachers will know what the Committee of Factual Information has on hand for distribution. This ought to be good news for those in ungraded schools who have so much to do, and perhaps have so little professional contact with their fellow teachers.

This department is also arranging with the Provincial Library at Victoria for a circulating library of professional books. The details of this are not yet completed, but we hope to have this service for the teachers before very long.

More detailed accounts of these two plans will be published shortly, and Miss Dauphinee, the President, sincerely hopes that the council's activities will prove to be a real service to the elementary teachers.

Both the President, Miss A. J. Dauphinee, 590 Hamilton Street, Vancouver, and R. Jenks, Secretary-Treasurer, P.O. Box 100, Cloverdale, will welcome correspondence from teachers with a view to directing the department's activities for the year.

MAGAZINES BY MAIL

THE UNDERNOTED FOR ONE YEAR:

AMERICAN COOKERY, 10 Numbers.....	\$1.50	GRADE TEACHER	\$2.50
ART AND CRAFT EDUCATION.....	\$3.50	INSTRUCTOR	\$2.50
CHILD EDUCATION with Extras.....	\$4.50	NATURE MAGAZINE (American).....	\$3.00
CANADIAN GEOGRAPHICAL JOURNAL.....	\$3.00	PICTORIAL EDUCATION with Extras	\$4.50
GEOGRAPHICAL MAGAZINE (English).....	\$3.25	SCHOOL ARTS MAGAZINE.....	\$3.25

Subscriptions taken for any Magazine at Publisher's prices. Write for list of additional publications.

WORLD'S SUBSCRIPTION AGENCY

251 Queen Street West, Toronto, Canada

Telephone: AD. 2556

Ramblings of Paidagogos

STUDY IN INDIGO

"I TELL you the world is going to the dogs—civilization is doomed. Look at Europe. Look at China. Look at Vancouver. Don't stand there goggling your school-master innocence at me!—I know. And your schools are a disgrace—a racket manipulated for the shameless benefit of your so-called profession. God bless my soul, sir! there's no scholarship left. All I hear is a set of catchwords. In my time they didn't vapor about with a lot of fe-fo-fum and call it educational philosophy—they gave children something to learn and stood over them with a good thick stick until they learned it. That's the kind of thing children understand and respect. And they had real teachers in those days—men of character and strength of mind—men who knew how to get results and got 'em. But now? You listen to me for five minutes and I'll show you that everybody isn't to be caught with your soft-boiled, modernistic cant. You listen to me, by James! and I'll give you a few . . ."

* * * * *

I have just come away from harkening to these groans and impeachments from the lips of a man who continually refers to himself in conversation as an "average taxpayer". He leaves me a little dispirited. No doubt he pays his taxes—somewhat grudgingly, I suspect. But the only average he can possibly represent is one that might be found among a group of purgees awaiting liquidation. His complaints are simply too dreadful to be true. Indeed if it ever becomes necessary to improve upon the Books of Ecclesiastes and Jeremiah, he might well be nominated to perform that melancholy office.

He is a long, lean and infinitely lugubrious man, whose trousers flap disconsolately about his thin shanks and whose voice issues in mournful gusts from somewhere in the lower reaches of his diaphragm. A liverish soul, I imagine—given to protracted moods of depression and frequent moments of despair. He views human effort, and especially its educational aspect, as an excursion in lunacy, as a tangle of misconceived aims, addled methods and sinister results.

Out of kindness I shall call him Theobald. This because there is a profusion of far more suitable names. Even I who am no great historian can recall for every period of man's history—the best equally with the worst—a lachrymose assortment of prophecies of disaster. So he ought to be grateful for the simple Theobald.

Where then are the specific lamentations of Theobald? Alas! there are none, because specificity is not one of his prevailing characteristics. He goes in for undifferentiated expostulation, for agony in the lump. When closely pressed, he takes refuge in what he is pleased to describe as "the trustworthy intuitions of the common man". And these intuitions—which are nothing more nor less than the unrecognized outcroppings of his own haphazard experience—bear for him the authentic marks of truth.

It is hardly surprising therefore that Theobald speaks always with a vast assurance. Possessed as he is of considerable information, inciden-

tally and superficially acquired, he knows everything in general and nothing in particular. Being devoid of exact knowledge in any field, he has no criterion against which to measure and evaluate his ignorance. So he deals with all sublunary phenomena as from a great height; and his judgments, which for the most part are expressions of an obsolescent conditioning, are informed by nothing more substantial than his emotions.

There are, of course, many areas in which Theobald is merely a bore. His economic and political denunciations, his malisons upon the cynicism of international diplomacy, his diatribes against the sun, moon and stars—these evoke only a good-natured if rather weary chuckle. No one seems to be particularly definite about such matters anyway, so Theobald's anathemas are distinguishable from those of other men by nothing except the intensity of their gloom. One assumes that the violence of his reactions is implicit in the sensitiveness of his nature, that his unending show of horror is due to the extreme delicacy of his soul. At the bare mention of a civic or provincial leader his nostrils dilate in certain anticipation that a whiff of graft will presently assail them. He lives as it were in chronic prospicience of the worst, and his every today is but a consummation of yesterday's forebodings.

One could be sorry for Theobald if he were not so abominably sorry for himself. But somehow even this tentative and hypothetical compassion is nullified when he turns his censorious eye upon schools and school-masters. Not, mark you, that one objects to criticism—one objects only to the criticism of the prejudiced and uninformed; and it is in the latter category that the lucubrations of Theobald come. Being quite unfettered by any educational experience or insight, his case is rather like that of a tone-deaf man who offers a few jaundiced suggestions to Gabriel on the finer points of trumpet-blowing.

Teachers, it would appear, are with few exceptions—which only prove the rule—a set of tyrannical, boorish, and frustrated nincompoops. They compare most unfavorably with their predecessors of twenty-five or fifty years ago. Indeed, when one per cent of the profession has been excepted for purposes of emphasis (and easy calculation), the remaining ninety-nine per cent may be divided equally into three groups—loafers, sadists, and incompetents. As I said at the beginning, all this leaves me a little dispirited.

Poor Theobald! Despite his plausible laudation of the schools and schoolmasters of the past, I have a suspicion that his own schooldays were not of the happiest. I think he must have failed so dismally and suffered so acutely in his youth that he has carried a strong sense of scholastic inferiority into his adult life. Probably the mere presence of a teacher is sufficient to reawaken the old feelings of fear and inadequacy. So he has to whistle to keep up his courage: he has to knit his brows and utter his imprecations in sheer defence of his dissolving manhood.

Either this, or his children have failed in their academic endeavors to measure up to a standard of achievement that is in keeping with his assessment of their heredity.



Art Testing in British Columbia

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

IF one is interested in the evolution of examinations in art, a most interesting story dealing with this field of activity may be found in the annual reports of the Department of Education of this province. Here is a tale which not only exhibits the changes which have taken place in art examinations but also reflects certain influences of a slowly advancing philosophy of aesthetics.

It is not the purpose of this essay to discuss the general evolution of examinations in art, however interesting and instructive such a study may be. Rather, one will turn to the most recent development in this province in the matter of testing in art, namely, the test which at present is used by school inspectors of the government.

The latest development which has been adopted here for the purpose of testing the ability of pupils in the subject of art is especially interesting for the reason that it does not appear to be the outcome of a long process of natural selection. It possesses more the marks of a mutation. As the Grade VIII teacher of art will be aware, inspectors conduct their testing programme in art in the following manner: Two drawings in outline are shown to pupils for a given length of time. After observing these outlines closely, the pupils are asked to draw outlines from memory similar to those they have seen. The test is then corrected by the inspector who compares each child's efforts with charts illustrating various stages of proficiency in drawing the objects which were outlined. The drawings which receive the highest rating, according to these charts, are those which most closely resemble the original outlines. For the first time in the history of its schools this province has made use of a thoroughly objective technique for testing ability in art.

As this type of test has been issued officially only during the last two years, one may be justified in examining such a technique from the point of view of recent opinions in philosophy. It is a difficult task to summarize in a few paragraphs contemporary thought in so controversial a field as aesthetics. But the fact that, when they consider certain fundamentals, agreement has been reached by a comparatively large number of outstanding thinkers helps to make the task somewhat lighter.

Philosophers from Bell to Dewey, influenced no doubt by the former's doctrine of Form, seem to accept a fairly uniform definition of art. Perhaps of all definitions of art that are accepted today the following might cause the least dissention: *Art is an attempt to create pleasing form.*

The psychological processes which are involved during the act of aesthetic creation have received considerable attention. Whatever controversy has occurred in this matter, it is at least generally accepted to the point where it almost becomes a truism that *art communicates a reaction*. He who is engaged in art selects, orders, and interprets his percepts. He records his reactions about what he sees or has seen in the past. It then follows that reality in art is reality only of the artist's or would-be artist's reactions to his percepts.

It will be seen from the foregoing that the form in which the artist or would-be artist expresses his reactions may, by virtue of the internal process, in most cases bears little or no resemblance to any external form which may have stimulated him. Those engaged in art feel free to depart from actuality. In other words one may distort. And distortion has been general in all art, even from the classic expressions in Greek sculpture to the present day. If Michael Angelo, for example, distorted anatomy, what then is bad drawing? Bad drawing occurs when the forms used are drawn merely to fill gaps and consequently prevent a complete harmony or unity.

Finally, if art is the communication of a reaction in pleasing form, we shall therefore look for a personal element in art work. The task of the art teacher would seem to be largely that of fostering originality.

To return to the test under discussion, one may well ask himself whether it is compatible with current philosophy. After making a critical appraisal of the test, one would indeed have difficulty in discovering how this device could disclose a child's ability to *create* pleasing form, to present his reactions to the things he experiences,—in sum to present something of himself. The test undoubtedly selects the pupils who are able to copy most efficiently. But if the abilities of children are to be judged under the heading "Art", then apparently other standards of judgment must be arranged.

Many educators are inclined to admit that tests given by departments of education in general prompt teachers to

stress certain aspects of a subject at the expense of other more necessary aspects. If one holds this opinion, one could argue, then, that perhaps many teachers of art who are examined under the testing conditions described herein may be tempted to stress line copying. Indeed, such an assumption appears to be reasonable when one considers that the teacher who encourages his pupils to express themselves in the most pleasing form they are capable of will train his class not to copy the external world exactly. Logically, at least, such pupils should do very badly in the test.

One is led to the question: Can a more successful test be devised? The answer must be, it seems, that no objective test can be successful in the field of art. Perhaps one could test objectively the elements of art work which can be justified logically: rhythm of the line with which forms are delineated, mass, space, light and shade, and colour. Such a test might consist only of written answers. But these elements, when combined into art work, will possess emergent qualities which cannot be inferred from their parts. The suggestion might be made that as well as writing a test on the elements, the children should submit their drawings to some official especially trained in art. After all, our galleries are filled and our masterpieces acclaimed on this purely subjective basis.

This latter suggestion will remind many readers of the older types of art examinations. But perhaps such a procedure might replace our examinations in art in the general evolutionary setting which they enjoyed before we adopted the attitude of "objectivity at all costs".

The GREGG PUBLISHING COMPANY

SPECIALISTS IN COMMERCIAL EDUCATION

Invites you to examine the books in its commercial education series. The Gregg list includes modern books for practically every phase of commercial education, including GREGG SHORTHAND, which is now the adopted system in more than 18,000 schools in English-speaking countries.

Write for complete price list

1200 BAY STREET

TORONTO, ONT.

De Juventute

By NICHOLAS MURRAY BUTLER

*An Address delivered at the Opening of the 185th Year
of Columbia University, September 28, 1938*

PATRICK Francis Murphy, whose wit was quite unique, used to say that the only fault he had to find with Youth was that it comes so early in life. His notion was that Youth would be both more interesting and more enjoyable if it came after there had been sufficient experience of life to increase its interest and its enjoyment. Murphy managed to carry his own youth forward to the very end of his life. He never lost its joyousness, its eagerness or its charm, its zest for play or its enthusiasm. In this experience of his personality there is a lesson for all of us.

Youth has excited the interest and the affection of mankind from the very beginning of time. This is in part due to its early helplessness, its immaturity and its almost limitless promise. The ancient Romans marked a stage in the development of Youth by the substitution of the *toga virilis* for the *toga praetexta*. He who had been looking backward toward the cradle was hereafter to look forward toward the years of maturity and accomplishment.

Youth offers to civilized mankind not only invitation, but also strongest moral appeal, to be given enrichment, opportunity, guidance, instruction and discipline, in order that its years may not be wasted or its boundless potentialities for excellence either lessened or lost. The controlling fact is that no matter how early in life Youth may come, today it comes very late in the history of civilization and therefore has an immense amount to learn and to be taught before it can have any reasonable chance of reaching an excellence of its own and performing a service worthy of the time in which it finds itself. It is during Youth that those habits of mind, of manners and of morals are formed which multiply the power to gain a useful and a satisfying place in the world and to achieve a personality which alone can make life worth living.

All this means that youth is dependent upon its elders and that its elders in turn have a peremptory obligation toward youth. The instrumentalities for the exercise of this obligation are the family, the school and the church, and of these the family is the foremost. One of the saddest happenings of the past half-century is the weakening of each and all of these three agencies and influences in everything which has to do with the guidance and discipline of youth. Family influence, the outgrowth of deepest affection, should be the most obvious and the most powerful of all those upon which youth must depend. The family can rarely give formal instruction, but it may give and it should give that guidance and discipline in manners and in morals which early in life can set a standard of conduct which will not be departed from as the years pass.

The school is in all essentials an adjunct to the family and not a substitute for it. In planning formal instruction, the school must in its turn insist upon those standards of manners and of morals which

presumably the family has already made clear, and must strengthen those standards by all the many means which the school has at its disposal. The crude notion that it is progressive to throw youth out into the world as if it were a young animal to depend only on its own natural resources is one of the most tiresome and most reactionary of the many crudities which in these days attach themselves to educational theory and practice. It is admittedly difficult, particularly in our great urban populations, to discover or to maintain any co-operating relationship between the family and the school, but that is all the more reason why the attempt to rediscover and establish that relationship should be made. Any true and satisfactory education is made immensely difficult without it.

The third influence, which is the church, has, with certain obvious exceptions, also weakened during the past generation. Religious instruction and religious discipline have greatly lessened in these later years and much that was taken for granted a generation or two ago is quite unknown to the youth of today.

All this means that those defects and deficiencies which so many seem to find in youth are in reality the fault of its elders. It is because the family, the school and the church have not separately and in co-operation continued to assert constructive influence and discipline in all that relates to habits of mind, to manners and to morals, the youth is just now subject to so great an amount of criticism.

As a matter of fact, youth has probably not changed at all. What have changed are the relations in which youth stands to its elders, and for that change youth itself can in no wise be held responsible. The overflowing spirit of youth shows itself in a score of charming and attractive ways. It abounds in quick and sincere emotion, in vitality both of mind and of body, in zeal for sport, for physical exercise and for all sorts and kinds of expressions of personal power and ambition. Youth continues to furnish, as it always has furnished, the force for its own improvement and development, but the material upon which that force is to work must be provided by youth's elders.

So it is that the American college has long since come to occupy a vitally important place in the training of our nation's youth. The college rests upon

the family and the school, and needs the co-operation of the church. It receives youth at just about the time when the ancient Roman parent provided for his son the *togā virilis*, and for three or four years it inspires, it instructs, it disciplines, in order that those may be years of abundance in the life of that youth of today which must take responsibility for its share in the guidance of the civilization of tomorrow.

The true task of the college is made more difficult than would otherwise be the case by the persistent confusion which exists, particularly in the United States, between the college and the university. The college is the important and wholly indispensable link between the family, the school and the church on the one hand, and the university on the other. The college is the bridge between the school and the university, and it reflects in the character and organization of its work this particular function and relationship. Failure to distinguish between the college and the university is increased not only by persistent misuse and misapplication of the word university, but by that organization of higher education which has developed in the United States during the past half-century and by its difference from the historic organization of higher education in the older European countries. In France the *lycée*, in Italy the *liceo*, and in Germany the *Gymnasium*, which have their roots in the same soil as does the American secondary school, reach up into part of the field of education which in the United States is cultivated by the college. Unless these differences of educational organization be understood, confusion of thought is certain to follow comparison between the European and the American systems of school, college and university organization and training.

In the American college youth comes to its full flowering. Here it gains the knowledge and the insight that are possible to a maturing mind in wide and widely differing fields of intellectual accomplishment: the ancient classics and the source of the continuing power of Greece and Rome in modern civilization; the development of systematic thought in the fields of philosophy, of religion, and of the natural and experimental sciences; the outstanding achievements in the fine arts; acquaintance with the languages and literatures of those peoples which have played so large a part in Western civilization, the French, the German, the Spanish and the

Italian; close study of the language, the literature, and the political and social organization of the English-speaking peoples in order that present-day interests and problems, intellectual, social and political, may be understood in their due proportion and in their entirety—these are the powerful and attractive forces which the college brings to bear upon those youths who are so fortunate as to enjoy its advantages and its opportunities.

The reason why that instruction, that training and that discipline which the wisely ordered college aims to give is described as a liberal education is that it is the training befitting a free man who is to live his life in a freely ordered social, economic and political state. Otherwise, youth would be taught not how to be free but how to obey. No liberal education is possible in the present-day totalitarian states since it is fundamental to their policy, and indeed to their continued existence, that all youth be cast in a common mold and that absolute obedience and conformity be given the place which we have been so glad to reserve for liberty.

A liberal education has and can have no direct relationship to preparation for any specific calling in life. It is sufficiently broad to serve as the foundation for every form of what is called vocational training, and it enormously increases the potentiality of that vocational training in whatever field. But vocational training is something quite distinct from liberal education and must never be confused with it, much less substituted for it. Where conditions and limitations are such that any opportunity for liberal education is denied to youth, then no effort must be spared to make good this unhappy deficiency later in life, through continuation schools and organized provision for adult education. Adequate provision of such opportunities is already in the making, but it still lacks intelligent and effective organization and direction.

Youth rarely needs to be made conscious of its youthfulness. It is rather apt to be proud of that youthfulness and to seek constantly for opportunities to manifest that pride. This is a healthy and a hopeful sign. There is no surer prophecy for an excellent tomorrow than a notably vigorous, ambitious and intelligent Youth of today.

THE RYERSON VISUAL INSTRUCTION SERVICE

The pioneer foundation course in Visual Education for Canada. Based on the needs of the latest curriculum revision.

For Public, High and Vocational Schools, Art, Music and Technical Courses.

Carefully graded throughout. Planned by an Editorial Board of representative Canadian teachers.

Includes High School History, Economic Geography, Botany and Zoology filmslides by George A. Cornish and N. R. Fallis.

The best glass slides, filmslides, sound and silent films, projectors, screens and accessories of exclusive agencies.

Free demonstrations in our studio and in your school.

Write for our catalogue showing films for sale and rental.

THE EDUCATIONAL DEPT.

The Ryerson Press

Toronto, Canada

The Economic Outlook of the Second Generation Japanese Canadians

By THOMAS K. SHOYAMA

RECENT developments in the trend of internal Japanese-Canadian relationships have served to reveal more vividly than ever before the acute nature of the problem of vocational adjustment faced by the second generation Japanese in British Columbia, and to re-emphasize the need for some programme directed toward a solution of their difficulties. During the past year the economic security of the Japanese community as a whole has been definitely threatened in three ways, namely, by the reduction in boat pullers' licenses, by the campaign for the restriction of the number of trade licenses issued to Japanese, and by the agitation in support of the boycott against Japanese goods. It seems clear that social as well as economic factors may influence to no inconsiderable degree the manner in which the second generation is to make a living.

A consideration of the economic outlook for the second generation must needs be as realistic as possible, in order that conclusions of any validity whatsoever may be reached. An apparent failure to appreciate the true nature of the situation has given rise to exaggerated views and opinions, which must be corrected before any constructive programme can be undertaken.

It is impossible, in the first place, to consider the question of vocational adjustment of the second generation without constantly bearing in mind the dominating influence of the national or even international economic order of things. A disregard of this factor has

often given rise to a tendency to lay the blame for occupational difficulties solely upon racial prejudice. It must be recognized, however, that employment possi-

bilities for second generation as for other Canadians, are vitally affected by business and trade conditions in general. For instance, the prosperity of Japanese berry farmers is to some degree dependent upon the world price for wheat, while the number of Japanese employed in the lumbering industry of the province is influenced by the state of the British market.

It is an equally mistaken attitude to attempt to draw comparisons between the first generation and the second, and to expect a measure of economic progress on the part of the latter comparable to that of the former, simply be-

cause the latter have been born and raised in a Canadian environment. Economic conditions have undergone a radical change since the days when the bulk of first generation immigrants arrived in this country. The foundations of much of our Canadian economic

*An examination of certain salient points in Canadian economic history reveals facts not generally appreciated in any discussion of the "Japanese question". The period 1900-1913 was one of very rapid and widespread expansion in Canada. During these years capital poured into the country, largely for the development of the West, to the extent of 2500 millions of dollars; while Canadian wage rates rose from a base figure of 100 in 1900 to 149 in 1913. Such conditions made possible absorption of a large volume of immigrant labor, in which Japanese played a relatively insignificant part.



THOMAS K. SHOYAMA

structure have already been laid: the frontier has been pushed back; and the exploitation of the richest resources of this province has already proceeded for over half a century. It was in this work that our fathers first participated; and borne along by the impetus of pre-war expansion, many of them advanced rapidly in material well-being. *Conditions in the post-war era are radically different. The demand for labour has definitely slackened, particularly after the adjustments in the world economy, following upon the recent "great depression". Individual enterprise meets a considerably more difficult task in its fight for success, largely through the gradual crystalization and increasing rigidity of our economic environment. Today jobs per se are of great value, and not merely as stepping stones to higher positions.

Such conditions are common to all modern Canadian youth, and it is scarcely necessary to comment upon the striking similarity of problems faced by both white and Japanese young people. It would appear that the supply of "white collar" labour has definitely increased beyond the point where industry can absorb it. This fact is coming to be recognized generally, as was indicated in an article published in a popular magazine under the title "White Collar or Hickory Shirt". It seems certain that present-day economic conditions will require the acceptance of very definite changes in our standards of occupational evaluation.

But while it is necessary to recognize an underlying sameness in the problems of all youth, it is equally true that the second generation face important differences from those of white youth; and for this reason their case merits special attention. Their problem of vocational adjustment is but one phase of the more complex question of adjustment to environment; and cannot, therefore, be isolated from its inter-related phases. The solution of the more superficial of economic difficulties, that is, those due largely to racial discrimination, is dependent upon the trend of Japanese-Canadian relationships. Such adjustments which the second generation undergo in respect to culture and biology, comprising within those two terms such components as religion, language, art, tradition, customs, anthropological modifications, and marriage, insofar as they tend toward a lessening of social prejudice will inevitably increase the possibilities of vocational adjustment.

Accordingly, it has often been suggested that a solution to the problem may lie in the diffusion of the second generation throughout the rest of Canada, particularly in the Eastern provinces, where social prejudice is supposedly much less intense than in British Columbia. Although no investigation has definitely established this view, there is considerable evidence in support of this belief. Much of the agitation against Japanese in this province has admittedly been inspired by a fear that the Japanese will come in time to dominate whole sections of the province, through sheer weight of numbers. Widespread dispersion eastward would remove a very potent cause of discrimination, and similar prejudices need not necessarily be aroused in other provinces. The experience and observation of those who have lived or travelled in the rest of Canada lend credence to this view. Certainly discrimination has not taken any definite political or social form against Japanese, the objects of racial prejudice usually having been either the Central European immigrants on the prairies, or the Jewish population in Ontario and Quebec. In many areas, apparently, this feeling has been even more intense than that directed against Japanese here in British Columbia. Such feeling has often been justified on the grounds of alleged obnoxious racial characteristics, of a type not usually attributed to Japanese. It would seem that Japanese have generally been accepted favorably in the East, and cases of economic prosperity have been sufficiently large in number to be definitely encouraging.

From a consideration of these various factors, it is apparent that the manner in which the second generation will make a living is at present a highly speculative matter, and that few, if any, exact conclusions can be drawn. As yet there are relatively too few of the second generation of age "to afford any real basis for judging what the remainder will do in terms of what these few are trying to do".† But the most realistic goal for which we can aim would seem to be a distribution of the second generation through the various occupational divisions more or less comparable to the population as a whole.

Up to the present time the majority of the second generation have followed fairly close in the footsteps of their

*Strong, E. K., "The Second Generation Japanese Problem".

†Sumida, R., "The Japanese in British Columbia".

fathers, a tendency which was also evident among the first generation.† The Report of the Second Generation Survey shows a decided concentration of the second generation employed in agriculture, in fishing, in lumbering and allied industries, and in the operation of retail establishments.* For women, the same report shows a concentration in domestic service, in agriculture and in dressmaking.

Prospects for the second generation in these various fields are both favourable and unfavourable, and the degree of dispersion will have very important effects upon the future. At present time, it seems safe to say that the fishing industry offers the least satisfactory conditions of employment and of opportunity. The hours are long, conditions of work difficult, and the return for labour and on invested capital are notoriously low. The rigid limitation of licenses issued to Japanese needs no comment; and there is the ever-present danger that the policy of eliminating Japanese still further will be continued. It is extremely doubtful if the prejudice against Japanese in this industry will decline for years to come, owing to the fact that the average Canadian is still inclined to regard the second generation as foreigners, and as such, considers them a threat to the country from the point of view of national defense. In view of recent developments, the possibility of the appointment of a less tolerant Deputy Minister of Fisheries following upon the retirement of the present incumbent, may well suggest more trying times ahead for the Japanese engaged in this industry.

There is, of course, the possibility of some innovation being introduced into the industry, similar to the salt fish business, which may provide opportunities for second generation. Further, the fishing industry of the Maritimes may contain possibilities for expansion for second generation who are willing to take the chance.

The lumbering industry, both primary and secondary, would seem to offer a more extensive field for expansion, if only for reason of its greater relative importance in the Canadian economy. It would appear that the demand for unskilled labour, at least, will be met in part by large numbers of the second generation, who will drift into this industry by reason of the place already

established by Japanese. The first generation were able to establish a reputation for steady, efficient, and industrious workmanship. Every effort should be to consolidate their own position, and to strive for the removal of prejudice and discrimination. The chief danger lies in the possibility that public opinion may be aroused against so-called "Japanese penetration" and that field will be subjected to restrictions similar to those in the fishing industry. The need for some programme to guard against such developments may become apparent in the future, and it is to be hoped that the second generation will not be lacking in the qualities which such a programme will require.

To avoid even the possibility of such developments, it may be well to urge the second generation to seek jobs in this industry in the Eastern provinces, where lumbering is of considerable importance. There, too, the opportunity to rise to positions of responsibility and trust may be somewhat more extensive; and less prejudice might logically be expected in the skilled labour field.

At the present moment, it seems that agriculture is one of the "best bets" for the second generation. Few people change from one occupation to a radically different one; and many of the second generation have been born into this industry. Despite the rather disheartening picture usually painted of agriculture today, according to the survey report, a substantial number of the second generation indicated this field as their occupational preference. Vocational interest ratings determined by Professor Strong point out that American born Japanese had the interests of men in occupations based upon the biological sciences, including farming. Prejudice in agriculture, furthermore, tends to be somewhat less noticeable than in other industries; and if the second generation are able to branch out into a more varied range of agricultural pursuits, the difficulties encountered may be lessened. It is unnecessary to mention the very wide fields of agricultural endeavour quite untouched as yet by any Japanese. In particular, however, the increasing industrialization of Southern Ontario and Quebec may well provide extensive markets for those goods, in the production of which Japanese excel.

The success which has met numerous Japanese in the operation of small retail establishments in the city of Vancouver

(Continued on page 77)

†Sumida, R., "The Japanese in British Columbia".

*Strong, E. K., "The Second Generation Japanese Problem".

An English Technique

It is usually a safe procedure for one of a pacific nature to participate in a controversy by saying "I should like to quote . . ." Under such circumstances no one takes offence. THE B. C. TEACHER presents herewith a few views on the importance of emphasizing the mastery of a technique as the basic aim of English instruction. Mr. Roy Meldrum, author of "An English Technique", offers an ample prestige behind which THE B. C. TEACHER conveniently hides. In fact, if any teacher should be inspired to turn to Mr. Meldrum's book, he might accuse this magazine of contravening all the known copyright laws.—F. C. HARDWICK, Secondary Schools Department.

A FAVOURITE maxim of contemporary secondary education is that every teacher is a teacher of English. It might well be that a chemistry instructor, in focussing the observation of a class on a crucible of hot copper pyrites (I hope there is such a thing) might choose words so carefully to describe the changes taking place, that if any boy had latent in him poetic capacity, he would find himself equipped for its expression. Again, an exact mathematician by consistencies of verbal instruction might assist the same class in the acquisition of a desirable exactness of English usage.

However, much as the English specialist may attempt to share with his colleagues the task of encouraging among a class a high standard of speech; yet the fact remains he finds himself held responsible for that standard. He produces; the others employ the product.

What then is the fundamental aim of English instruction?

It is the learning of a technique, a craft of words, such that a boy can make a logical statement, relative to various kinds of systematised knowledge. He must be able to express a clear mathematical deduction, to describe precisely a chemical action, to express an historical judgment.

Such a technique might be considered so slender that its achievement would be comparatively effortless. But how many students have the ability to follow up in a clear verbal sequence a train of ideas? A teacher has not been long in the saddle before he realizes that the learning of even a simple technique is not a thing that grows and flourishes like a weed without care.

But the learning of a craft in itself is not enough. A musician knows that "Those who live for technique are killed by technique". We do not wish our pupils to be mechanics, skilled only within the narrow limits of a jargon or terminology. Mere craftsmanship, as a goal, is not enough. What then, is the next aspect of our aim?

The school should aim at producing artists although we can hurry to assure ourselves that no existing institution does produce any of the species. The aim is the thing: the student will complete the aim for himself or not, according to what is in him. Furthermore, he is more likely to complete the aim if the English room in a school is a literary studio rather than a literary salon.

One need not be appalled by the word "artist". It should mean that in the encouraging of a boy to express his own ideas to the best of his ability,

the teacher is trying to create an artist as well as a craftsman.

Again, one need not accept this "helping a boy to express himself to the best of his ability". The thing to remember is that in after-life one of a boy's chief tasks is meeting situations in which the saying or not saying, writing or not writing of some commonplace word or statement will be the thing most crucial to himself and others. Any system of education which does not give students the opportunity to master such a technique must be condemned. To leave a student inarticulate when he might be articulate within a certain compass is an anti-social act.

This emphasis on a student's "expressing himself to the best of his ability" has two aspects. In the first place the mastery of a technique of clear expression presumes a disciplinary process (shades of the transfer of training!) and in the second place requires on the part of a student an awareness of the depth or lack of depth of his ideas. From this process the teacher cannot stand aloof as a neutral observer. If he exercises any control at all in the classroom, the standards of taste which he adopts will affect those with whom he works.

Perhaps—and here one treads very, very gingerly—we might suggest that the English teacher today must in part replace the teacher of classics. The English specialist should supply to a greater number what classics supplied to a few—and he may be required to do it with greater vitality. The classics formerly were the convenient barrier to the new scientific and democratic outlook. They have now lost much of their cultural prestige—the modern school prefers to make a selection of their clear thought through translations, and spend the time saved on other studies.

However, if the classics go—and they seem to have gone—to the English instructor falls the responsibility for providing something worth while in their place. He must require his students to observe the forms of their own language, to sift its vocabulary, to become sensitive to its idiom. Such activities were the stock-in-trade of the skilled classics instructor; his English colleague has inherited them.

Moreover, the English specialist has an advantage—he is dealing with a living language which does not encourage the presence of a pedantic atmosphere. Also

he is freed from the task of driving unacademic minds through the mechanical obstacles of a language with which they could feel little in common.

This transfer of emphasis from the classics to English does not free the student from the necessity of undergoing a discipline of thought. Unless English teaching evolves a method as strict as that of the classics it will never be an attractive subject to the average student—or is that a paradox? An unappetising plenty of grammar, literary museum pieces and essays beyond the scope even of an anxious parent does not meet the needs of the situation.

The student must be given extensive practice in the forms of expression and in arrangement of ideas likely to be used later in the writing or speaking of more ambitious efforts. This procedure, followed slavishly by a servant to a method, might readily stifle imagination—but a teacher of this nature would quite likely stifle his students' imaginations under any other method.

In conclusion, it should be understood that emphasis upon composition in English is emphasis upon quality, not quantity of written work. There should probably be less written than oral work; but the written work should be much more of a kind which the teacher can correct with a minimum of effort.

And now—the preacher's final conclusion—our aim presupposes that the teacher should be, in a minor way, an artist as well as a critic. Perhaps this last thought sounds too much like a counsel of perfection. It suggests that it is a waste of time proposing any aim if it cannot be carried out without postulating an exceptional teacher. The school is faced on the whole with an average teacher, who with the best intentions in the world is neither skillful artist nor intelligent critic. Is it in the power of any aim to turn him into either?

This question is obviously the place at which a discreet person permits his pen to dry and his ink supply to disappear.

Client: "Has this dog a good pedigree?"

Salesman: "If he could talk, he would not speak to either of us".

The Creative Teacher

By NOREEN CREELMAN, Oak Bay School

I HAVE a vague memory of a story in which a wise Negro mammy expostulates with a heedless young Darkie, telling him that White folks may get along all right without thinking, but a Nigger has to use his head. Sometimes, when the rural teacher thinks of the thousand and one aids enjoyed by teachers in big schools, he wastes his time in envy; and sometimes he just uses his head. Perhaps, however, the urban teacher, and even the urban teacher of advanced grades, may see in his rural colleague's replies to challenging difficulties a suggestion that may apply to his own problems, be they never so different.

While listening to a discussion on the "creative" teacher I actually heard a woman say "But I'm a rural teacher. I haven't time for all this 'creative' business".

But really! Unless she is creative to a superlative degree the rural teacher hasn't time in a five-hour day to teach nine subjects to each of eight grades. The whole "set-up" of the rural school demands the utmost originality and initiative the teacher is able to muster.

More often than not rural schools are served by less experienced teachers than are city schools. With high hopes, limitless ambitions, and a very limited "past" upon which to draw, the rural teacher sets herself to a heavy task. Creative? How can she be otherwise with so much to do and so much to discover?

In the first place the entire responsibility rests upon her own shoulders. If she wishes a good Grade III class, she herself must prepare them well in Grade II. There is no opportunity to lay the blame for their deficiencies at the door of their previous teacher. There is no supervising principal to guide her, and there are no music and mathematics specialists to assist her.

Then too, the rural teacher must use her own judgment in selecting from a full, rich curriculum those sections which are most necessary and applicable to the class in her charge. She must combine grades and omit sections of the work, knowing it is impossible to actually teach everything set forth in the blue books. For example, Grade IV must locate and

(Continued from page 74)

suggests something of the possibilities for the second generation in other urban centres. There are definite fields for expansion in establishments where an element of personal service exists, such as in restaurants, garages, shoe repair shops, etc. The establishment of garages may provide an excellent means for second generation to branch out into other skilled labour occupations.

The problem of capital, however, may be one difficult to solve. The likelihood of a large flow of capital from Japanese is very remote. The development and extension of credit facilities is a field

deserving of careful study. It is possible that the establishment of co-operative credit unions may aid in the surmounting of this difficulty. Such a plan involves thrift and the utmost good faith on the part of the members.

The solution to the whole problem of vocational adjustment involves factors implicit in the principles of a co-operative credit union. If we can organize the bulk of the second generation, and instil within them that sense of responsibility, a sense of duty that each owes to the other, we shall be well on the road to a solution of their mutual difficulties.

recognize North America on a map, and Grade V's first unit is North America; hence there is opportunity to combine the two classes for one or two lessons, although it is usual for Grades V and VI to work together. In almost every subject there are certain elements repeated in two or three grades. The rural teacher must know the curriculum thoroughly, and time her teaching so that these different grades are ready for that section at the same time, and can be combined until its study is complete.

In the matter of obtaining supplies, particularly for science and practical arts, there is need for great resourcefulness on the part of the teacher. Although the rural school is at a definite advantage in that part of the Elementary Science course which deals with plants and animals in their natural surroundings, the limit of reference books and home experience make it difficult to teach effectively about scientific inventions for home convenience, and to perform the simple physics and chemistry experiments required by the curriculum. If the pupils are to study the three forms of water they must do so when ice can be obtained outside, as it is seldom possible for a rural teacher to obtain refrigeration ice. Canned heat or the school heater must be substituted for the Bunsen burner. The pupils' concept of electricity as a source of light and motor energy often must be built upon their acquaintance with such simple examples as a flashlight and a dry-cell electric bell.

One rural teacher helped pupils to understand ammonia refrigeration by allowing them to dip their fingers in gasoline and having them notice the cold resulting from its quick evaporation. Another, unable to obtain glass jars large enough for an aquarium, painted the interiors of lard pails with melted paraffin and used them quite successfully.

Since supplying the great amount of materials required for Practical Arts is quite beyond the ability of many rural School Boards, the teacher must set herself to obtain all possible substitutes. The children collect used flour sacks and gunny sacks, which they wash and cut up for use in sewing lessons. Old pieces of knitting are unravelled, the wool is tied into skeins, washed, and stretched to make it useable once more. String, match and cigarette boxes, local clay, bits of brown and white wrapping paper and heavy cardboard cartons are treasured and made use of. One rural school undertook, as a Junior Red Cross project, to make Christmas stockings for needy children. The younger pupils washed flour sacks which were then dyed red in an old tub on the school stove. The stockings were cut from these by intermediate grade pupils,

then each child seamed a stocking. Decorative bows were made of green cellophane, on which were pasted gold stars. Then the stockings were filled with small toys, mended or made by the pupils.

At another time the teacher, being unable to obtain coloured cutting paper, had her Grade IV pupils colour white paper with water-colour washes, thus providing them with purposeful practice in the use of a medium to which they were being introduced. It is not less than wonderful what ingenuity is being displayed in this field in the rural schools.

Another thing with which the rural teacher must contend is the fact that there may be in her class an age-spread of from six to sixteen years. How is she to arrange activities in which all the pupils may work together profitably? Often she may devote less than one hour a day to an individual grade. How can their work for the remaining four hours be organized and socialized so it is meaningful and profitable to the children?

Giving the pupils individual study time-tables and training older pupils to supervise the younger ones helps to solve these problems. Moreover the work involved in most projects can be classified according to degree of difficulty. Thus the younger pupils will do simple tasks to assist the older ones, resulting in a lessening of the time required for its completion.

Teams may be organized for number-drill games so that all pupils except those in Grade I may participate. This is possible if an exercise requires "racing around a number circle". The senior pupils use the number in the centre as a multiplier while the junior pupils use the same number as an addend.

(Continued on page 80)

The Mind At Play and the Body Relaxed

By LOUISE MARIE KENNEDY, *Henry Hudson School*

TO an increasing extent the principles underlying the most approved practice at any stage in the educational process are being recognized as equally basic at all other stages of the pupil's school career. Consequently, while this article is intended primarily for teachers of children in the earliest grades, it is hoped that, *mutatis mutandis*, the principles set forth may be found equally applicable in intermediate and senior grades as well.

The present recognized method of teaching primary work tries to recognize classroom activity with the normal occupation of the child in his own natural way of living. Perhaps this method of training the child is more easily adaptable in physical education than in any other subject. The teacher will not begin the physical training lesson with a military command, such as "stand at ease" or "hips firm" followed by demonstrations. Rather, she will, having studied children at play, proceed with games which involve the use of the various muscles of the body.

Play is not so much a physical thing as it is mental, for it is really the mind that plays. Let us then, in our physical drill lesson, begin by arousing the child's imagination and interest with the telling of a story; for example—

"There was once a wonderful Prince; (now all walk like a prince). He was walking in a country lane when he saw a beautiful butterfly. He tried to catch it. (You try to catch the butterfly). At last he caught it. This made him very happy. A little farther on he saw a boy who was tired of sawing wood, so the Prince took the saw and gave the poor boy a rest. (All saw the wood)."

In carrying out this imaginative exercise, the child's mind is stimulated and he follows the mental pictures much more acutely than would an older person. The teacher must, therefore, avoid skipping from one picture to another which does not follow in natural order in real life, such as: "Children, let's pretend we're wringing clothes—now we are climbing a rope on board a ship." This would be confusing and the best results would not be obtained. Even in making corrections the imaginative element is still continued thus—if the children are all using their arms in the motion used while rowing a boat and John is moving his arms in a half-hearted uninterested fashion, don't say "Work your arms a little harder, John!" but rather "Your boat is behind the others, John, pull harder on your oars!"

The teacher should not be too exacting with little children regarding the manner in which these exercises are carried out. Too much attention to perfection of detail causes the pupils to become conscious of effort. The result is that the stimulus to the imagination and the joy of the performance lose their value. J. C. Thurlin, director of the Swedish Gymnastic Institute, tells us "It is imagination which must set and keep physical and mental training in movement".

As we proceed with these game lessons we find we will go step by step from games to definite drill movements, the pupils learning the meaning of simple commands by a very natural method.

It is important that the teacher should through each play, game and drill, have a clear vision of the results she is aiming to achieve. Each lesson should be carried out (though in play form) in such a manner that all the muscles of the body will be brought into exercise. By alternating the movements of the arms, the legs, the trunk, fatigue in any one set of muscles may be avoided. The value of these exercises to the primary class cannot be overestimated, as the children at this age are building a foundation for sound minds and healthy bodies.

Relaxation is perhaps quite as difficult for beginners as an exacting exercise. If one were to judge from watching the average adult while he is making a public speech—twiddling his thumbs, clenching a button on his coat—he would judge he had never learned this valuable lesson. It is therefore well worth the teacher's effort to lift the children's arms individually, to be sure they are learning to relax. The power to relax is invaluable in later life, both from the standpoint of appearance and the benefit to the nervous system.

Of great importance to the game method in physical training is the correlation of song and exercise. Personally, I have found the book, *Physical Activities, Singing Games, and Simple Folk Dances*, invaluable in the classroom. The songs have been chosen with careful thought. The "suited the action to the word" in these songs is easily carried out by the average child. If the teacher chooses a song apart from the curriculum, she should be careful that the action is not of too vigorous a nature. If, for example, a running exercise should suit certain words of the song, the children might become so enthusiastic over the running that the

teacher would be left singing a solo. It is always wisest to choose simple tunes and easy rhythms for greatest enjoyment and best results.

In trying to give a few helpful ideas I have dealt with two methods only of taking up physical drill with primary children. I recommend these because I know from experience they bring exhilaration and delight to a child's mind. At the same time they give to the muscles of the body that fundamental building up so necessary to normal healthy growth.

We are putting into practice in the primary classes, more at present than ever before, these valuable lessons. We are doing this with a view to the ultimate attainment of a strong and vigorous race.

If the reader is a teacher of older children it will be necessary for him or her to consider to what extent such practices as we are advocating for physical education in primary classes are suitable to the special educational objectives that require emphasis in the case of children of the given age. Almost all teachers are now called upon to conduct physical exercises at some time or times during the day and not all of us have been specially trained for such duties. It is hoped, therefore, that other teachers than merely those engaged in primary work may be helped by remembering that physical education is intimately associated with play; that play of the mind is anterior to play of the body; and that relaxation is often as important as exercise.

Editor, asking Sir James Barrie just the right sort of question: "I suppose some of your plays do better than others. They are not all successes, I imagine?"

Barrie, confidentially: "No, some Peter out and some Pan out".

(Continued from page 78)

Even when her working schedule has been made efficient and effective the rural teacher cannot rest, for in a small community her services may be required in all social activities, and not infrequently she will find it requires remarkable discretion and diplomacy to keep

herself from becoming involved in local "feuds".

Finally, may I suggest that pupils in a rural school usually have the same teacher for several years. How well is she going to "wear" in their esteem? Just so well as her work, her interest and her whole personality are living and creative.

Making Cultural Education a Reality

"The B. C. Teacher" presents herewith a summary of a statement issued by Junior Programs Inc. of New York City. The activities of this organization are indicative of the steps being taken to prevent the educational system from becoming so "practical" that the cultural aspect is entirely submerged.—(F. C. H.).

A SERIES of conferences in which leading educators discussed the existing status of cultural education for children, and formulated new methods and approaches for stimulating in school children an appreciation and understanding of music, good plays, and the arts, was recently held in a number of American cities. The conference locations were selected because they represented a cross-section of the various kinds and conditions of the school system existing in America today. With representation from the teachers and school authorities of different localities, containing educational systems varying from the little red schoolhouse to the elaborate organization of a large city system, the conference series had, at least potentially, all the requisite implements in this primary effort to solve an important problem in the cultural education of children, the engendering of a comprehensive understanding and appreciation of music, the theatre, and the arts.

Junior Programs Inc., formerly a group of operas, ballets, plays and concerts, played by professional adults for audiences of children, are now presented in 29 States and in Canada. In these localities definite programs for correlating classroom curriculum and activities with presentation of cultural entertainment for children, approved by leading educators, child psychologists, and specialists in children's entertainment, are already under way.

A non-profit, non-commercial organization, Junior Programs Inc. has invested \$25,000 in producing selected cultural entertainment for children and in sending its productions to an estimated audience of 1,000,000 children this year. Previous to the current school year, Junior Programs presentations were viewed by more than half a million children.

In the pioneering endeavor of awakening in children an understanding and love of opera, good music, plays and the dance, Junior Programs has formulated several techniques now widely used in towns and cities where its companies and artists are performing before children's audiences. Experiences with curriculum and activity programs planned in connection with opera, ballet, drama and other entertainment designed for young people has been most encouraging. Under the guidance of the educators and other specialists on the advisory council, materials have been prepared for classroom use both in advance and following presentations of the programs.

These materials include lists of suggested reading, phonograph records and sheet music, directions for dances and games, biographies of authors and composers, and stories of the various productions, composed for children of different age levels.

The effect of these activities, aimed at the stimulation of a cultural awareness in young people, is best illustrated by reference to actual pro-

cedure in schools throughout eastern United States where Junior Program materials are in use.

In several cities art supervisors have directed activities on the order of having the children make masks similar to those used in "Pinocchio" and "The Princess and the Swineherd" ballets of Junior Programs. Dancing instructors have taught their classes folk dances performed to the music of the productions.

In one city the entire school system has set aside six weeks in which every department, taking full advantage of the Junior Programs performances with correlated projects, has created its own program. Departments of English, for example, have stimulated the writing of original compositions and poems by the children; music departments have employed Junior Programs' materials in choral and orchestral work. Similar adaptations of operatic, dramatic, ballet and concert materials have been employed in correlated projects by social studies and other departments.

In order to keep in direct touch with the practice and developments of classroom procedures, Junior Programs sends to teachers using its materials questionnaire sheets for the reporting of experiences in the use of the correlated project materials and suggests improvements. In this way the organizers are assisted in the discard of certain materials, the addition of others, and the continuous development of the entire program.

The success of the project has resulted in the decision to hold a series of conferences in selected cities where the school systems are making full use of Junior Programs correlated project work. At these conferences reports on the present and future use of Junior Programs' materials and productions as related to school studies will be given.

Quotations from addresses by leaders of the Junior Programs organization are illuminating:

"I firmly believe that adults—parents and showmen in particular—ruin the natural good taste of children", states one official. "If left alone, a child will instinctively enjoy beauty and good drama whenever it is presented to him. Every conductor of children's concerts, every sensitive artist who performs for young people, will tell you that children enjoy the very best that you can give them.

"Something must happen to them in the interval, so that when they are grown up, the great mass of people patronize the most inane motion pictures, vaudeville and burlesque shows, and stay away from the finest music, the dance and the theatre offerings. That something is someone, the adult who changed the child's tastes, or offered him so little choice of entertainment that he can find only the most mediocre products".

Another leader does not hold motion picture producers to blame for this state of affairs because many producers have lost money in attempts to produce motion pictures especially for young audiences. He says:

TELEPHONE: SEY. 5224

CARS AND TRUCKS

A. B. BALDERSTON LIMITED

AUTHORIZED FORD DEALER

1190 WEST GEORGIA ST. and 9 KINGSWAY

VANCOUVER, B. C.

"It is the adult who makes a disparaging remark about the dullness of opera, and makes fun of so-called 'highbrow' music and the dance, who influences the child to adopt the same attitude. Children are naturally imitative, and it must be remembered that adults control the money and usually influence the choice of amusements for younger children. It's up to adults to demand and then promote attendance at the finest possible productions planned for young audiences".

One director gave a warning against any attempt to cram culture down children's throats like castor oil. He pointed out that such a practice is indicative of a lack of real understanding and appreciation of the arts. He writes:

"The best entertainment is really the best fun for children. I'll tell you about something I saw myself which convinced me that children need little advice from their elders on what to like. We gave one of our ballets to 400 of the toughest little East Side boys in a New York settlement. These youngsters had been told the story of the ballet, but they had no idea whatsoever of what a ballet was, and they came just because it was a show. Although between scenes the noise of the audience was bedlam, one could have heard a pin drop while the performance was going on. And the highest compliment came at the end—greater even than the shouts and applause—when the boys stayed in their seats and pleaded to see 'the second show', thinking it would begin all over again like a motion picture".

Teachers of Grade IX Geometry

The New (4th) Edition of HOTCHKISS' GEOMETRY EXERCISES AND WORK BOOK has been endorsed by teachers in every part of the province. It is now being used in over 60 High and Junior High Schools and many others have signified their intention of ordering copies later.

This book has proved to be of definite value to both teacher and student. Sample copies will be sent, post-paid, for 35 cents each.

Authorized by the Department of Education

Price: 35 cents each, delivery charges paid on orders for 12 or more



WRIGLEY PRINTING CO. LIMITED

578 SEYMOUR STREET

VANCOUVER, B. C.

Visual Education in Quebec and the Operation of the Film Lending Library*

By DR. W. P. PERCIVAL, *Director of Protestant Education for the Province of Quebec*

THE transfer of information on a large scale by means of pictures is modern science and art. People who cannot view certain incidents are easily able to see representations of them. For this purpose, newspaper and magazine proprietors buy expensive cameras and other mechanical equipment that they may produce good pictures to offer to their clientele. The "candid camera" is a development of today. Practically every large public function is photographed and the pictures are reproduced without delay.

The newsreel is a feature to which people look forward regularly at the theatre. By means of the photograph one appears to experience that which he could not otherwise know so fully. Great expense is incurred to make immediately available pictures of outstanding world events.

In view of these facts, it can scarcely be considered inadvisable or faddish to make use of films and other visual material in the classroom. Many leading psychologists have shown the value of the photograph as a means of learning. Among these may be named Thorndike, Rulon, Freeman, Seasholes, Charters, Knowlton and Tilton. One director of visual education has stated, "The visual lesson accomplished better results in less than one quarter of the time taken to teach the same subject orally." Though all experiments do not show the same results, the sum of the evidence is convincing that for certain material, there is economy of time and effort by learning from the picture. In addition, it is claimed that more is learned by this means and that it is retained longer than when obtained by ordinary methods.

The case for the presentation of visual material to children does not, however, depend solely upon establishing these facts. It will probably be conceded that the more real the experience the more senses through which the teaching can be conveyed, the more

effective it should be. Thomas A. Edison was so enthusiastic about the value of the camera as a means of teaching that he thought the time would soon come when practically all the instruction of the school would be performed by its aid.

The field of visual instruction has been greatly broadened by the improvements made in recent years in the projectors. While the value of these machines for imparting instruction has been recognized, many inventions have practically perfected them for this purpose. In order that teaching by the projector may be most effective, teachers must have suitable material readily available and must be trained in its use. They must also be experienced in operating the machines. It is the desire of the Protestant side of the Department of Education of the Province of Quebec to assist school boards to procure suitable projectors that pupils learning may be aided thereby.

Unfortunately, one type of projector is not sufficient for all purposes. A very useful kind is the combination classroom slides and film slides. The projector which shows opaque objects is particularly useful in the classroom because of the wealth of illustrative material which it makes readily available for the progressive teacher. In such a machine, clippings of all kinds can be exhibited from newspapers, magazines, maps, etc. These can be shown in black and white and multi-color. Pages of books can be shown without damaging the books in any way.

Excellent use can also be made of the opaque projector for exhibiting pupils' written work. The strong and weak features of this can easily be demonstrated. The use of the lantern in this connection will remove much useless fatigue from teachers who spend endless hours upon correcting pupils' work which in many cases is thrown into the waste paper basket. If pupils know that their good, bad or indifferent work is to be exhibited on the screen for all the children to see, more care will be taken.

(Continued on page 93)

* Address delivered before American Association for the Advancement of Science, Ottawa, Ontario, June 20, 1938.

Teaching Social Customs During Lunch Hour*

By MABEL U. BARNES, *Teacher of Home Economics,
Windham High School, Willimantic, Connecticut*

PERHAPS home is the place to learn table manners, but the schoolroom provides an excellent place to practice them. Do the pupils in your class bring their lunches? When the clock strikes twelve, is there a ripping of paper bags, an odour of oranges and cheese, and then a scramble for the baseball? Does Alice eat a sandwich with her left hand and play ticktacktoe on the blackboard with her right hand? Should we change all this? How?

Yes, we should change this "rush and grab" lunch hour. The way we eat as well as what we eat is important. At mealtime, one should be comfortable and happy. A happy state of mind helps digestion. Good posture, clean hands, pleasant conversation, and careful consuming of food make the eating of a meal a greater pleasure for the individual as well as for those around him.

Isn't it fortunate that children have good imaginations? You simply say, "Now each desk is a table". Lay on it either a paper napkin or a strip of bright-coloured oilcloth—kept fresh by washing after each meal—and the table is spread! In many schoolrooms, desks are arranged in groups. Pretend you have a restaurant with many tables.

Create the habit of cleanliness. Allow time for each pupil to get ready for lunch. If necessary, heat water on the top of the stove for washing faces and hands. Encourage good posture by praise.

Probably the children are tired of talking about China and multiplication tables. The teacher is, too. Talk about current events or local news. Tell of interesting experiences. Discuss a radio programme, sports, or books. Be sure to see that each pupil takes part in the discussions, and that each pupil does his proper share of listening to the conversation.

Teach the children to eat slowly. Urge that napkins be used for the lap. Have children wait until everyone has finished eating his sandwiches before anyone eats dessert. No one should leave the table until everyone has finished. Every paper should be put in the wastebasket.

Perhaps yours is a school where a hot dish is furnished to the pupils each day. Don't let the preparation of this food overshadow the importance of eating the food correctly. In primary grades, have each pupil wash his own dishes and silver. In upper grades, a division of work is a better plan.

Do you have a cafeteria in your school? Conduct can be governed by an appointed hostess at each table. The teacher can be a visiting guest at a different table each day.

Here are some objectives which you may strive for. To accomplish them, remember that an action must be repeated many times before it becomes a habit. Remember, too, that praise is a much better teacher than punishment:

1. To form habits of cleanliness while eating.
2. To learn to be at ease while eating with others.
3. To be able to carry on conversation at the dinner table.
4. To be able to use knife, fork and spoon correctly.
5. To be able to eat food quietly.

*Reproduced from *The Instructor*, October, 1938.

News, Personal and Miscellaneous

J. F. JAKEWAY

DURING the summer vacation period a multitude of friends were shocked by the death of J. F. Jakeway of Strathcona School, Vancouver.

Fred Jakeway was a brilliant student of English. He graduated from the University of British Columbia specializing in English. After taking the teacher-training course, he taught two years in the interior and one year at Beaconsfield before joining the staff of Strathcona School. Fred was just 28 years of age. He was active in the Anglican Church work and was also interested in the broader field of Student-Christian Movement.

His friends will miss a young man of great promise and rarely pleasant personality.

On behalf of teachers far and near we extend sympathy to Mr. Jakeway's parents and brother in this time of their loss.

JOHN THOMAS POLLOCK

A HOST of teachers in British Columbia felt a loss when Mr. John Thomas Pollock passed away on September 22nd—three years after his retirement as Inspector of Schools.

Mr. Pollock was born 65 years ago in the United States. He came to Canada 61 years ago where, in Ontario, he was educated. After graduating from London Collegiate, he taught for three years in Bruce County, Ontario. Immediately afterwards he came to British Columbia and taught in Port Haney, Port Hammond, Vancouver, Ladner and Revelstoke. In 1910, while at Revelstoke, he was appointed Inspector of Schools, a position he filled with honour and efficiency for a quarter of a century.

Mr. Pollock devoted his life to teaching and was rewarded by the confidence, admiration and respect of his colleagues and the love of his pupils.

He leaves surviving his wife, in Vancouver, and a brother and a sister in Ontario.

DALHOUSIE MOURNS

DR. F. A. MacKenzie, President of Dalhousie University, died on October 1st.

PUBLIC FORUMS

THE public forum is becoming one of America's outstanding educa-

tional institutions. Throughout the United States thousands of forums of various kinds and under various auspices will operate this year. Through emergency relief funds administered by the Office of Education, Department of the Interior, 36 communities in 21 States will get professional or clerical assistance in the development of forum programmes to be directed by local educational authorities. Fifteen States will match Federal funds for employment of competent leadership for public forums. This would appear to be a movement deserving more attention than it has received to date in Canada.

DIRECTED READING

DEAN Buchanan announces that the Directed Reading Courses for the Session 1938-39 will be Philosophy 7 (Philosophy of Education) and English 2 (Second Year English).

DEPARTMENT OF UNIVERSITY
EXTENSION

DR. Shrum, director of the Department of University Extension, University of British Columbia, has released the schedule of lectures for the current academic year in a number of subjects. Following is a list of the courses, instructors, places of lectures, and dates of first lectures:

English Composition, Professor Thorleif Larsen, Provincial Normal School, October 17th, Twentieth Century Voices, Mrs. John Creighton (formerly on the staff of the University of Toronto), Provincial Normal School, October 18th, Playwriting, Professor F. G. C. Wood, Room 104, Arts Building, University, October 12th, General Botany, Professor J. Davidson, Botany Classroom, Applied Science Building, University, September 27th, Amateur Gardening, Professors A. F. Barss, G. H. Harris, and F. E. Buck, Provincial Normal School, October 18th, Poultry, Professors E. A. Lloyd and J. Biely, Provincial Normal School, October 17th.

Further information may be obtained by writing to Dr. Shrum.

MR. SHADBOLT TO ART SCHOOL

MR. J. C. Shadbolt of the Kitsilano Junior High School, who has been on leave of absence for the past year studying art, has been appointed to the Vancouver Art School. There he will

introduce a new course in composition and art appreciation, illustrating the development of painting. While he was at Kitsilano, Mr. Shadbolt executed some excellent murals with a West Coast Indian motif.

Congratulations, Mr. Shadbolt, on your promotion.

EDUCATION WEEK IN THE UNITED STATES

THE dates for Education Week south of the international boundary this year are November 6-12 and the general theme will be "Education for Tomorrow in America." The daily topics suggested for emphasis by the National Education Association are "Achieving the Golden Rule," "Developing strong bodies and able minds," "Mastering skills and knowledge," "Attaining values and standards," "Accepting new civic responsibilities," "Holding fast our ideals of freedom," and "Gaining security for all."

SCHOOLS TO BE EXEMPT FROM RADIO LICENSE

JUST as we go to press, "The B. C. Teacher" has received word from Principal A. R. Lord of the Provincial Normal School, Vancouver, that the Department of Transport, Ottawa, will exempt from radio license any British Columbia school which has a radio and which receives any provincial government grant. It will be necessary for the Radio Committee of the Education Department to forward a list of all such schools to the Department of Transport. That Department will then mail a certificate of exemption to each school. The Radio Committee is mailing immediately the names of all schools that are on its mailing list.

BROADCASTS

THE Columbia Broadcasting System issues a quarterly digest of addresses of diversified interest going over the Columbia network. Many of these are of interest to teachers. We would suggest that you write to the Columbia Broadcasting System, 485 Madison Avenue, New York City, for details.

COST OF EDUCATION

THE British Columbia Liberal Association, at its meeting on August

26th, urged the British Columbia Liberal Government at Victoria to assume the entire burden of current educational costs instead of, as at present, making grants towards educational needs. The resolution is as follows:

"Resolved that this Convention urge the Liberal Government policy be to abandon grants to municipalities and to assume the entire burden of current educational costs, thereby affording permanent relief and definitely solving the problems of municipal finance and credit.

"That if this cannot be done immediately, it be progressively adopted, and further that school accommodation be provided by the municipalities with Government assistance as is done now, for some years to come, and, further, that the school boards be continued with adequate Government representation thereon".

DOWN TO RIO

THE World Federation of Education Associations will hold its next Conference in Rio de Janeiro, Brazil, in the summer of 1939. Arrangements are being made with steamship lines for a special service that will not be more than \$500 to \$700, according to state-room requirements. Calls at a number of islands in the West Indies where bold, bloody, blustering buccancers once beached their ships will be made. Any teacher interested should get in touch with Dr. E. A. Hardy, 124 Duplex Avenue, Toronto, Ontario.

MOUNT ARROWSMITH TEACHERS' ASSOCIATION

THE Mount Arrowsmith Teachers' Association held its fourth Annual Meeting in Parksville, September 22nd, at the home of the Principal of Parksville School, Mrs. J. L. Nicholls. The officers elected for this year are: President, Mr. Tippet of Dashwood; and Secretary-Treasurer, Mr. A. P. Robertson, Principal of Qualicum Beach High School. The retiring officers were heartily thanked for their work of the past year.

New teachers at the various schools represented by the Mount Arrowsmith Teachers' Association are: Miss Aho, Miss Domay, Miss Best, Mr. McCall, Mr. Ohs, and Mr. Halkett.



What We Are Reading

BOOKS for review by *The B. C. Teacher* and contributions for this Department should be addressed in care of Mr. E. T. Oliver, 3847 West Twelfth Avenue, Vancouver.

ACKNOWLEDGMENTS

A NUMBER of books and pamphlets other than those discussed in this issue have been received and will be reviewed at an early date. A list of these is appended to the reviews supplied by the following contributors: Dorothy Fraser, Osoyoos; Marion Langridge, Magee High School; Abner Poole, Magee High School; Edward Oliver, Lord Byng High School; and R. C. Harris, John Oliver High School. The initials of the reviewers will be found after their articles.

EXPERIENCES in Building a Curriculum by Harold Spears; The Macmillan Co. of Canada; 191 pp., plus a brief introduction; illustrations by the author; price \$2.00.

After our own recent work in helping to build a curriculum in British Columbia, it is interesting to see how our cousins in Evansville, Indiana, did the same job for the high schools there. The author, who is the Director of Research and Secondary Education for that American city, tells us that his book is "a collection of materials that have emerged in the course of his work". It has to do with Grades IX to XII, and concerns some 4300 students. The builders of the new curriculum aimed "to free the child from archaic courses and antiquated methods", and to make school a place of delight for him. It is interesting to note that the author insists that when the new curriculum is finished, it is not finished. Even "the revision of the revised revision will not be enough".

The building of the new curriculum was a co-operative effort—educational officials, representative citizens, and all the high school teachers of the city helping to shape it. The various courses were to be tried out for a year, when changes were to be made in accordance with the findings of that time. The book deals with subject matter and the work to be done by the teacher. It emphasizes the need of a flexible library, which should be "the hub of the curricular life of the school, just as the assembly should be the hub of the extra-curricular

life". It suggests a freer organization of the class—instead of desks, tables and chairs. One chapter tells in detail of a Job-Opportunity Survey that was conducted in Evansville prior to the drafting of the new Commercial Course.

It will be interesting to learn how this curriculum satisfies those chiefly concerned. The local press is authority for the statement that the children trek gladly back to school when the play days are over. One could hope that the teachers have the same happy feelings. The book stresses the point that the work given to the students should be well within their grasp. How much more important it is for curriculum makers to keep their feet on the ground when they are plotting out the work to be done by the teacher! A hurried teacher is a harried teacher. The student pays the penalty. Unless a goodly number of spare periods takes care of the situation, we are inclined to think that the teachers of Evansville—unlike the children—will only too gladly trek back to their peaceful summer camps when the work days are over.

In conclusion: partly from the text and partly from the pictures, one gets the feeling that the tree of learning is constantly being pulled up by the roots.
—E. T. O.

NATIONAL Education Association and American Association of School Administrators, Educational Policies Commission. *The Structure and Administration of Education in American Democracy*. Washington, D. C.; the Commission, 1938. 128 p. 50c.

Do not be put off by the unwieldy title of this short book. It is a thought-provoking document, and its lucid analysis of American conditions often applies to the Canadian scene. The existing structure of the school system is described, and a near future in which all pupils are taken from nursery school to the end of junior college is envisaged. The ideal of education is "citizens who work and live sympathetically, intelligently, and co-operatively", and the public school structure must be modified to accomplish this. Adequate educa-

tional opportunity can only be provided by large units. The necessities of modern education, such as library, gymnasium, art and music rooms, cannot be provided efficiently or cheaply for small groups of pupils.

Administration by local, state and federal authority is examined. This Commission is strongly in favor of local control. The federal authority must give financial support to equalize opportunity, but must in no way control expenditure; the state is to give a broad outline of minimum requirements, and is to institute an equitable scheme of taxation; the local authority, the Board of Education of the big unit, has the real power.

Local administration of schools is part of the American democratic tradition, and presumably democracy will fall if there are fewer fingers in the pie. There is an insistence on the fact that the people in general, may, through their vote, really determine educational policy, though later it is pointed out that a lay Board of Education must be governed by recommendations of the profession.

The anti-centralization theme of the book may be useful in argument in British Columbia where the subject is now to the fore; however, this Commission's idea of decentralization is a series of administrative units of 10,000 pupils, no school having less than 300 or so—in which case conditions are hardly comparable.

Much that is recommended of the relationships between municipalities and Boards of Education, etc., is ours already; the American accent comes out strongly when the Commission is dealing with opportunities for political patronage, and curious methods of selecting superintendents. But the suggestions on vocational training for all, adult education, the cultivation of the highly intelligent child, and a host of other important matters are well worth reading. A book for everyone at all concerned in or about educational administration today.—D. F.

* * *
D. R. W. G. Hardy; *Turn Back the River*, 1938. Toronto, Macmillan Co.; \$2.50. Arthur Weigall; *The Life and Times of Marc Antony*, 1931; Garden City, N. Y.; Garden City Publishing Co.; \$1.29.

These two books, the one new, the other a few years old, I have just read and greatly enjoyed. But they are not to be put into the library of any school.

They are written for adults, and contain too much inflammable material for immature minds. For teachers of English Literature, Social Studies, and perhaps even of Classics, they contain a wealth of material presented from a new angle.

Having made a point of listening to the radio talks, "It Happened Before" by Dr. Hardy, head of the Classics Department of the University of Alberta and now President of that institution, I was anxious to read his novel. It could not be uninteresting. My expectations were exceeded. The scene is Italy in the three decades before the assassination of Caesar, and Rome in the third decade B. C. The death of Caesar and its immediate consequences are omitted. The material is the life of the wealthy Romans, extravagant and debauched beyond belief, and the contrasting life of the poor freemen and slaves, wretched and despairing. The central figures revolve around Catiline, the nobleman who so tragically met his death as leader of the depressed classes against the oppression of the oligarchy of his own class. Earlier writers have considered this a dastardly insurrection against Rome and nothing more. Other famous names are clothed with feelings and intelligence,—the young Caesar, far from the military hero of later days; Cicero, the time-server of his masters the Senate, more dangerous by reason of his golden tongue; Spartacus, a veritable Hercules as leader of the almost successful slave revolt.

All this material is based on Plutarch, Suetonius, and other Roman historians. We have a good novel and authentic history.

But for those who prefer their history neat, I recommend the work of Mr. Weigall, one-time Inspector-General of Antiquities to the Egyptian Government, author of numerous historical works and of at least one humorous book on animals, *Laura Was My Camel*. Mr. Weigall breathes on Plutarch, Dion Cassius, Cicero, Suetonius and other Roman writers, and produces a unified and plausible picture of Roman-Greek-Egyptian life of the second and first pre-Christian centuries. Antony is his hero, Octavian his evil genius, Cleopatra not the dark witch of history.

Both these books provide provocative material for the interpretation of that distant and too often dim era. I hope others will investigate these books.—M. H. L.

THE *Teacher and Society*, first year-book of the John Dewey Society; W. H. Kilpatrick and others; D. Appleton Century Co., New York, 1937; \$2.50.

How you will react to this most provocative of analyses of the present educational scene will depend largely on your philosophy—not merely your educational philosophy, but your whole attitude to life. But whatever your reaction, you will not be able to say that the book is dull. Every page, practically, will bring either a servent "hear, hear" or an enraged snort out of you, for there is probably no more forthright an approach to certain burning educational issues, no more outspoken a criticism of certain current procedures than this volume, amongst all the books on educational matters published within the last few years.

It is sufficient to give the names of some of the collaborators, Dewey, Kilpatrick, Watson, Newlon, Stoddard, to have you realize that the work puts forward the views of the most liberal element in American educational circles. For these writers, the fundamental aim in education is the social one. For them, too, this aim needs to be constantly restated in the light of changed social and economic conditions. Short work is made of such groups as the Liberty League, and the soi-disant defenders of Americanism; new significance is given to such terms as "individualism", and "indoctrination". You will, whether you be a "hear, hear-er" or a "humph-er", wince a bit as you view yourself in the three chapters on the teacher, bristle with righteous anger at the picture of the economic status of your fellows, feel slightly ashamed as you see your own ignorance brought to light in the pages dealing with attitudes and information of teachers, and realize many shortcomings both in yourself and in your position as you read the chapters on "The Teacher and the Community" and "Freedom of Teaching". There is a timely chapter on the preparation of teachers; finally, the title of the concluding chapter, "The Forward View: A Free Teacher in a Free Society", will suffice to indicate the note on which the book ends.

While strongly critical, this work cannot be charged with being destructive; many constructive suggestions are made as to how the present weaknesses can be eradicated. By the term "teacher", you will gather, after a perusal of *The Teacher and Society*, the authors mean

a person engaged in the task of classroom instruction. Yes, you guessed it, the cheers are most likely to come from the rank-and-file. And don't forget—we are north of the 49th parallel!—F. A. P.

* * *
A *GEOGRAPHICAL Work Book—Part II*: Dr. Norman Fergus Black; J. M. Dent and Sons; \$1.50.

The new Geography II course appears in Bulletin VIII of the programme of studies and simultaneously there appears a work book by Dr. Black to be used in conjunction with the new course. Once more we are caused to marvel at the amazing industry of Dr. Black. How one man is able to take a lion's share in the work of curricular revision, draw up and administer correspondence courses, take an active interest in teachers' organizations, carry on, presumably, with his daily work in the classroom and, on top of all that, bring out in the past two years two complete geographical work books, is beyond the comprehension of us more easy-going mortals. Perhaps the explanation is that for relaxation he edits *The B. C. Teacher*!

In appearance and general get-up the *Geographical Work Book—Part II*, resembles Part I. Like its predecessor it is loose leaf, or semi loose leaf, in form, has a paper cover and is about the same size (175 pages). The new book is even more generously provided with maps and figures. It has no fewer than 25 base maps of which at least half a dozen occupy two full pages. In addition, it has several graphs, three pages of meteorological tables for British Columbia and six invaluable pages of revenue and trade statistics. Furthermore, generously interspersed throughout the book, there are meteorological data for selected spots in the regions under consideration.

It can be seen at once that Dr. Black has tried to meet what will be one of the greatest problems for students of the new course, especially in smaller schools, namely, the difficulty of getting statistical data and reference materials. What information of this kind he has included is, of course, not intended to take the place of reference books but it will be of immense benefit, particularly where reference books are scarce. Many of his exercises are based upon these statistics and the teacher will be able to devise others of his own.

As in Part I there are numerous completion exercises throughout the book. Most of these the student will find

interesting and very useful. Numbers of other fresh and interesting exercises and projects are suggested. I select, just at random, the exercises under the heading, "Some Famous Cities". There is a breath of fresh air about every one of them—something new and stimulating. I can say from my own experience that I was delighted with the results of the exercise based on Dr. Black's moving description of London.

The base maps alone would go a long way towards making this a successful work book. They are good maps and they are well printed. It is on these base maps, which he is to complete and annotate, that the student nails down and clinches the information he gathers about each new region. What he cannot put on the maps he puts in the form of permanent records in his note book.

The reaction of my own Geography II

WAR in China; Foreign Policy Association; Headline Book, 96 pages, 25c (28c postpaid).

Backed by the authority of the Foreign Policy Association, an organization whose reputation for objectivity, accuracy and fairness is unchallenged, this 96-page Headline Book is suitable for pupils from Grades VII to XII and should be in the hands of every teacher who attempts to discuss Far Eastern affairs in the classroom.

It does what every supplementary textbook ought to do. It takes a current world situation of importance, makes the issues involved in it live in the imagination of young persons, and describes the forces which have created those issues during a long period of human history.

Seldom does one see an account that shows such fidelity to essentials. The non-essential is cut away until the important elements of the story, from the Ming period until our own day, stand clearly etched. For the first time, perhaps, students will feel that the main outlines of Far Eastern history are within their

class to the new work book has so far been decidedly favourable. It is true that one youth objected to the very first exercise, that on Map Lettering.

"But my little brother is doing the very same kind of thing", he said.

"Yes, and if you happen to take an Engineering course at the University you will probably still be doing the same thing", I assured him. He probably was not convinced. At any rate, the teacher can easily omit that or any other exercise if he feels that it is too juvenile for the lordly Grade XI or Grade XII students.

The new Geography II course, from its very nature, cried out for a work book. In bringing out a book which so adequately fills the need Dr. Black and his publishers should earn the gratitude of the students and teachers of geography throughout the province.—R. C. H.

grasp, and that they can follow without bewilderment the tangled story of international relations in the Pacific area.

Maps, wherever needed, show the jigsaw rearrangement of Chinese territory with each fresh incursion of foreign influence. The last of the series shows China in 1938, the extent of Japanese control in January of the present year, and the sectors through which Japan apparently intends to thrust its armies next.

The Brussels Conference failed. What is to be done next? Boycott? Sanctions? Resort to force? Or peaceful change through an effective system of collective security? Or a general gathering up of skirts and passing by on the other side? Each alternative is clearly and sensibly put.

Like other recent booklets on current events *War in China* may be procured through the International Affairs Literature Service now provided by the League of Nations Society in Canada. In operation for over a year, this service is used already by teachers in

every province of Canada when they need reliable, up-to-date, inexpensive material for classroom discussions on world affairs.

The Literature Service solves two problems for the Canadian teacher. First, it answers the perennial question: "What's new and dependable on recent world developments?" Merely for the asking, teachers may get from the Literature Service up-to-date price lists of what is available. Then, when the teacher has made his selection, what he wants may be procured quickly and easily from the same

course. The Literature Service stocks publications issued by the best-known non-commercial organizations dealing with international affairs, and will procure for Canadian teachers anything they require in this field whether commercial or non-commercial publications. Its free advisory service is available for all Canadian teachers, whether members of the League of Nations Society or not.

Inquiries should be addressed to the National Office of the League of Nations Society, 124 Wellington Street, Ottawa.

* * * * *

FOR FUTURE ATTENTION

THE following books and pamphlets have been received and will be reviewed at an early date: *Introduction to Mathematics*, Oxford University Press; *Teaching with Motion Pictures*, American Council on Education; *Report of the Advisory Committee on Education*, United States Government Printing Office; *The Federalist*, National Home Library Foundation; *Atlas of English and American History*; *L'Empire du Soleil Levant*, Durassie & Cie; *Japanese Industrial Arts*, Kokusai Bunka Shinkokai; *Cornelius Krieghoff*, Ryerson Press, Toronto; *Famous Men and Women of Canada*, Longmans, Green & Co.; *A New Deal for Youth*, The Viking Press; *World Geography*, Macmillan & Co.; *A Revision of World Geography*, Longmans, Green & Co.; *Some Suggestions Towards a Revised Philosophy of Education*, Oxford University Press; *Women's Movement in Japan—Labour Movement in Japan—An Outline of the Japanese Press*, The Foreign Affairs Association of Japan; *George Ticknor*, Washington, D.C.; *Letters in Canada*, University of Toronto Press; *Finding New Homes in Canada*, Thos. Nelson & Sons; *The Progressive Elementary School*, Houghton Mifflin Co.; *A Geographical Work Book—Canadian Geography Work Book—Dent's Health Work Book*, J. M. Dent & Sons; *Educational Traditions*, Evans Bros. Limited; *Clarence A. Gagnon*, Ryerson Press; *The National Youth Administration*,

United States Government Printing Office; and *Typewriter Technique*, Gregg Publishing Co.



ON THE MALAHAT DRIVE

Correspondence

SHAKESPEARE ON THE AIR

Editor, *The B.C. Teacher*:

Dear Sir.—Would you kindly give publicity to the following letter received from the Canadian Broadcasting Corporation.

With thanks.

Yours sincerely,

HARRY CHARLESWORTH,
General Secretary.

Ottawa, September 27, 1938.

Dear Mr. Charlesworth:

Dr. O. E. Ault, of the Normal School in Ottawa, has asked me if I would draw to your attention the following details concerning the cycle of Shakespearean plays which the Canadian Broadcasting Corporation is presenting on its national network every Sunday evening from 9 to 10 p.m., E.S.T., beginning October 9th. We feel that this will be of special interest to teachers.

The first production to be given on October 9th will be "The Merchant of Venice". Sir Cedric Hardwicke will take the part of Shylock and Charles Warburton, the well-known Shakespearean producer, will direct. The music is to be arranged and conducted by Reginald Stewart, who is familiar to Canadian listeners as conductor of the Toronto Promenade Concerts which have been broadcast this summer. Besides Sir Cedric Hardwicke, many others among the best contemporary Shakespearean actors will appear. These include Raymond Massey, Maurice Evans, Walter Hampden and Eva Le Gallienne.

The plays will be presented in the following order:

- October 9—"The Merchant of Venice".
- October 16—"Antony and Cleopatra".
- October 23—"Merry Wives of Windsor".
- October 30—"Midsummer Night's Dream".
- November 6—"Othello".
- November 13—"King Lear".
- November 20—"Romeo and Juliet".
- November 27—"Richard the Second".
- December 4—"Julius Caesar".
- December 11—"As You Like It".
- December 18—"Hamlet".

A special folder containing complete details concerning each presentation is being printed and may be obtained upon application.

Yours faithfully,

D. W. BUCHANAN,
Talks, Programme Department.

MORE ABOUT STUPIDITY

Crescent Valley, B.C.,

September 30, 1938.

Editor, *The B.C. Teacher*:

I have enjoyed reading very much the article, "The Stupidity Clinic" by Arthur V. McNeill which appeared in the September issue of *The B.C. Teacher*.

Our lives and history in general are rife with examples of stupidity. The most shining example and the most tragic is the attitude which the majority of people have towards modern war. To preserve our democracy, freedom and peace most of the people are ready to use war and violence; the absolute negation of democracy, where freedom never abides, and by means of which peace can never be attained and maintained.

Let us be patient, however, for in the scheme of life our stupidity may well be perhaps a condition of immaturity in our climb up the endless path of evolution.

Yours sincerely,

WAITER ABROSSIMOFF.

(Continued from page 84)

Other machines suitable for classroom use are those used for the silent motion picture and sound projectors.

The importance of the lantern as an instrument of teaching has been proved in other countries. It has very great possibilities as a means of instruction in the hands of capable teachers who will find suitable material for presentation to their pupils. I have also the conviction that the advent of the film will be regarded in the future as marking an advance in classroom practice comparable with that made when the printed page displaced the written manuscript.

Vancouver Welfare Federation

To the Editor, *The B. C. Teacher*:

TO the teachers of the Public Schools of Greater Vancouver, who come in so many instances into daily contact with the work of Welfare Federation agencies, it is fitting that I should address, through the columns of *The B. C. Teacher*, a special message in connection with our forthcoming appeal for funds.

Your daily contact with the 40,000 school children in these areas—children from families both rich and poor—gives you an insight such as few can obtain into the social welfare problems faced by the 47 member agencies of the Federation. Children from homes facing economic insecurity come to your classes day by day—children who lack the security of health, the stability that comes from the constructive supervision of their leisure time—children both under-privileged and over-privileged; pre-delinquents and future leaders; children menaced by the threat of neglect or even cruelty at home. You know, as only doctors, nurses and social workers, health and welfare agencies can know, something of the problems faced by children with defective vision, insufficient hearing. You understand the problems faced by those whose work it is to reunite the broken family, to attract and hold the pre-delinquent child, to develop the character and talent of our future leaders. Your contact with the Family Welfare Bureau, the Children's Aid Society, both Catholic and Protestant, the Y. M. C. A. and Y. W. C. A., through Hi-Y, and otherwise, the boys' clubs and neighbourhood houses and community centres, the Central Clothing Committee, the Boy Scouts, the Junior Red Cross and Junior Humane Society are numerous and continually on the increase. You are therefore in a position to judge for yourselves how well these organizations, along with many others which the Welfare Federation finances, carry on their share of the welfare work of the community.

You have seen, no doubt, in many instances, children return to your classrooms from The Crippled Children's Hospital or Preventorium with straightened limbs and healthier bodies. As citizens of the community you know of the work of the Victorian Order of Nurses, the Columbia Coast Mission, the Hospital Auxiliaries, the pension and adjustment work carried on in specialized phases by our different Veterans' organizations. Nearly all of you must have known some pupil who has returned fresher and healthier in September after a stay at Alexandra or First United Fresh Air Camp.

Because of your intimate day-to-day perception of what our private agencies can and do accomplish, we ask you to support us, each and every one, to the best of your ability with candid testimony as to our work and with your own personal contribution when our appeal is made to you as teachers and as citizens during the period from October 18th to 28th. Our need this year is greater—\$385,000 instead of the \$350,000 we have asked, but never achieved, the past three years. We ask you to believe that careful consideration has been given to these increasing needs, that the needs of our new agencies, the Catholic Children's Aid, the West Vancouver Welfare, the Alexandra Neighbourhood House, the West End Community Centre, the two boys' clubs in Mount Pleasant—are needs that citizens of Greater Vancouver can fairly be asked to meet. We trust that our continued contacts with your Teachers' Council and other representative bodies will continue to improve from year to year as they have done in the past and cement even more strongly the co-operative relationship between the teaching profession and our welfare agencies.

We confidently hope that with your help and that of all other good citizens of Vancouver we will be able to render a wider and greatly improved service to you as teachers and as citizens during the year that lies ahead.

GEORGE F. DAVIDSON,
Executive Director,
Vancouver Welfare Federation.

Highlights of the World News

JAPAN is now buying the entire output of Granby Consolidated Mining and Smelting Company at Allenby, B. C., about 4500 tons of copper a month.

The British Air Mission to Canada announced September 2 it had completed arrangements for long-term contracts for bombing planes. Capacity of existing plants is to be increased and a new company is to be formed to build two new central factories at Montreal and Toronto.

SIR Walter Citrine gave the Trade Union Congress on September 6 the General Council's attitude to rearmament. The Council had expressed fears lest British arms be used in support of Fascist powers, had criticized the Government's failure to curtail profits in accordance with the principle of equality of sacrifice, and had flatly refused to accept the employers' proposal for "dilution" of union labor.

President Roosevelt's Commission on Industrial Relations in Great Britain reported industrial relations in that country are greatly improved by the general acceptance of the principle of collective bargaining and by the complete absence of strikebreakers.

AUSTRALIA has appropriated £14,800,000 for armaments within the next year. On September 14 the Government expressed its readiness to give fullest support to any international action the British Government might deem necessary. Though hard pressed by the Opposition to do so, Prime Minister Hertzog of South Africa refused to make any such commitment.

THE 19th Ordinary Session of the League of Nations Assembly was opened on September 11 by Mr. Jorjau of New Zealand, President of the Council, who said the success of the League depends not on Geneva but on the governments of the respective countries. Mr. De Valera of Eire was elected President of the Assembly by 42 votes. Forty-eight countries were represented. Discussion during the week featured the contention of Messrs. Sandler, Patijn, and Lord de la Warr, official spokesmen for Sweden, the Netherlands, and Great Britain, respectively, that the application of sanctions must be regarded as purely optional and voluntary on the part of individual members. Britain also advo-

cated application of Article 19 for revision of treaties, removal of the unanimity rule, and separation of the Covenant from the Treaty of Versailles.

PREMIER Daladier on August 21 blamed organized labor for France's shortcomings, especially in national preparedness, and announced decrees of exception to the 40-hour week law. Two ministers resigned in protest that they were not consulted though their departments, Labor and Public Works, were especially concerned. Trade union opposition was strong and in Marseilles dockers refused to work on the following Sunday as ordered, with the result that the army took over control of that port.

In Spain the military position remains virtually unchanged. Despite Franco's utmost endeavors, the Government continues to hold the Ebro front and counter-attacks on the Estremadura front to remove the threat to the Almaden silver mines. After prolonged delay, General Franco on August 21 gave his reply to the Non-Intervention Committee's proposals for withdrawal of foreign "volunteers", accepted by the Government without modification. He demanded recognition of belligerent rights as the first move and equal rather than proportional withdrawal. In effect, his answer is "No".

In Italy a decree was issued on September 2 forbidding Jewish immigration and ordering all Jews who settled there in 1919 or since to be deported within six months. A second decree of the same date barred all Jews from any authorized institution of learning as either students, teachers, or administrative staff, and from membership in any learned or cultural society. Jewish firms are also forbidden the right to advertise. The Government announces it may give the right to expelled Jews to settle in certain districts of Ethiopia. There are practically no Italian settlers in that country, scattered agricultural settlement being too dangerous and no mineral resources having been discovered.

A special court has been set up in Vienna to try members of the Schuschnigg government for breaches of the law and offences to the people—breaches of the Austrian law which the new regime has abolished and offences to the German people to whom that government was not responsible. All private

and religious schools in Austria have been ordered closed.

The three nations of the Little Entente on August 17 agreed to recognize Hungary's right to rearm in return for non-aggression pacts with each of the three. Premier Imredy, in announcing the agreement, outlined plans for national conscription and also for expropriation of one-quarter to one-third of the land of all large estates, to be leased to small farmers and landless peasants.

In Danzig, Jewish physicians, surgeons and dentists have been forbidden the right to practise. The Polish Government was impelled by public demonstrations to protest to the Danzig Nazi authorities three times during the last week of August against the mistreatment of Poles in that city. One occasion was the throwing from a moving train of a Polish railway official and another was the arrest of two railway officials as informants to the Polish Government.

The Polish Peasant Party on August 29 published a declaration conditions in the villages were so bad it could no longer keep the 15,000,000 peasants within legal bounds, and demanded the recall of M. Vitos, exiled peasant leader, and an immediate democratic election.

A new Russian census has been ordered for next year, though that of last year has not been published. The question: "Do you profess any religious convictions?" of the last census is to be omitted. The last census was followed by an intensified anti-religious drive.

THE Sudeten German problem, which has threatened the peace of Europe ever since the crisis in May, appeared to be approaching a new crisis in mid-August as Germany, under pretext of summer training, massed nearly 1,500,000 men near her frontiers, requisitioned taxis and trucks, and nearly halted all building to rush frontier fortifications. Chancellor Hitler only added to the uneasiness when in opening the Nazi congress at Nuremberg on September 5 he talked only of Germany's preparedness and the faults of the democracies. On September 6 the Czech government presented a nine-point reply to Henlein's eight Carlsbad demands of April 24. The Sudetens accepted these as the basis of negotiations, which they immediately broke off because of incidents. While tavern brawls grew into civil and border war Hitler again ad-

ressed the Nuremberg congress on September 12 with angry threats against Czechoslovakia and its allies, demanding that "oppression of 3,500,000" should end or self determination should take its place. While he thus failed to make clear whether or not he demanded a plebiscite or annexation, German papers put both ideas into the minds of the people by saying Britain and France suggested the former and Italy supported the latter. Hungarians also demanded self determination in southern Czechoslovakia in a telegram to Prime Minister Chamberlain as he flew to Berchtesgaden to persuade Hitler not to invade the republic until further negotiations. Poles on the northern borders demanded like consideration.

CHILEAN Nazi putsch on September 5 was crushed by police and martial law was declared.

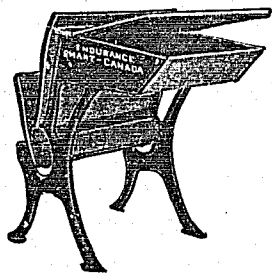
THE war in China continued with the Chinese abandoning some strategic railway points to Japanese attack but successful in guerrilla warfare in the north, and Japanese air raids continuing on Yangtze and southern cities.

THE trial of James Hines, Tammany chief, for conspiracy in a gambling "racket" ended on September 12 when the judge declared a mistrial because of a prejudicial question from the prosecution. A retrial will be necessary.

An entire new set of rules of procedure for all American Federal Courts came into effect at the middle of September, to replace rigid legislative rules which cause so much delay. They were prepared under the auspices of the Supreme Court under authority of an Act of 1934.

Attempts of President Roosevelt to prevent anti-New Deal Democrats from securing nominations at state primaries met with numerous setbacks, notably in the cases of Senator McAdoo of California, Senator Tydings of Maryland, and Senator George of Georgia. In at least one case, that of Idaho, the defeat was due largely to Republicans registering as Democrats to vote against New Deal candidates.

Attempts of Secretary Hull and President Roosevelt to warn the European dictators of the danger of war led only to such retorts as that of Mussolini: The United States is an exporter of both sermons and arms. —J. E. G.



School Equipment
School Stationery

KINDERGARTEN AND
PRIMARY MATERIALS

Practical Arts & Library Supplies
Text Books for All Grades



EDISON-DICK
Mimeographs
AND
Mimeoscopes



ANY INFORMATION REQUIRED
ON ANY SUBJECT CONNECTED
WITH THE SCHOOL WILL BE
CHEERFULLY SUPPLIED ON
RECEIPT OF A POSTCARD.

The Clarke & Stuart Co.
LIMITED

Western Canada's Largest School Supply House

PHONE: TRIN. 1341 550 SEYMOUR ST., VANCOUVER, B. C.

"With the help of your chart—we have a most successful oral hygiene campaign—and Gum Massage plays an important part!"

—writes an Ontario teacher



Even in the primary grades, youngsters are being taught that *care of the gums* as well as *care of the teeth* is needed to help guard the future brightness and sparkle of their smiles.

Through the splendid efforts of health-minded teachers, thousands of youngsters are learning to help safeguard their smiles

MODERN teachers all over the country are showing keen interest in health programs for the classroom. They are eager and anxious to promote physical fitness along with mental alertness. That's why so many of our teachers today are conducting regular oral hygiene drills—explaining to pupils how care of the teeth *and gums* will help to protect the brightness of their smiles.

This classroom crusade for dental health has the hearty approval of dentists. For today's soft foods cheat the gums of vigorous chewing—deny them natural stimulation. Gums tend to become weak, sensitive—and often, lazy, unexercised gums give evidence of their distress by leaving a tinge of "pink" on your tooth

brush. Modern gums need *extra* care—need the stimulating help of massage. And even in primary grades, the simple technique of gum massage is easily taught. 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. In this way, many teachers tell their pupils, circulation is aroused in the gum tissues. Lazy, under-worked gums respond to the regular stimulation of massage with a new, healthier soundness.

As an aid in gum massage, Ipana Tooth Paste is particularly helpful. For Ipana is especially designed not only to keep teeth sparklingly bright, but with massage to help keep gums firmer and healthier.



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. Simply send your name and address to Bristol-Myers Company of Canada, Ltd., 1239 Benoit Street, Montreal, P.Q.

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