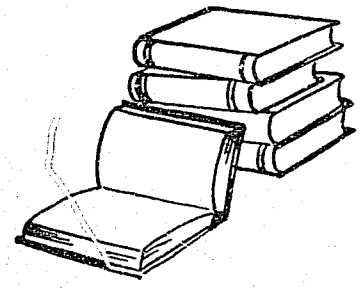
THE B·C·TEACHER



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VANCOUVER, B. C.

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VOL. XVII., No. 1. SEPTEMBER, 1937 VANCOUVER, B. C.

THE TEACHER'S LEISURE

FEW occupations provide advantages equal to those enjoyed by the teaching profession in the matter of vacations. We are lucky, in this connection at all events, and should candidly recognize the fact.

In this matter we benefit by certain legal protection, though every intelligent person knows that school holidays are instituted and maintained in the interests of the pupils, not of their teachers. Of course the matter has financial aspects but these need not here be discussed.

The interests of the public require that teachers should have recurring periods of leisure for recuperation, for travel, for reflection. If these vacations are seriously curtailed, the boys and girls will be the most important sufferers.

In recent years there has been a remarkable development of summer school facilities of all sorts, and multitudes of teachers annually flock to important centres to improve their academic or professional qualifications. Fine. But may not such use of vacations be rather too costly?

All over British Columbia are bright, ambitious young teachers who year after year devote almost the whole of their summer vacation to very strenuous studies. The additional scholarship and pedagogical training thus acquired should make them increasingly valuable to their employers and in very many cases their summer studies involve no danger to the teachers' health. Unfortunately, every well informed person could name promising young teachers who are aging at a rate far exceeding twelve months per annum. If any teacher does not find teaching a serious nervous and physical strain, he should be dismissed as a slacker. And desirable as summer school work may be, it should not be undertaken by or required of those whose health calls for a genuine rest or for physical and mental activities that may have no immediate bearing upon schoolroom duties.

If it be in the public interest that teachers should continually be re-

turning for refresher and postgraduate courses, and such a policy certainly is in the public interest, due provision should be made for Sabbatical years or other recurring periods when leave of absence may properly be expected by teachers who are eager to render thmselves more useful. It is bad policy to kill the goose that lays golden eggs, even if the unfortunate bird be ready to acquiesce in the sacrifice!

Let no one misunderstand. Summer schools and the like are quite invaluable—as substitutes for something very much better but perhaps unattainable. Some people—the editor could name examples—can stand for forty years at a stretch the almost unbroken strain of eleven months or more per annum of teaching and of systematic and strenuous studies and apparently thrive on everlasting hard work. They constitute a minority as small as it is fortunate. Other people—the editor could name examples—are paying too much for their whistle, be it never so valuable. Among them are some of the most promising younger members of the teaching profession. Many of them are not improving as insurance risks.

Folk should not have to return to their schoolroom to get an opportunity for needed rest.

The writer recalls with much satisfaction his relations with certain teachers who had got into a rut and were in danger of forgetting that when a teacher ceases to be a student he should forthwith be buried. He remembers so successfully urging the wisdom of enrolment for correspondence courses and the like that these young people—in danger of premature intellectual death—took their university degrees and have given Canada services much more valuable than they could have rendered without such training. One is uncomfortably aware, however, that one could name conscientious and ambitious young colleagues who are pursuing university studies which, when added to their normal and inescapable burden of professional duties, constitute a load too heavy for their powers. They are so drawing upon their energies as to be depleting their capital reserves.

This editorial is not written to supply excuses for the lazy but to indicate what is a real and serious danger to some of the most admirable and promising of our young teachers, who, if not prematurely worn out, should be the leaders of their profession the day after tomorrow and for many years thereafter.

The writer has another motive. This is a kind of open letter to which he can append a postscript containing a message that our educational authorities should consider.

Will someone please page Dr. Weir!

The revision of the curriculum has involved some hundreds of teachers in a vast amount of exhausting labor. These men and women occupy posts that tax to the utmost their physical capacities and during the past year these capacities have in many cases been taxed beyond the limit of safety. In many quarters there has arisen a disagreeable feeling that the public spirit of members of the teaching profession is being exploited.

If the Department of Public Works required expert assistance in the formulation of regulations relative to the planning and construction of bridges and the like, would the professional architects of British Colum-

bia be expected to give almost gratuitously, hundreds of hours of strenuous labor? When that branch of the Government responsible for health requires expert professional collaboration, does it turn to busy doctors in confidence that the obvious value of the services desired will render them indifferent to remuneration and oblivious of the fact that already they may be working as hard as it may be safe for them to work?

To many teachers it appears pretty obvious that if the welfare of the schools of the province requires the commandeering of the services of pedagogical experts, provision should at least be made for leave of absence during the time needed for the performance of these exceptional duties.

It is not necessary to speak in terms more emphatic. Among friends, while candor is essential, many obvious things—though not all obvious things—may be left in silence to the sympathetic understanding of the authorities concerned.

CONSOLIDATION OF HIGH SCHOOL DISTRICTS

THE B. C. Teacher hopes that Mr. D. Edgar Breckenridge's paper on the consolidation of high school areas will be studied with care not only by the teaching body of British Columbia but also by large numbers of intelligent trustees and parents. By way of translating such hopes into actualities, *The B. C. Teacher* has placed stereotypes of this important article at the disposal of such newspapers as may care to reproduce it.

It is not customary for this magazine to publish studies so lengthy as this article on high school consolidation. It is printed at the request of Nanaimo and District Teachers' Association, before which Mr. Breckenridge originally reported the results of his enquiries and reflections, and that association demonstrated its own interest by assuming responsibility for $25 of the special expenses incidental to the preparation of the required illustrative material.

The editor congratulates Mr. Breckenridge upon an excellent and highly suggestive piece of professional service and the Nanaimo and District Teachers' Association upon its enterprise.

There are other parts of British Columbia where there is obvious need for studies similar to that which Mr. Breckenridge has made on Vancouver Island. Who are prepared to undertake these tasks?

OBITER DICTA

IS your school or your District Council or Local Association doing its part to keep *The B. C. Teacher* and its clientele informed regarding local news of interest in teaching circles throughout British Columbia? Maybe. But the Editor could make money betting dollars to plugged nickels that not.

* * * *

WHAT professional magazines are you going to take this term? Is your local group of teachers co-operating in this connection? In the regular section devoted to "Our Magazine Table" you will find suggested a new service which *The B. C. Teacher* is offering to those who may care to save a penny.

OUR MAGAZINE TABLE

FOR the last year and a half, or a little more, *The B. C. Teacher* has devoted this section to rendering increasingly familiar to its readers the aims and special features of our principal exchanges, including more than two dozen of the most valuable professional journals published on this continent. It is our policy to send out sample copies upon request, and at the last two Easter Conventions we have arranged a magazine exhibit and have taken subscriptions on behalf of professional journals.

This year we propose to go a step further. We are in a position to give the readers of *The B. C. Teacher* special rates on all subscriptions that pass through our office. The discounts range from 10 to 40 per cent. and it would be indiscreet and indeed impracticable at present to announce them in detail. Persons wishing to use us as intermediaries when subscribing to any of our exchanges should therefore mail to us the ordinary subscription price. We are not running a subscription service for profit and to the subscriber we will return in postage stamps the amount of the agency discount less actual expenses for postage, exchange and letter-writing.

* * * * *

We have on several occasions called the attention of our readers to the recently inaugurated magazine for teachers called *Understanding the Child,* organ of the National Committee for Mental Hygiene (111 St. George St., Toronto; quarterly; 15 cents a copy and 50 cents a year; 32 pp.). The June number deals with such topics as teacher selection, the teacher's mental health, the teacher's problems and the necessity of an understanding of them by others, the role of authority in pupil and teacher relationships, the teacher as the psychiatrist sees him and studies of problem cases; and in almost all cases the articles are the well-written work of rather outstanding authorities.

* * * * *

If you have administrative responsibilities you will probably be a reader of *School Progress,* the national magazine for school executives (2 College St., Toronto; eleven issues; $1). Many of its articles would be equally in place in a general professional magazine such as *The B. C. Teacher.* The June-July number features visual and library equipment at the Canadian National Exhibition; discusses intelligently the new course of studies launched in the secondary schools of Ontario and provides well-illustrated articles on the library reading room, the general shop for industrial arts, and the Home Economics or Homemaking room. Another exchange in the same field is *The Canadian School Journal,* official organ of Ontario Educational Association (30 Bloor St. W., Toronto; eleven issues; $1) The Journal has had notable success in attracting the attention of advertisers.

* * * * *

The best Canadian journals of their type are the Secondary Edition and the Elementary Edition of *The School* (Ontario College of Education, University of Toronto; $1.50 or both additions to one address $2.25)

which in its June number celebrated its twenty-fifth anniversary. *The B.C. Teacher* offers congratulations and hopes that British Columbia subscribers to *The School* will steadily increase in numbers.

* * *

Of the place of *The School Review* it would perhaps be unnecessary to speak but for the fact that every year brings new members into the teaching profession. *The School Review* (University of Chicago; $2.70) is of course outstanding in the field of secondary education. To the June number, our friend Dr. Hugh M. Morrison contributed an article on "Growth of the Units of Secondary Education in British Columbia."

* * *

Exchange copies of *School and Society* (Lancaster, Penn.; $5.00) have not reached our Magazine Table recently, but readers who want to secure what is probably the best weekly journal of education should be considering this publication.

* * *

Everyone teaching elementary grades should be a subscriber to one or more of our exchanges specializing in that field: *The Instructor* (formerly the *Normal Instructor* and *Primary Plans*, Dansville, N.Y.; $2.50), *The Grade Teacher* (Darien, Conn.; $2.50), *Child Education* ($3.50) and *Pictorial Education* ($3.50), or including four issues of *Pictorial Quarterly*, $4.50). *Child Education* and *Pictorial Education* are published by Messrs. Evans Bros., Montague House, Russell Square, London, England.

* * *

Of the journals devoted to specific subjects of instruction, *Chemical Education* is one of the most scholarly (Easton, Penn.; $3.50). From the point of view of a secondary school teacher the report of the Committee on Minimum Equipment, published in the August number would appear of conspicuous importance. The report contains seven lists designed to aid all chemistry teachers, but particularly those with little experience, in small high schools with classes of eight to twelve pupils, and also features lists of experiments adapted to minimum equipment.

School Science and Mathematics (450 Ahnaip St., Menasha, Wis.; $2.50) deals with a wide field in a manner well adapted to the needs of the ordinary high school teacher.

Space permits no more than mere mention of *The Classical Journal*, ($2.50) published at the same address as *School Science and Mathematics; The Journal of Geography* (3333 Elston Ave., Chicago; $2.77); *School Arts* (Davis Press, Worcester, Mass.; $3.50); *The English Journal* (5750 Ellis Ave., Chicago; $3.50); *The Modern Language Journal* (University of Wisconsin; $2.50); *Commercial Art* (Musson Books Co., Toronto; $3.50); *The Journal of Health and Physical Education* (Ann Arbor, Mich.; $2.00); *Industrial Arts and Vocational Education* (Milwaukee, Wis.; $3.50); *The Social Studies* (1021 Filbert St., Philadelphia, eight issues, $2.00); and with them we must stop.

* * *

Our Magazine Table has many other welcome visitors, but discussion of them must be postponed to another time.

B.C.T.F. AND KINDRED ASSOCIATIONS

FEDERATION ACTIVITIES

SUMMER is a relatively slack time in the business of the British Columbia Teachers' Federation, but someone or other of the headquarters staff were on duty at the Federation offices throughout the vacation period.

Since the publication of the June issue of *The B. C. Teacher* several important committee meetings have occurred.

The business dealt with by the Finance Committee on June 7th was mostly routine and included arrangements for the travelling expenses of our delegates to the Canadian Teachers' Federation. The committee also determined to recommend the appoinmtnet of a special committee of the Federation to study possible improvements in connection with the purchase and use of office equipment such as addressographs, mimeographs, etc.

On June the 12th the Consultative Committee dealt with a number of important matters, largely confidential and therefore not suitable to be reported in these columns.

The procedure under which teachers are selected for exchange privileges was studied and it was decided that a recommendation should be laid before the Canadian Teachers' Federation looking toward a selection of such teachers by a joint committee of the Education Department, the Trustees' Association, and the Teachers' Federation. It was felt that appointment as exchange teacher should be treated as a distinction and that it would be often fitting to expect our teachers, when returning from other provinces and countries, to submit reports upon educational systems and methods which it had been their privilege to observe. Upon an invitation of the Superintendent of Education, the Consultative Committee, acting on behalf of British Columbia Teachers' Federation, appointed Messrs. W. Morgan, R. H. Bennett and H. Charlesworth as its representatives on a joint committee to co-operate with British Columbia Regional Advisory Council in connection with the educational uses of the radio.

Greatly to the regret of all concerned it was learned that Mr. Charlesworth, one of the Vice-Presidents of the World Federation of Educational Associations, would be unable to attend the August conference at Tokyo. Provision was made for an honorarium of $100 payable to our official delegate, who should be named by the President and Vice-President of the British Columbia Teachers' Federation.

The Consultative Committee met again on September 11th when the business included arrangements in connection with the Fall conventions.

Miss M. O. Muirhead, Miss R. A. McWilliam, and Miss E. E. Cliff were appointed to represent our Federation at the British Columbia Youth Conference.

The Consultative Committee endorsed a proposal that the Editor of *The B. C. Teacher* explore the possibilities of providing a subscription service for educational publications to which readers of *The B. C. Teacher* might be subscribing.

It was decided that a meeting of the Executive Committee should be called for Saturday, October 2.

MAGAZINE COMMITTEE

A VERY important and well attended meeting of the Magazine Committee was held on September 11th, when plans were laid for magazine policy during the year 1937 and 1938.

SECONDARY SCHOOL TEACHERS

THE executive of the B. C. S. S. T. A. met in Vancouver on August 20 to lay plans for the impending year. Additions were made to the association Salary Committee in the persons of Miss M. Mockridge of Cloverdale and Mr. R. Grantham of Ladysmith. The executive agreed that special attention should be given to the salary situation in rural areas. A brief report was heard on the situation obtaining in the Sumas-Matsqui-Abbotsford consolidated area.

CANADIAN TEACHERS' FEDERATION

THE 16th conference of the Canadian Teachers' Federation was held in Victoria College, Toronto, from August 10th to 14th. The President of the Dominion Federation, Mr. James R. Mitchell, of West Vancouver, acted as Chairman, and the British Columbia delegates were Mr. J. N. Burnett, the President, Mr. J. M. Thomas, the Vice-President, and Mr. William Morgan, the

Past President of our provincial organization.

A careful discussion of the conditions facing teachers in the various provinces was the outstanding feature of the convention. Comparisons were made with respect to progress in the activities of the various Provincial Federations. Systems of superannuation, insurance, tenure, and professional status received much consideration. Various Provincial Committees presented special reports, the details of which will be discussed in later issues of *The B. C. Teacher*. The Saskatchewan report on Larger Administrative Units aroused special interest.

As a result of the elections at the closing session, Mr. A. C. Lewis became President and Dr. M. E. Lazerte of Alberta and Miss Jessie Lasson of New Brunswick were chosen as Vice-Presidents. Mr. Charles N. Crutchfield of Shawinigan Falls, Quebec, was re-elected Secretary-Treasurer. The executive member for British Columbia is Mr. J. N. Burnett of Aberdeen School, Vancouver, the President of the British Columbia Teachers' Federation.

Mr. Lewis presented the retiring President, Mr. Mitchell, with the gavel which had been used during the Conference sessions.

A "KINDRED ASSOCIATION" which, in the opinion of many, should before this have been affiliated with British Columbia Teachers' Federation is British Columbia Library Association, which held its annual convention at Harrison Hot Springs on August 31. The principal speaker was the Honourable George M. Weir, Provincial Secretary, and the conferences between the Minister and the librarians of the province was quite obviously welcome and useful from the points of view of all parties concerned.

British Columbia Library Association reaffirmed its confidence in the spirit and substance of the report of the Library Survey of 1927-1928 and took steps to arouse renewed study of that rather remarkable document. Stress was laid upon the essentially educational character of the librarian's task and the Association repeated its request that the administration of British Columbia Libraries Act be transferred to the department of the Minister of Education. Various other reforms, most of them already recommended in the 1927-1928 Report, were again suggested to the Minister. A resolution of special moment to teachers read as follows:

Whereas recent educational reforms have directed the attention of trustees and others to the long continued and deplorable neglect of library services in the schools of British Columbia; and

Whereas the problem of giving such libraries the needed professional oversight and advice is now pressing in the extreme;

Resolved, that the Honourable the Minister of Education be urgently requested to make early provision for the appointment of a Superintendent of School Libraries.

It was also recommended that courses for the training of teachers in the use and administration of school libraries be instituted in connection with the summer session at the University of British Columbia or the summer school for teachers at Victoria.

To its brief roll of honorary life members British Columbia Library Association this year added the names of Professor Sedgewick and Dr. Norman F. Black.

A three-day convention of the Pacific North West Library Association followed immediately after the convention of British Columbia Library Association. These international adventures in friendship are among the comforting aspects of a discomforting era. There is ground for hope that the American Library Association will hold its next year's convention at Vancouver.

WORLD FEDERATION OF EDUCATIONAL ASSOCIATIONS

TO the eighty-five Canadian teachers who attended the Tokyo conference this summer, the convention of the W. F. E. A. will stand out as an experience not to be forgotten in a lifetime. The official delegate representing British Columbia Teachers' Federation was Miss H. A. Hyodo, from whom *The B. C. Teacher* hopes in due time to obtain a more detailed report of the proceedings. There were in attendance about a thousand delegates, representing some forty countries. The part played by the Canadian delegation was notably prominent, this country supplying a dozen papers and broadcasts and being very fully represented on important committees. Very many members of British Columbia Teachers' Federation and other members of the World Federation regretted very keenly that it was impossible for our General Secretary to attend this Tokyo convention.

PRACTICAL ARTS IN A RURAL SCHOOL

GRADES I-IV

By MARION DOMAY, *Camp Three School, Headquarters, B.C.*

THE Editor of *The B.C. Teacher* has surprised us by a letter in which he reports having heard that at our school we have solved the difficulty facing teachers of the Practical Arts in communities where cash and equipment are rather conspicuously scarce. As a matter of fact, we have had lots and lots of material, which has proved exceedingly useful and most of it has cost nothing. With the Editor's encouragement, this article is written in the hope that colleagues teaching in districts that cannot be classified as highly privileged may be aided by our experience and that they or others may write additional similar articles helpfully suggestive to us and other readers of *The B.C. Teacher.*

Perhaps this is a contribution that should have appeared in the June issue of *The B.C. Teacher,* most of which was devoted to the Practical Arts. Several of the articles then published illustrated the fact that lack of elaborate equipment may itself constitute a not unpleasing challenge to the teacher's ingenuity rather than a fatal handicap upon the educational activities of the children.

Of course one of the chief difficulties in teaching Practical Arts in a rural school is securing suitable materials, but it is a difficulty that should not discourage anybody.

At the beginning of last year we decided to do our bit in securing a collection of needed materials and the assortment presently assembled was varied indeed. There were magazines, catalogues, wall paper, cellophane, wrapping paper, spools, wool, string, bits of cloth, linoleum, sacks, toy dishes, boxes ranging from pen nib boxes to orange crates, and many other things that were to prove very useful.

By the use of means such as have been suggested we have covered an encouraging proportion of the work outlined in the new curriculum. That we could cover by no means all of it has not worried us greatly. We felt responsible only for those aspects of the course to which we could adapt the materials that were within our reach and within these limits we found plenty of enjoyable things that we could do. Success in handling the new course of studies depends upon the recognition of the objectives and the use of whatever materials are available as means for the attainment of these objectives. British Columbia teachers should recognize that they have been invited to exercise the freedom that is proper to trained and conscientious professional people.

Our first big project in Grade I was *The Home.* We made ours out of orange crates! Two crates made a four-roomed house, with kitchen, diningroom, living room and bedroom. The walls were papered with wallpaper brought from home. Chalk boxes, broken up, provided lumber for chairs, tables and cupboards. When we ran short of this we used construction paper on the 16-square idea. Curtains were made of material brought by the children and cellophane made excellent windows. Table covers, cushions, bedclothes, towels, and so on, helped complete the furnishings. The floor coverings were cut from pieces of linoleum.

A Dutch scene was modelled on the sand-table by Grades III and IV. A round salt box covered with colored paper made the windmill. The house and buildings were constructed from cardboard on construction paper. The Dutch family were cut from cardboard and their clothes from colored paper.

Spool knitting called forth great industry for some time. Ordinary spools with four finishing nails driven in the top and another nail to lift the threads over the top provided the only equipment. The children enjoyed making tea pot stands, small mats and purses which they used as gifts at Christmas.

We used a great deal of sacking from which we made book marks and radio scarves. These, when washed and pressed, decorated with a simple running stitch in colored wools and fringed along the edge, looked very well.

Brown paper was favorite material used for shopping lists, kitchen reminders, and booklets. It also made a circus tent when spread over an old umbrella frame.

Small twigs with bits of pink crepe paper tied on them made effective cherry trees for the Japanese project.

For the library, chairs were made of orange crates by knocking out one end and sawing off the sides. When they were painted we had excellent arm chairs.

In almost any home there is some material which parents are only too glad to send and the child himself is more interested in the work if he has helped provide for it.

LATIN AND ENGLISH

By J. BEATTIE MACLEAN, *John Oliver High School*

LIKE the Editor of *The B. C. Teacher*, many other members of British Columbia Teachers' Federation are giving serious thought to the place of the classical languages in secondary education. The following article, written prior to the publication of the recent "Exhortation" addressed by Dr. Black to teachers of Latin and Greek, will perhaps be found to supplement certain of the recommendations sponsored by the editor of this journal.

Concomitant with the decreasing enrolment in Latin classes during the last decade, has come the question, "What is the use of it?" And whether we are disposed to answer the question or not, it is the challenge of the day, and answer it we must. Do we feel like the student who says, "Well I know what it is, but I just can't say it!"? A moment, then, to sharpen our memories and appreciations, while we recall some of the practical values concretely.

First of all, in these days of changing curricula, it is necessary to remember the "functional" value of Latin. Once upon a time, Latin, the living language, made its influence felt in the speech of our forefathers; for the last five hundred years, the influence has continued even as a "dead" language; and year by year, moreover, we are witnesses to its fragmentary resurrection, particularly in the growth of our scientific vocabulary.

I am not interested here, however, either in writing a preface to a school course of studies in Latin, or in making an apology on behalf of that study. I wish rather, to record a group of facts that may make teachers of Latin and English aware of a mutual burden that is theirs, and to crystallize in expression the satisfaction that we know but find difficult to put into words.

No one will deny the help given by Latin in the mastery of English. There have been some arguments that the same mastery can be secured in other ways—by environment, for example; or by reading the best English literature, and by practice-writing in composition; or by the mastery of a *living* foreign language. But how many of our students come from environments where perfect English is spoken? How many of our students are familiar with the Bible and Shakespeare, and Lincoln's speeches? In the default of such aids the burden of enrichment falls upon language study, with the persistent practice in translation. Cicero writes that the study of his Latin brought no improvement in his writing but the mastery of Greek produced immediate results.

There is no need to argue the part for Latin as the logical elective. It is the essential adjuvant in the mastery of English. Witness European example: Oxford and Cambridge students enter with eight years of Latin, six of Greek; German universities graduate their students with nine of Latin or French, and six of Greek or English. Such an equipment is surely a passport to realms of history, philosophy, economics, sociology, political science, literature, and an audience there with the greatest minds, past and

present. The student has the opportunity of overcoming provincialism, and of becoming a citizen of the world.

Now Latin in itself, of course, cannot ensure the attainment of these ideals. But let us remember its keystone position in the building of Romance Languages and its buttress in our own. The inference is apparent; it provides a basic understanding for students of languages.

Recall the proportion of Latin in English. The Classical Journal (Vol. X, pp. 94ff) shows in 20,000 of our common words the following sources:

Provençal (from Latin)	25
French (from late Latin)	828
French (from Latin)	4,842
Latin (direct)	2,880
	8,575

With this compare 3,681 Anglo Saxon and English words, and the balance from other languages, (including 2,493 from Greek). Our more technical words are mainly of classical origin—for example, in all Teutonic languages, our administrative words of Latin origin (*mille passus, moneta,* "mint", *teloneum,* "toll"); our arts of civilization (*tegula,* "tile", *coquere,* "to cook", *strata,* street", *pondus,* "pound", *catinus,* "kettle"); our necessary articles of diet, (*caseus, butyrum, oleum*).

More than 10,000 English words trace their identity to Latin origin. What a challenging approach this makes to the study of Philosophy! What a liberation of spirit and understanding a Latin background provides in English literature and composition! The English teacher can make vivid his work and supplement that of the Latin teacher, at once stimulating a two-fold interest, by recalling origins and tracing changes in such words as *arena,* "sand", *circus,* "ring", *peninsula,* "almost an island". The Latin teacher can assist the English teacher by taking time to explain everyday Latin permanently adopted by us—such practical and scientific words and phrases as *ad valorem, et cetera, per annum, exit, via, A.M., P.M., extempore, versus, et al,*—likewise by explaining the reason why some words such as *datum, radius, apex, index, axis, bacillus, formula,* retain their Latin plurals, while many others, such as *altar, animal, arena, censor, ratio, vacuum,* have assumed English forms.

Vocabulary building and linguistic training motivated by intelligent curiosity and stimulated by genuine interest can be, and is, invaluable. Vocabulary is surely indicative of a man's mental boundaries, and language is the indicator of a nation's culture. According to his vocabulary, man is able to unlock the treasures of human philosophy. With 5000 words, one can read with understanding the five-cent American magazine; one is barred, however, from contact with higher ranges of thought. The patient, though tedious, acquiring of an ever-increasing English vocabulary is made easier and more picturesque through Latin. The linguistic values aside from vocabulary, include:

(1) the precise and accurate choice of words for a context, calling for an understanding of the niceties of synonym study, and resulting in a corresponding refinement of thought and expression;

(2) the mastery of grammar, (nearly all of which is borrowed from Latin) spelling, composition, providing the scientist with accuracy and precision, and precluding ambiguity or uncertain meaning for the jurist;

(3) and, perhaps, greatest of all—beauty and power of expression.

When all our economical and practical wants are supplied, man's soul still goes hungry. An Arabian proverb says, "If thou hast two loaves of bread, keep one to feed thy body; go sell the other, and buy white hyacinths to feed thy soul". Would we talk with the mighty dead? The price of knowing Shakespeare and Plato is the mastery of the technique of literature. Proportionate with the spiritual gain is the artistic. The values besides the beauty of precision and figurative speech are manifold; the graceful beauty of Cicero's prose rhythms, or Virgil's *Aeneid;* the strong beauty of Tennyson's, Horace's or Heine's vowel harmonies, (W. J. Turner knew them when he wrote "Chimborazo, Cotopaxi. They have stolen my soul away"); the powerful beauty of unity of compact thought in Martial's *Epigrams* and Horace's *Odes*. It is not difficult to perceive that these same abstract values translated subtly into mental attitudes will make more possible the social ideal of harmony and understanding that we covet. The concept of Democracy is permitted only to those who can think abstractly. It is well, then, to remember that the very words we use to think abstractly are mainly Latin derivatives.

Now the study of derivatives is equally the business of teachers of Latin and of English. A word of warning! Let the beginning be useful—"functional", if you will! Why bother the student with *semiternal, putative, riparian, judicature, cervine?* How often have we met them? Are they active members of our vocabulary? Three principles might govern the selection of derivatives for study:

1. Does the student need the word?
2. Does the knowledge of etymology help understanding in English or other languages?
3. Does the derivative assist in remembering the Latin word?

The teacher of English will stimulate interest in the study of derivatives by the study of four periods of Latin influence in our language.

A.D. 43-410; 597-1066; 1066-1485; 1485 to the present.

Pressed for time as the teacher is, the foregoing suggestions constitute a big order, but if even a step towards future scholarship be taken in some part, a present and real contribution is made, and the student, or the teacher, has the satisfaction of knowing the "functional" value of Latin in his everyday life—yes, and can put into words the values that inwardly he feels.

May I digress for a moment with a few pedagogical suggestions? Elementary school teachers of English are very busy now instilling the beauty of English into the student mind and rightly so! Will the teacher of Latin, realizing the lack of grammar, even possibly fill a part of that need and so make smooth the road for a pleasant Latin journey? Supply as many English source words as possible to assist progress? Acknowledge the heavy task of the beginner in Latin, give due praise to the student for the election of a difficult study, and thus promote a disposition for the task, and forestall the mental disquietude caused by reports

of lighter burdens in other courses. The teacher of Latin had better stay close by his beginners to give constant encouragement. Above all "remember mercy": driving the life out of the beginner may gain a "reputation" for the teacher in the school, but it will destroy, especially in the timid, the inclination of the student to achieve the superior mental equipment aimed at. "Time out" now and then to arouse curiosity wits stories of words will not be a serious loss—*e.g.*, "dicker", a universal word now, from L. *decuria,* originally, "a bundle of ten", in tribute or barter between the barbarian and the Latin, and subsequently adopted in the North American fur trade in similar capacity.

In conclusion, work in Latin and English thus paralleled and shared, whenever possible, will stimulate the student, by making him aware that in the Latin class, he is studying English in one of its great sources, revivifying, therefore, the very meanings of half the words he uses; that he is mastering the grammar and composition of his own speech indirectly; that he is taking hold of the key of the Romance Languages; that he is developing a sense of pure form and art in language, substituting freedom and dignity of good speech for the ever-increasing danger of imprisonment, narrowing, and carelessness of slang; and above all, that he is connecting himself very definitely with "the best that has been thought and said" in the past, to result in a broader human sympathy and a growing social sense.

THE YORKTON PLAN

By S. W. STEINSON, *Principal Yorkton Collegiate Institute*

JUNE, 1936, this magazine published a brief report of an educational experiment that we have been carrying on at Yorkton. It is proving so interesting that the Editor has thought that readers of *The B. C. Teacher* might welcome further details.

The world at large is in a turmoil. The present trend of events is leading us into doubtful channels, and we are baffled. Our man-made institutions are becoming top-heavy, despite attempts being made to prop them up by all manner of means, artificial and otherwise. Unfortunately, the knot, once tied in the shadow of human inconsistencies, is hard to untie.

Too much attention is being given to adults. We are working at a tangent to the real solution. Our energies must be directed inward, toward the centre. It is the children that matter. Instead of bringing them up to become mechanized robots to imitate their fathers, we might consider telling them the truth. The sad tale would run something like this: "We have worked hard; we did not know where we were going; we got there! We cannot tell you what your duties are; it is your problem to find out."

The schools throughout the length and breadth of our country constitute a fertile field. The thoughtful teacher has awakened with a start from a semi-unconscious state, to face a situation which shows him quite definitely, that his function is not to conform entirely to pre-conceived ideas, nurtured by an adult-minded public opinion, but to pave the way to a more enlightened interpretation of the task which lies before us. The school is no longer considered to be a place of sheltered environment, in which a student is to prepare for life, and from which he is supposed to emerge after several years, to take his place as a useful member of society. The modern tendency is to open wide the doors—to make the school pulsate with the healthy vigour of life itself.

Along with other schools in the Dominion, the Yorkton Collegiate is attempting to make a small contribution to this ideal in education. Our organization, which has been in effect for almost two years, is quite a contrast to our old system of teaching.

We divide the school year into four terms of ten weeks or fifty teaching days each. The last term is used for general review and writing final examinations. The year's work in all subjects is covered in the first three terms, approximately one-third in each. At the end of the sixth week in each of the first three terms, examinations are given in all subjects. All pupils who make a standing of seventy per cent or over in any subjects at these examinations, are excused from attending the review classes in those subjects for the remainder of the term in question. During the first year a week each term was given over to the writing and marking of a complete set of examinations. This year we have adopted the system of giving a number of short tests at definite intervals throughout the first part of the term, and utilizing the seventh week in the same way as the first six. This eliminates any break between the first and second period of

each term, and spreads the marking of examinations over a longer period of time. Under either arrangement the weaker students spend three weeks in reviewing the term's work, while supplementary courses are organized to give the successful students an opportunity to employ their time as profitably as possible.

The essence of our plan is to unfold the latent ability of the student by creating a mental unrest which leads to discovery. Every student should have the incentive to work to the limit of his capacity. If he can master his work quickly, he is not kept a prisoner in the classroom. Instead we try to provide situations which develop interests according to his personal inclination. If he wishes to launch out entirely on his own, along literary or scientific lines, he is given an opportunity to do so without outside interference; if not, several different activities are provided during each period of the day, from which he may choose.

In selecting suitable extra-curricular work we emphasize literary activities, commercial work, manual arts, home economics, art, and we hope to introduce music as soon as possible. In addition we select many other branches to produce variety. To accommodate all students who are free during the different periods in the day, it is necessary to provide from thirty to forty activities in each term. Review classes are combined wherever possible, enabling the members of the staff to supervise most of this work. Other interested citizens in the city have given liberally of their time.

Courses given to date include the following: elocution, public speaking, dramatics, poetry writing, journalism, character building, elementary economics, current events, psychology, French conversation, book-binding, loose-leaf notebook construction, carpentry, mechanical drawing, motor mechanics, cooking, sewing, knitting, fancy work, interior decorating, dress designing, art appreciation, commercial art, water-colors, pastel work, oil painting, newspaper maché work, dancing, radio construction, experimental physics and chemistry, picture developing and enlarging, book-keeping, shorthand, type-writing, St. John Ambulance course, home nursing, sex hygiene, mathematical wrinkles, vocational guidance, horticulture, boxing, games and track work.

In practically all the classes mentioned pupil activity is very much to the fore. The teacher moves into the background. There is no examination worry. The students are there because they want to be, and as a natural consequence all problems of discipline disappear and a spirit of industry prevails. Many of our best students spend thirty per cent of their time away from the academic work, and the great majority take part in some of these activities. Increasing the number of periods from nine to ten each day during the review term gives each student at least two free periods. If he happens to be repeating all his subjects he may choose to spend this time in the study room. In referring to our extra-curricular activities we quote from a recent report of high school Inspector J. A. McLeod.

"It would be extraordinary if, with the very wide and excellent range of opportunity classes listed below, many pupils should not have found themselves stirred with new urges and many pupils, teachers and parents

should not have become aware of aptitudes, preferences, etc., that might otherwise have remained under cover. I take it that this consideration alone should warrant and demand pupil opportunity classes. They would still serve the purpose, though on a much less elaborate scale than that employed at Yorkton."

At the outset it was thought by some that spending less time on the academic work would result in a lower standing. Our experience shows that just the opposite is the case. We noticed immediately that students were receiving higher marks, and in the June departmental examinations, although our results have been consistently high for a number of years, they improved considerably all along the line. The average mark was higher, the percentage of passes by papers rose to over ninety-five, and the number of clear passes increased by ten per cent. One of the Grade Twelve girls won a Governor-General's medal in competition with girls in five Saskatchewan cities. This student spent forty per cent of her time doing work which had no connection with her academic course. These facts seem to indicate that given a healthy incentive, the regular school work can be mastered much more quickly than is generally supposed.

We quote again from Inspector McLeod's report:

"These extra-curricular classes have had no adverse effect on examination successes in Grades Eleven and Twelve. The evidence is rather that they have had a favorable effect. I am convinced, also, that they have had another favorable effect. I am referring to the effect on the teaching technique at your school. In the case of several of the teachers the effect has been striking beneficial. Assignments are better, helping is done more directly and economically; the pupils are more self-reliant and the teachers accompany the pupils rather than drag, drive or carry them. The essence of the situation is that the pupils must work up to capacity. This tends to eliminate the waste of over-teaching and the vice of spoon-feeding. There is scarcely a teacher but that, willingly or unwillingly, has had his technique improved simply by the stress of the set-up."

Incentive is a powerful factor in the educative process. Theoretically, our school subjects should contain sufficient incentive, but our modern youth does not respond to it with any degree of enthusiasm. Can we blame them? Lack of it drives teachers to extreme practises to get pupils through examinations, not the least of which is spoon-feeding. This kills initiative, makes the student too dependent upon the teacher, and gradually brings about a situation which the true teacher seeks to avoid—development of the human parrot. If the incentive is sufficiently strong, the teacher can step back and give free play to the development of initiative and resourcefulness, which is the ideal in the process of teaching. We are trying to create this incentive within our school, not by offering money or special recognition, but by giving opportunities to do constructive work which is more interesting and possibly more beneficial than some of the academic work in the regular course.

There were some who feared that this organization would create less interest in the school work—that students would consider [illegible]ething to rush through and throw aside as quickly as possible. We have found that

this assumption is wrong. With increased incentive, application has become more effective and, consequently, the work becomes more pleasant. There is no stigma attached to repeating a subject. In fact it is not unusual to find a student repeating a subject voluntarily because he feels it would be to his advantage. While the work is being covered more quickly than usual the weak student often finds difficulty in keeping up. Frequent testing gives the teacher a true picture of the case. Although understanding is not complete, a foundation is laid. Repetition then becomes effective. We used to think that going over a lesson slowly and leaving no stone unturned was sound procedure. An idea is of little value if powers of concentration are poor. A moderate increase in speed tends to increase this power of concentration. The task appears more difficult at first but with greater power prompted by a healthy incentive, it is performed more quickly and more efficiently than before.

We maintain that our organization tends to eliminate waste and to create incentive; that it decreases spoon-feeding and promotes a healthier and a happier spirit of industry; that it breaks the monotony of school life, and connects the work of the school with living.

Ninety per cent of our students do not wish to go back to the old system. The Department of Education, the High School Board and public opinion generally are solidly behind the experiment. Up to date there has been no extra cost to the taxpayers. One of our aims is to show that attempts at progress can be made without pockets bulging with money.

After nearly two years of experimentation we are more than ever convinced that the best talent and genius should be directed towards the teaching profession. When a group of teachers begin to change their methods and their outlook the immensity of the task becomes evident. However, it is only by taking the initiative and delving into the possibilities of our work as educators, that we can justify our existence.

Susan poisoned her Grandmamma's tea,
Grandmamma died in great agonee;
Susan's Mamma was greatly vexed
And said to Susan, "My dear, what next?" —Anon.

PLIGHT OF CANADIAN LANGUAGE

By Ronald Grantham

LANGUAGE in Canada is influenced by usage in both Britain and the United States. Officially, preference is given in British Columbia to British usage; actually, in diction, spelling, and pronunciation, our language is more like that of the United States. A new text book, adopted for use in British Columbia, is "Civilisation in Europe and the World". "Civilisation"? English—but not Canadian. Our orthographical imperialists will be wanting us to use "connexion" and "shew" if this thing goes much farther. The fact is that the language of most of us is a peculiar mixture—more English than the American language, more American than the English.

Those who are interested in the variations between American and English should read H. L. Mencken's "The American Language" (Knopf, 1937), an exhaustive study in which the author has revised and enriched his earlier works on the subject. The book is packed with information on word origins and vocabulary development, and it stimulates thought about the present problems and future growth of English. The mass of material summarized and presented in lively form is tremendous. The comments on it and ideas about it, however, are mostly personal rather than scholarly, revealing the Mencken iconoclasm, the Mencken prejudices, the Mencken predilection for vulgarity.

Mr. Mencken's thesis is that the American language differs very greatly from the British, and is gradually becoming dominant in the English-speaking world. Of this development he heartily approves. He delights in quoting futile diatribes against changes and he has little patience with the "schoolmarms" who labor to preserve the established standards. His sole criterion appears to be popular usage, the pressure of which he feels to be irresistible. He welcomes a host of innovations to which most educated readers will object upon perfectly reasonable grounds. His likes are legion, but his dislikes bob up now and then, sometimes with strange inconsistency.

One may agree that pedantry is profitless, yet feel that the whole subject of attitude toward innovations in language needs much more thoughtful treatment than Mr. Mencken has given it. One may agree that American diction is more vigorous and more colorful than English, yet find some discrimination desirable in using it. *Current History*, for example, recently used the seemingly unnecessary verb "to ready". One may think, too, that sometimes the English have the better word—"nib", "staff",, "flat", "postman", "blind", for "pen-point", "faculty", "apartment", "letter-carrier", "window-shade".

Canadian teachers are often in a quandary about points of usage. To give personal examples: I write "labor", not "labour", but "theatre" rather than "theater". My pronunciation is a peculiar mixture, though to bolster self-confidence I fondly imagine that it avoids the worst excesses of both English and American.

(Concluded overleaf)

CENTRAL SCHOOLS OF ENGLAND

By J. F. K. ENGLISH, *Kamloops High School*

THE writer, during the past few months, has had occasion to investigate certain aspects of the English educational system, more particularly the English Central School—a type of intermediate institution which, in many respects, resembles the average Junior High School of this province. It may be of interest then, to those who are associated with the Junior High School movement, to draw certain comparisons with the English Central School.

The term "central" is employed because of the fact that such a school is affiliated with a group of contributory elementary schools. Historically, they made their appearance in London about 1911 and are a development of the "higher-grade" schools established by the London School Board in 1898. In 1910, the London Education Authority, after experiencing a good deal of criticism for permitting secondary school subjects to be taught in the elementary grades, decided to establish as part of their local educational system, but as separate units, a new type of "higher" schools which have since been called Central Schools.

While their greatest growth has been in London they have been established within recent years in other parts of England, chiefly in the North and West Ridings of Yorkshire, in Surrey and Sussex and in some of the larger cities such as Birmingham and Manchester. Although a great number are co-educational, there are also many boys' and girls' Central Schools.

CANADIAN LANGUAGE (Continued from page 19)

After the turmoil incidental to adopting new curricula has subsided, it might be a good idea for the teachers of British Columbia to tackle the problems of English usage here; hundreds of points of spelling, grammar, pronunciation, and diction, are in need of open-minded attention, and intelligent criteria are badly wanted.

One problem is, what concessions are we ready to make to popular usage? The speaking and writing of high school and university graduates bristle with grammatical and other errors. Their language is commonly neither clear nor effective. But is it reasonable or just pedantic to try to keep up the fight against "It is me", "Who were you talking to?" "enthuse", "a raise"?

Are we going to follow American usage, or English usage, or are we going to develop a "Canadian" usage superior to both? We may use either "can" or "tin", "tram" or "street car" or "trolley", railway" or "railroad", but the English use of "homely", "store", "corn", "clerk" or "lumber", is not ours, and we are unfamiliar with the newspaper "leader", the "booking clerk", "lorry", "tripper", "goods van", and "drawing pin". These are trifling examples. However, the reader of Mr. Mencken's book will probably agree with me that the Oxford dictionary does not register the most generally accepted Canadian usages so well as does Webster.

At the age of eleven plus, pupils enter the schools; selected partly on the record of progress and conduct at the affiliated elementary school, and partly on the basis of Junior County Scholarship Examinations. They are, therefore, a fairly well selected group, capable of pursuing academic work although not on the plane of the secondary schools.

Most of these institutions provide courses of four years duration with a commercial or industrial bias. This bias, however, is prevocational and does not provide specialized training for any trade or business. Of the four years normally spent in the school, the first two provide an education on broad general lines, and it is not until the beginning of the third year that the "bias" appears, which, as stated, may be commercial, technical, or something else; in any event it is in keeping with the particular vocation which the majority of people follow in the neighbourhood. Bias in a Central School indicates a method of approach to the subject matter of instruction, and is a definite attempt to relate school work to life outside the school, with special reference to the future occupation of the pupil.

The curriculum is less academic and more practical than that found in the secondary schools and comprises, during the early years, English, Mathematics, History and Geography, Art, Practical Science (General Science), French, Music, Physical Exercise, along with Handwork for the boys and Domestic Science for the girls should any of the latter be present in the school. In the third and fourth years, Shorthand, Bookkeeping and Typing appear, usually replacing the Handwork, Music and Cookery of the earlier period. Where the industrial bias is given, more Mathematics, Science, Technical Drawing, Handwork, are emphasized. Certain subjects, of course, such as English and History are "constant" throughout the four years. In certain agricultural areas and in centres near the seaside resorts, agriculture receives the bias.

Exhaustive internal examinations are conducted each year of the central school course. Careful records are kept and these, as well as specimens of work, are available for inspection by employers seeking apprentices. External examinations are provided for those in competition for scholarships or seeking entrance to a higher school. There is no provision made for promotion by subject nor are remedial classes formed to assist the weaker pupils because, due to the careful selection at the age of eleven plus, most pupils are uniformly good.

From the standpoint of exploration and guidance, there are no tryout subjects or courses and very little use is made of aptitude tests. At the beginning of the third year, however, some consideration is given to the special abilities of the pupils, their own wishes, as well as the demands of industry and commerce. One headmaster states:

"The fact that a pupil chooses or is deemed to be fitted for a technical or commercial career, is itself an indication of an attitude to life and work and of a particular type of expression of ability."

Another headmaster points out:

"We feel certain that the closer we can bring the child into contact with the real spirit of his prospective life's work, the more easily we

shall be able to help to pass him from school to a life where he can give and receive happiness and service."

The central schools stress particularly Physical Training and games but most localities are badly off for indoor facilities. Inter-school sports are conducted on a large scale, including such games as Soccer, Rugby, Tennis. Pupils, on entering a central school, must also pass a stiff medical examination. Physical unfitness causes great anxiety to most headmasters of central schools. Pupils may be excluded at any time if considered unfit to pursue the higher branches of education.

Club activities are an accepted feature of the central school programme just as they are for the Junior High School. They include such types as Library, French Circle, Folk Dancing, Chess, League of Nations, Wireless, Sketching, etc. It would appear, however, that our schools are more highly socialized than the central schools and that there is more opportunity for pupil initiative in the former.

According to the headmasters, the following ultimate aims characterize the Central School:

(1) To help pupils realize their ambitions in life.

(2) To provide a practical curricula with a view to the boy or girl's probable future.

(3) To develop good behaviour and good common sense.

(4) To give pupils a basis for a sound literary or scientific training: To reason accurately and draw legitimate conclusions.

(5) To train pupils to use their hands so that, if need be, they can later follow skilled occupations.

(6) To make intelligent and profitable use of leisure time.

(7) To develop an aesthetic sense through the medium of many forms of Art.

(8) To give physical training and games.

(9) To inculcate ideals of fairness, good will and courage.

Many of these objectives are identical, at least in spirit, with those of the Junior High School. In the Report of the Consultative Committee on "The Education of the Adolescent" (1926), the ideal of the Central School organization as a part of a broader educational movement is aptly stated:

"There are three great ends of human life and activity which we trust that our scheme will help to promote. One is the forming and strengthening of character—individual and national character—through the placing of youth, in the hour of its growth, as it were in the fair meadow of a congenial and inspiring environment. Another is the training of boys and girls to delight in pursuits and rejoice in accomplishments—work in music and art; work in wood and in metals; work in literature and the record of human history—which may become the recreations and the ornaments of hours of leisure in maturer years. And still another is the awakening and guiding of the practical intelligence, for the better and more skilled service of the community in all its multiple business and complex affairs."

What could be more in line with our present philosophy of education in British Columbia? Surely both the Central School and the Junior High School are guided alike by elements fundamental to useful citizenship.

The Schools and Culture: Facing Facts

By L. C. STUDDERT KENNEDY, *Victoria High School*

WE are being constantly told by educationists and businessmen alike that our schools must play a very important part in preparing our young people for life. With this object in view the curriculum of public and high school is from time to time reviewed and reformed, and always with a sincere and honest desire not only to give to our students an even better opportunity than ever before of being more adequately equipped to play a useful and successful part in the work of life, but also to enable them to ascertain and to be prepared for that vocation or work in life in which they are really meant to play a part. No thinking man or woman today should speak lightly of or underestimate the value of this essential side of the work of our schools. We respect and admire the enthusiasm of Ministers of Education the world over, who, in the light of their knowledge of the Science of Education, are able to see ways in which things can be improved, and still more improved.

There is, however, another side to this matter—another point of view which educationist and businessman must never allow to be forgotten, or be given a position of ever-lessening importance. It is the question of culture. Much has been said and written on this subject, and out of the welter of personal opinion there issues this great and inevitable fact—that culture is a matter of thought. It is concerned with the contemplation of great principles. Those principles of life and conduct upon which every admirable character, this world has ever produced, must have been based. Culture is concerned with thinking. It has to do therefore with the basis of right conduct —of honorable, decent, and happy living. It bids us concern ourselves with the highest and best in anything that is right and good, and, therefore, of necessity, possessed of beauty. In the last analysis culture is concerned with that question, and indeed ultimately, must answer that question to which thinking men and women must sooner or later seek an answer—'How can I live my life fully and aright?' It is a searching question and of vital importance to the real happiness and real success of each one of those who seek for enlightenment in our colleges and schools.

At this stage in our inquiry it is well for us to face facts fearlessly, not in the spirit of carping criticism, but in the spirit of constructive and helpful suggestion. It is recognized by all thinking people, by philosophers, historians, great men and women throughout the world that there is one book—and only one—that has throughout the centuries played the first and foremost part in all national and individual cultural advancement. That book is the Bible.

The reason for this is not far to seek. It is, surely, this. The Bible is the one and only book which when read aright is capable of revealing to the minds of men the real understanding of God—an understanding, indeed, which must play a very full and definite part

in moulding the life and conduct of any man or woman, boy or girl who even approximates to it. In fact it would not be a difficult thing to show from the pages of history the extent to which the cultural life and advancement of individuals and nations alike has been dependent upon an increasingly true conception or understanding of the real nature of God and of man's relationship to God. In proportion, therefore, as we honestly seek this truer conception of God, in that exact proportion must the private and national life of the people be steadily advancing towards ideals—towards those principles of life which must of necessity be expressed in decent, honorable and harmonious living. If this be true, (and it is,) it would seem right to say that no educational system—no school or college—can possibly be culturally sound, or playing its full part in the life of a community, unless the educational authorities—professors and teachers alike—give to the Bible its right and proper place. No educational system, worthy of the name, can afford to give to the Bible, (which contains the secret of all right conduct) a position of ever lessening importance.

There is an ever-increasing number of parents who are in a condition of wondering whether this is not just exactly what is happening today. Is it not true to say that the Bible is seldom, if ever, discussed by educationists with a view to its being placed on the curriculum of college or school? Have those in authority ever caused to be issued a direction that a portion of the Bible shall or must be read at any time by any professor, principal, or instructor to his students? Is it not true to say that those in authority are much more likely to issue a warning to professors and teachers alike that the reading of any such passage from the Bible may provoke undue criticism? When we answer each one of these questions truthfully can we really say that those in authority are openly giving to the Bible its rightful place? Is it not being slowly, but surely relegated to a position of ever-lessening importance so far as the study or reading of it in our public institutions of learning is concerned?

But let us again face facts. The writer of this article is well aware of the fact that those in authority in our departments of education know much more fully than he does the real and practical difficulties there are in regard to this whole question of giving the Bible right and proper recognition in our places of learning. He desires, further, that the purpose of this article shall be, not in any way to suggest or apportion blame, but rather to face facts quietly and let them lead.

In view, therefore, of these real and practical difficulties to which reference has been made it would seem that public opinion needs to be awakened to see this whole question in a new light. Until this day dawns those in authority may think it necessary and the part of wisdom, to mark time with recognized public opinion. But the day must inevitably come when the Bible shall be clearly recognized as an absolute essential, and ways shall be clearly seen of placing its indispensable and utterly true teachings before the rising genera-

The Art Programme and the Rural Teacher

By C. DUDLEY GAITSKELL, *Supervisor of Art Instruction, Peace River Educational Unit*

THE change made in the Art sections of the new Programmes of Study was undoubtedly one for the best. The old courses, entirely unsuitable, containing barren and overworked suggestions, gave place to a series of courses compiled, no doubt, by Art specialists who filled their outlines almost to overflowing with material. Rich in ideas, the new courses confronted the rural teacher. How does he like the new courses?

From what one can gather, the rural teachers in this inspectorate struggled with the new Programmes in Art, feeling that here was an outline, which, when properly digested, would prove a solution to their very real Art problems. Digestion proved difficult. The courses would not fit in. Teachers wrote letters full of the old despair. "We cannot use the courses; we cannot do justice to them", they said.

Teachers have had the new Programmes for about a year. Any judgment passed by them now will not be a hasty one. Accordingly, a questionnaire was recently sent seeking to discover how opinion is divided over the Art outlines. How many teachers here find them suitable?—how many do not?—and if some teachers do not like the courses, why not?

The following general question was asked: "Do you find that, in general, the Art sections of the new Programmes of Study are unsuitable for your use as a rural school teacher"?

Fifty-two teachers have so far replied (over 90 per cent of those receiving the question). Fifty-one answered "Yes" to the above gen-

THE SCHOOLS AND CULTURE (Continued from page 24)

tion by men and women who shall be fit and proper persons to give such teaching, and to give it only to those who are ready and willing to listen.

In the meantime, however, may we face just one more fact. It is this. There is no book or system of thinking that can take the place of, or act as a substitute for, the Bible. In this connection an increasing number of thinking fathers and mothers are beginning to wonder whether Modern Psychology, particularly that branch of it which deals with behaviour, is not being regarded by many as a rather good substitute for biblical truth, in spite of the fact that it would be well nigh impossible to compare the teachings and actions of the modern psychologist with the liberating utterances and amazing accomplishments of those Bible characters who had glimpsed, not in any way the workings of that utterly limited thing, the human mind, but something of that positively amazing thing—that same mind which was also in Christ Jesus.

eral question. There was one "spoiled ballot" for the opinion lacked a signature.

A general summary of the reasons which prompted the answer "yes" is as follows:

(1) Forty-six teachers think that the courses are designed only for the Art specialist in a graded school.

(2) Forty-six teachers say that there is insufficient material in the rural school to do the work outlined.

(3) Forty teachers insist that there is insufficient time for the rural teacher to do the research required.

(4) Twenty-five teachers state that the new Art sections are too indefinite.

(5) Thirty-two teachers say in all modesty that the Art sections are technically too advanced for the rural teacher's knowledge of the subject.

Many other reasons have been submitted, but the list is too long to include in this article.

Here is a peculiar situation. In all probability it is characteristic of most rural inspectorates. Art specialist teachers and teachers in graded schools will in all likelihood have a much more flattering opinion of the Art outlines.

Such an unanimous vote creates an awkward situation. What is to be done for the rural teacher? Can the course be changed to please the majority in both the rural and the graded school; to please the specialist and the non-specialist; the city teacher and the remote country teacher?

Should an entirely different outline be given the rural teacher? Such a course is being attempted in some of the schools in this inspectorate. The vote of those concerned in teaching this experimental course will be interesting.

The rural teacher's Art problem appears to be immediate and pressing. It deserves prompt attention and considerate action.

Winter

By MARY ELIZABETH COLMAN

Beneath the lucent shadow of the vine
My mother sits and milks her goats.
Murmuring soft wise words
As with swinging, heavy udders
They jostle for a place beside her hand.
A myriad homely sounds—
Drone of insects, clatter of pails,
Whine of whetted scythes—
Embroider the quietude of approaching dusk.
Then, under the close warm stars
My mother kneels to pray
Beside my father's grave—
For she was ever intimate with God.

But here,
In all this smothered waste
There is no dear familiar sound.
The cattle cower voiceless in their stalls,
The hens stalk gingerly about their covered yard,
The rooster's crow is stifled in his throat.
Only the echoless report
Of boughs frost broken,
And at night the howling of wolves,
Shatter the weight of this stillness.

Cold . . . Cold . . .
The bleak dread beauty of the snow,
The driven wind that weeps self-pityingly,
They clutch at me
Until my very soul is dwindled
With aching fear,
And all my life is like the river there—
A mere enduring trickle.

I have no grave to seek
Because they could not bury him in frozen ground . . .
I am here, alone,
And God is far away
Beyond the small cold stars.

Consolidation of High School Areas

By D. E. BRECKENRIDGE

AT a recent convention of the Central Vancouver Island Teachers' Association it was my duty to introduce a discussion of the consolidation of high school areas. To make the material more specific and practical, and, as I hoped, more beneficial to the teachers assembled for this meeting, I confined my topic to "Consolidation of High School Areas on Vancouver Island, North of the Malahat". However, my remarks on the advantages of consolidation may well apply to any area in the province.

As indicated on Fig. 1, there are, within the area represented at this convention, six main centres of population, viz.: Courtenay - Cumberland Area, Parksville-Qualicum Area, Alberni-Port Alberni Area, Nanaimo Area, Ladysmith Area and the Duncan District. A further study will reveal that each of these areas supports a high school and that surrounding them there are many other school districts each supporting an elementary school, a superior school and, in many cases, a high school. These school districts, so close to the main centres, were created for a real reason when they first came into being twenty, thirty or forty years ago. The reason was that transportation facilities were poor, roads were atrocious and the horse-drawn buggy was too slow and too small to transport any great number of pupils, even for the now comparatively short distance of three or four miles.

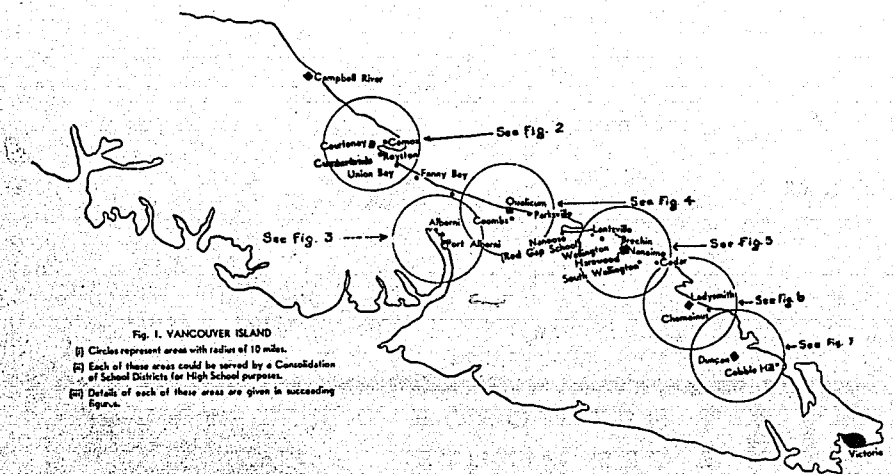


Fig. 1. VANCOUVER ISLAND
(i) Circles represent areas with radius of 10 miles.
(ii) Each of these areas could be served by a Consolidation of School Districts for High School purposes.
(iii) Details of each of these areas are given in succeeding figures.

It is important to observe that school districts in outer areas were not created because small schools are best, nor were they created to provide an increased number of positions for school trustees. They were created because they were the best solution for the problem of the time, viz., How can we educate our children when we can't transport them to the main centres? The answer was—Build a school near the children and create a new school district. So new districts sprang up all over the Island till we now have some eighty of them between the Malahat and Campbell River.

Today there is a different answer to the question. The stumbling block of poor transportation has gone, the roads around the centres I have mentioned are in excellent condition—most of them surfaced; and large, comfortable buses are available. Should we keep a system that grew up because of the poor transportation of earlier times, or should we, now that efficient transportation is possible, try to inaugurate a new era in education?

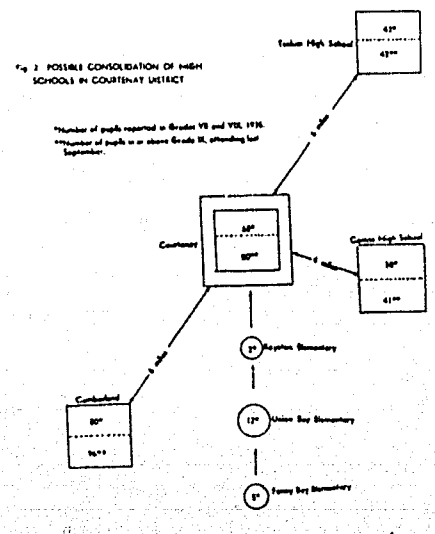
Such a change should be considered only if it involves improvement on the present state of affairs. I hope to show you in this paper that an improvement is possible and that it can be brought about by consolidation of schools. Such a consolidation would have advantages to the pupils, to the teachers, to the School Boards, to the ratepayers and to the Department of Education.

But before we consider these advantages, let us dwell for a while longer on the particular field for consolidation with which my hearers were immediately concerned. To present this clearly to you, I would refer you again to the map of Central and Southern Vancouver Island (Fig. 1). On it, with key locations as centres, I have drawn a number of circles each 10 miles in radius. All the school districts within each of these circles could be efficiently consolidated into one large administrative unit, with a well organized junior high school in each of the main centres. I have also drawn a chart to represent separately each of the six districts designated on this base map.

I have endeavored to show where consolidation could be carried out on Vancouver Island. Now let us consider positive merits of the scheme.

What would be the advantage to the pupil? First, he would benefit by an enriched curriculum. In the small high schools now in existence only a minimum of subjects can be offered because the teaching load is carried by one or two, or occasionally three, teachers. Quite often we find that music, geography, physical education, biology, the commercial subjects and other branches, cannot be offered because there is no one on the small staff trained to teach them. But in a large high school it is possible to offer all subjects on the prescribed curriculum.

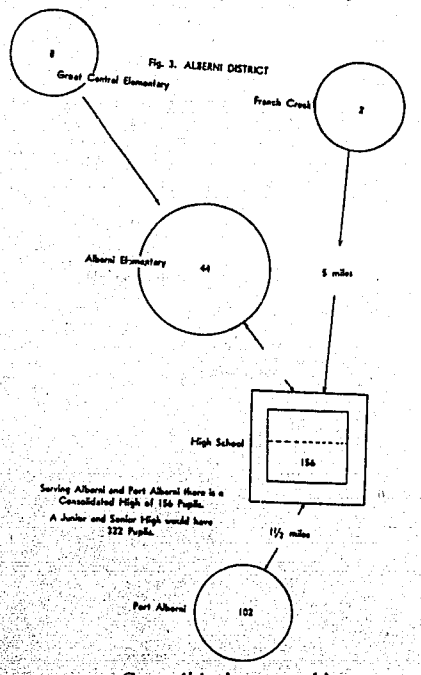
It is expensive for rural districts, where superior schools, or one-roomed or two-roomed high schools are maintained, to have gymnasiums for physical education, dramatics, games and so on. It is a burden for them to equip and maintain efficient science laboratories, manual training rooms, metal work shops and up-to-date school libraries; but if these were housed in the main centres, as they would be under a plan of consolidation, it would give the children now attending small schools the advantages that are offered in the large high schools of Vancouver. Is it fair that gymnasiums, laboratories and dramatic activities remain available only to the boys and girls of large cities? I think not. These invaluable educational means could be made available to every high school boy and girl on Vancouver Island if every school district would seriously consider plans for consolidation. Remember that a superior school is able to offer 10 subjects, a three-roomed high school 14 subjects, while a somewhat larger high school offers twenty-six.



A second great advantage to the pupil would be the extra activities available to him. It is admitted that life at school should be Education for Living. A pupil rounds out his education and makes his life more pleasant by belonging to some of the school clubs and taking part in social activities, if the school has any. A teacher of a one-roomed high school may be interested in science, and may form a science club. This is fine for pupils interested in science, but for those who prefer music, art, literature or photography, no provision is made, simply because the teacher hasn't time for more than one activity of this kind. But on a staff of six to ten teachers there is a greater variety of

interests and clubs of all kinds can be formed, adapted to the aptitudes of every pupil.

Practically the same thing may be said for organized games. In the small school there are not sufficient pupils of one size to organize competitive

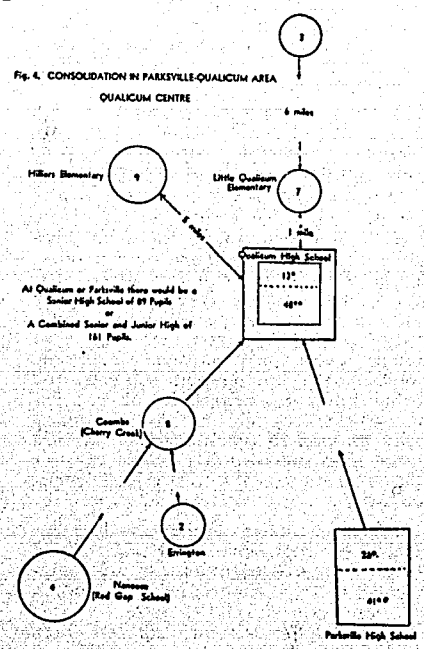


games. Consolidation would remove this handicap and pupils would take a much keener interest in sport. Also it would be found that a larger staff would have teachers able to instruct in a wider variety of games.

Pupils would be encouraged to stay at school longer, especially those who at present attend superior schools and those who come from districts where no high or superior school is maintained. When pupils finish two years' work in a superior school they have to go to a larger centre if they are to continue their studies. Thus it often happens that a pupil will leave school at this time because of transportation difficulties, or because of lack of co-operation on the part of school boards in financially assisting pupils to attend schools in other districts, or because many parents feel that when a pupil has gone as far as possible in a district school he has had sufficient education. Pupils going from rural schools to high schools after Grade XI work often find it difficult to readjust themselves. If, however, the rural pupil attended one centre for all his work the chances are greater that he would continue until he had completed the full course.

In consolidated centres, promotion by subject rather than by grade would be possible. In small schools, pupils working in two or three grades at once create time-table clashes that make promotion by subject impossible, but in large centres it has been found successful and has decided advantages to the pupil.

In large centres classes can be grouped according to their ability. The bright pupil finding himself with others of his capacity is stimulated to do better work. On the other hand, the slow pupil is classed in a group where more individual attention is given.



The health of the pupil should be improved in consolidated centres because school nurses would be available, cafeterias would provide warm lunches, ventilation of the classrooms

would be effected by up-to-date equipment, and the long walk or bicycle ride through rain and snow in winter would be eliminated by bus transportation.

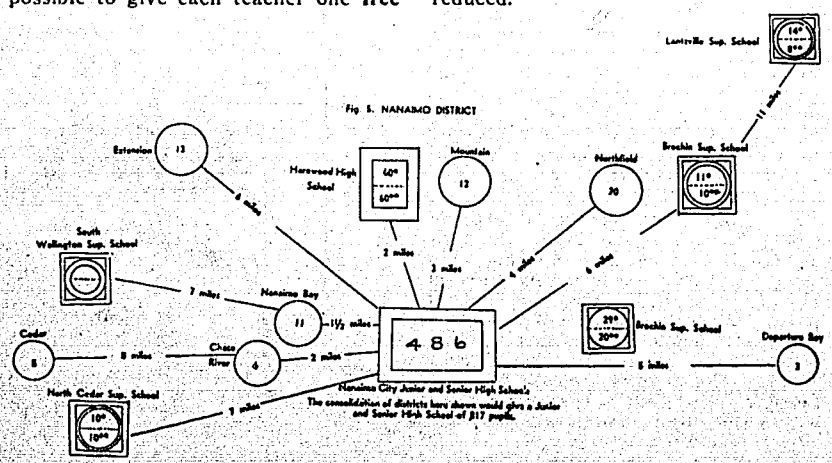
To teachers also there would accrue many advantages. Consolidation would allow for greater departmentalization. A teacher could devote his time to teaching one or two subjects in which he had specialized. We would soon find that all pupils on the Island were being taught by specialists, whereas all subjects must be taught by one or two teachers, in the case of small high schools. Hence the teacher would have the satisfaction of teaching some subjects thoroughly and with adequate preparation, instead of being burdened, as at present, with more subjects than he can handle properly.

In consolidated schools it would be possible to give each teacher one **free** period per day, to be used for rest, study, or pupil interviews. In the small schools on the Island the teacher's time is at present longer than the now talked-of six-hour day, and often he has no real break, even at lunch time.

A permanent, full-time secretary, versed in the use of duplicating machines, should be attached to each large school. In addition to other duties, this secretary would reproduce maps, notes, exercises, and charts and would keep health, achievement and personal history records for each child enrolled. Consolidation will certainly relieve teachers of impossible tasks and promote real efficiency in the service of the children.

However, the gains to be made by consolidation do not all lie with the pupils and teachers. The school boards, Department of Education and ratepayers would benefit in many ways. For the first time they would have a right to expect that courses would be efficiently taught. There would be less retarding of pupils and hence a direct financial saving.

With the number of schools reduced there would be a saving in operating expenses. In the two districts where consolidation has already been tried out — Matsqui-Abbotsford Area and the Peace River District — this has proved to be true. Savings have been made in fuel, janitorial services and supplies. The travelling expenses of High School Inspectors would be reduced.



Eventually with consolidation the number of School Boards would be lessened, with further saving of travelling expenses, salaries and honoraria to secretaries, and other incidental expenses. It would be possible to save salaries by reducing the number of teachers. This would not work a hardship on the teachers because every year there are several natural retirements in an area as large as the Island. Experience shows that when consolidation is introduced and it is found that fewer teachers are necessary, the voluntary retirements take care of any reduction required.

With the advent of the new course

of study consolidation of high and elementary school has become almost essential. No rural school can hope to provide the organization, equipment and specialists necessary to present it satisfactorily.

The reader is now invited to examine the diagrams representing areas in Vancouver Island that in my opinion lend themselves to effective consolidation.

Chart 2 illustrates the Courtenay Area. On this (and on all the other charts) each large square indicates a high school and junior high that would be formed by consolidation. Each double circle indicates a superior school (a superior school being one where the first two or three grades of high school are taught in addition to the eight elementary grades). Each small circle indicates an elementary school that would contribute pupils to a junior high school. The numbers in the lower half (marked with two asterisks) indicate high school pupils, while the numbers in the upper half (marked with one asterisk) indicate Grade VII and VIII pupils now in attendance that would come to a junior high school. The high school figures are September, 1936, enrolments, while the Grade VII and VIII figures are from the 1935 report.

On Chart 2 we see that Courtenay would have a senior high school of 259 pupils or a senior and junior high school of 597 pupils. This area is already partially served by school buses. With the addition of two more buses the whole area would be efficiently taken care of . The figures between the centres indicate the distance in miles. All of these places fall within the 10-mile radius, the distance best served by a bus system.

At Alberni and Port Alberni (Chart 3) consolidation has already been commenced. These two towns have built a fine senior high school located midway between them. With the organization of a junior high school to embrace the entire valley, a school of 322 pupils or ten divisions would result.

Chart 4 shows a second good centre for consolidation in the Parksville-Qualicum Area. A junior and senior high school located between these centres would serve them both, as well as six or seven other adjoining districts. Such a school would have about 170 pupils, as can be seen from the figures on the chart. There are good surfaced roads, so laid out in relation to schools that the routing of a school bus would be a very easy matter.

Fig. 6. LADYSMITH

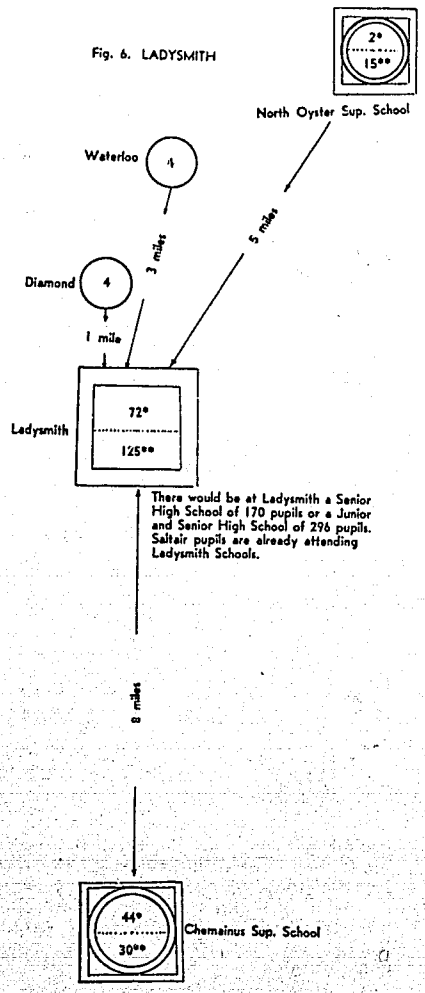


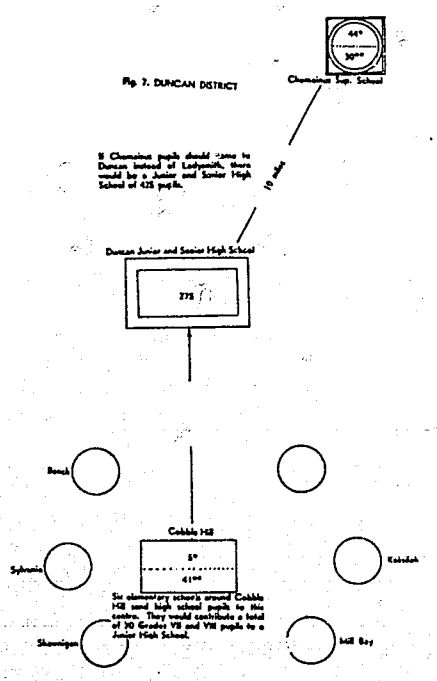
Chart 5 shows the condition that exists around Nanaimo. Seven centres, the majority of them just a few miles from the city, are all attempting to carry out a high school programme either as high schools or superior schools. In addition, there are many elementary schools that would con-

tribute to the already well organized junior high school at Nanaimo City. Such a consolidation would result in a junior and senior high of 817 pupils or a school of about 25 divisions. The roads are good and so located that three or four buses could handle the transportation of the pupils.

With consolidation of the areas around Ladysmith as illustrated on Chart 6 an efficient unit with 296 pupils in attendance at a junior and senior high school would come into existence. Grade XI and XII pupils are already coming from Chemainus to Ladysmith by bus, and Saltair, a district just south of Ladysmith, is already sending all of its pupils to that centre. A small bus from the north would care for the pupils from that end, while another large one operating from the south would be needed to transport all the high school pupils from Chemainus and mid-points.

A junior high school has already been organized at Duncan. If consolidation were extended to include Cobble Hill and the six small schools at present contributing pupils to the Hill High School, a junior high and senior high at Duncan with about 350 pupils could be operated.

No doubt there are in many other sections of British Columbia regions where consolidation is as necessary as it certainly is here on Vancouver Island and could be effected just as conveniently. If all parties concerned give this problem the study it deserves and unite in the promotion of a general policy of the consolidation of high school areas ,the secondary education of children residing in the rural communities and little towns of British



Columbia will be rendered much more efficient and—be it remembered—the reform is compatible with a lessening of the taxpayers' present burden.

RAMBLINGS OF PAIDAGOGOS

THE PSYCHOLOGY OF "JOSH"

NOTHING in the whole range of man's behavior can be brushed aside as wholly trivial and meaningless. Indeed it is often the case that what on a first view seems unreservedly banal takes on, when subjected to closer and more reflective scrutiny, a quite impressive significance. Thus, while hasty pronouncements are dangerous enough anywhere, in the field of human relationships they are fatal. Greatly as one may be tempted to describe a man's conduct as idiotic and himself as an ass, it is wiser (though in all conscience difficult at times) to suspend judgment for five more minutes. Also—though the reader may scorn so mean-spirited a submonition—it is frequently a good deal healthier.

With which careful preparation of the way, I come to the subject of "josh".

How this crude word arose I do not know. It may be derived from Josh Billings of salty memory, or from the verb jostle. It may even be of onomatopoeic origin. What matter? It is at all events a disreputable term eschewed by dictionaries and disdained by purists. But nothing quite takes its place. Banter—perhaps the best synonym—connotes something more refined and less energetic, something airy and a little fastidious. Whereas there is no shade of undue delicacy about josh. It is a downright and uncompromising monosyllable.

Frown upon it as we may, however, josh is the lowest common denominator of social intercourse, the one ground where all people—the wise and the foolish, the gentle and the simple, the old and the young—can meet on terms of equality. Through josh, men forget their accidental differences and remember their essential similarities; they reduce forthwith to the broad level of their reciprocal humanity. Through josh, a street-arab is enabled to converse with an arch-bishop, or a condemned criminal with his executioner. Josh is the breaker-down of barriers, the universal solvent of adventitious distinctions.

Consider the case of the young man, now economically independent, in his dealings with his father. A curious convention forbids him to address his progenitor by his given name; and 'Dad' seems a bit formal—to say nothing of the fact that it smacks altogether too much of deference. So he falls back on such jocular designations as 'Pop' and 'the Old Man', thus maintaining a warm intimacy and at the same time signalizing his emancipation.

Again, josh is invaluable in casual contacts. Men whose antecedents and interests are totally unknown to one another are thereby relieved of the burden of initiating a genuine conversation. It is quite enough, for instance, that one of them hails from Victoria and that the other wears a green tie. They can meet, chat, and part with perfect ease and bonhomie—their political and religious differences are never revealed, their competitive spirit is never aroused.

But this is by no means all. Men who are at daggers drawn in the business or professional sense are able by grace of josh to maintain harmonious relationships. Meeting at the club, they may exchange uncompli-

mentary epithets—such as 'Shyster', 'Pirate', and 'Scoundrel'—in the utmost good taste and with the greatest geniality. No one is ever offended. Indeed, the harsher the epithet, the more manifest the josh and the more delighted the recipient.

There are of course a few unhappy souls who go about the world in deadly earnest, whose dignity is sacred and whose self-importance is in everlasting danger of outrage. To such people as these josh can only be anathema. Cursed with excessive introversion, and altogether lacking in humor, they cannot distinguish josh from insult. Poor creatures! Theirs is the never-ending sense of strain, the perpetual weighing of relative prestige, the bootless insistence upon minutiae of decorum. Unable to bend, they are forever in peril of breaking.

It will be seen readily enough that josh is far more related to humor than to wit. No matter how rustic it may be, it is always characterized by a broad geniality. Moreover, the genuine article is bi-polar—the protagonists alternate in the roles of josher and joshee. It is thus a highly socialized non-purposeful activity unconsciously dedicated to the amelioration of human relationships.

At this point the reader has probably concluded that Paidagogos is off on another of his quaint expeditions, and that the sensible thing to do is to regard the whole thesis with a gently ironic smile. But in taking this view, the reader will be egregiously mistaken. He should know by this time that Paidagogos is a man who is never more in earnest than when he seems to be in jest.

To conclude, therefore, on the true note (and to allay every unworthy suspicion) let us resolve together to see josh as something more than an idle eruption of crude buffoonery or a graceless exchange of impertinences. Let us henceforth have due respect for josh as one of the most profoundly significant constituents of human intercourse. For as the poet might have said:

To josh?—ah yes—enough. Was Hecuba
The wife of Priam? Nay, bid basilisk begone!
This life, this play of shadows, this intent,
This strange, profuse, kaleidoscopic scene—
To josh?—Then prithee, adumbrate no more.

—EXEUNT.

What We Are Reading

SEVERAL hundred British Columbia teachers could report, perhaps somewhat ruefully, that a single book, just recently off the press, is engrossing all their reading hours at present. This is the new *Programme of Studies for the Senior High Schools of British Columbia, Bulletin I.*

As a matter of fact, it is an exceedingly interesting volume. To the thoughtful reader defects will reveal themselves—usually the obvious product of haste or weariness on the part of teachers whose services have been coopted. On the other hand, the teaching body in British Columbia may be pardoned if it experiences a certain pride in the fact that, without much in the way of any evident critical selection, teachers could be found in our high schools who were capable of producing work of such a high order.

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A Geographical Work Book by Dr. Norman Fergus Black has just been issued by J. M. Dent & Sons. This work book was prepared at the request of the Minister of Education based upon representations made at the Easter Convention of the Geography Section of British Columbia Teachers' Federation. It covers completely the Geography I course in the revised Programme of Studies. Price, $1.25.

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MARIAN KEITH: *The Forest Barrier.* (Toronto: McClelland and Stewart, 1930).

On this centenary of the Canadian Rebellion, a very suitable addition to the school library would be a copy of this novel of pioneer days in Upper Canada and the conditions leading directly to that rebellion. In strong clear colors the author portrays the hardships, the tragedy, the heroism, the religious discipline, and the homely pleasures of a little Highland community thrust far beyond lines of communication in the Canadian backwoods by the ambitious British landlord proprietorships of the Simcoe regime. Its tone of colorful realism is broken, in the opinion of this reader, only by one overdone flight of romanticism. One had thought Eliza's flight over broken ice in *Uncle Tom's Cabin* as far-fetched as realities could permit, but in this book the trick is done on horseback!

From the historical point of view, one may say that though the author's sympathies are clearly on the side of the reformers, she has not dealt too unsympathetically with the proprietors as a class. Two minor faults, however, cannot be overlooked. The statement, after the hanging of Miles Hardy, local reform leader, under circumstances remarkably reminiscent of Lount, that "many another gallant reformer perished with him" (page 300), is surely unwarranted since Lount and Matthews were the only two. And what excuse can there be for having a boy in the 1820's reading *Green's History of the English People* (page 50)? John Richard Green was born in 1837 and his *Short History of the English People* was first published in 1874. —J. E. G.

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The most recent book to reach us from the National Home Library Foundation, Washington, D.C., is *War Madness,* by Stephen and Joan Raushenbush; 25c; 190 pp.; cloth bound. The book is based largely upon disclosures made before the United States Senate Munitions Investigating Committee and it makes abundantly evident the antisocial influence characteristic of the international trade in munitions. Perhaps the

book would be more effective, in the case of the average critical reader, if its authors were more dispassionate; on the other hand perhaps no one should be dispassionate in the face of the perils fostered in a perplexed and exhausted world by those whose wealth flows in unrestricted abundance from the exploitation of human fears.

The authors advocate government production of munitions and deal informatively with arguments for and against such policy. They have no faith in the practicability of a wartime conscription of wealth; when the crisis comes the masses will be drafted and will forfeit their civil rights while the urgency of securing a successful issue to the war will always place the government at the mercy of greedy profiteers.

After a chapter devoted to "How we get into wars" comes one entitled "How to stay out of war". The authors believe that the American government should refuse responsibility for the protection of shipments of war supplies; that export trade in materials capable of military use should in wartime be kept down to peacetime norms; that Americans should be forbidden to travel on belligerent ships; that armed merchant vessels should be treated as warships; that taxation on excessive war profits should be deliberately punitive and confiscatory; that declaration of war, except in case of invasion, should involve a referendum; and that causes of friction should be removed by the systematic negotiation of reciprocal trade treaties.

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Theodor Wilhelm and Gerhard Galfe; *German Education Today;* (Terramore Office, Berlin, w.8) 1937.

It is with mixed feelings and conflicting thoughts that the Canadian reader closes the covers of this little book. It takes less than an hour's time to peruse its pages, for the style is fluent and emphatic and the booklet comprises only thirty-nine pages, attractively printed and charmingly illustrated. Dr. Wilhelm, it may be remembered, was mentioned in the June number of this magazine in connection with the editorial duties of "The International Education Review."

As the authors themselves claim in their brief foreword, the booklet is "an attempt, made in all seriousness and goodwill, to let the English-speaking world know what Germany is doing in the sphere of education and why", and in all fairness and sincerity, one can only read the book in the same spirit as that in which it was written.

The first few pages give a very clear summary of "German Educational Ideals". It is pointed out that the purely intellectual basis of education, once so strong in Germany, is now recognized as false, and that, with youth leading the way, the education of the whole man, body and spirit as well as mind, is now realized as essential. The rest of the book then describes clearly and vividly those methods which Germany is using today to provide for her youth "an education such as perhaps a school can never give". The section closes forecasting a controversy in Germany as to the specific part to be played by the school in this new education. It is made clear, of course, that the motive guiding, and inspiring the present-day changes in education in Germany is "service to the nation". The qualities of bodily and mental fitness, will and courage, are aimed at by educators *because* they are the qualities demanded in the service of the Fuehrer and the German people. Although differing in the underlying motive of our educational system, we in British Columbia, with our own

new curriculum and its stress on character education, can read with keenest interest, appreciation, and sympathy this account of Germany's efforts along the same lines.

The next section of the booklet deals briefly with the structure of the German educational system. In the Elementary School the aim of the first four years is naturally one of general "grounding", while in the last four years the school has the two-fold task of developing the pupil as an individual and of "furthering the cause of national solidarity as a whole". Those teachers in our province, who, in the making of the new curriculum, have been struggling with the fundamental aims and purposes of their own subjects, will be interested to learn that, in the upper grades of the German Elementary School, "the aim of the courses in Biology, Geography, and History is to introduce the pupil to the fundamental questions of Ethnology, Heredity, Racial Hygiene, Genealogy, and the Science of Population."

The vocational school which, it is claimed, does away with the unskilled "labourer", the rural continuation schools which are only now being established, the central school, the secondary school and the technical school are all described concisely and clearly. It is noted that one result of the changes in the German school system is the shortening of the school period, pupils now leave at the age of seventeen or eighteen where formerly the leaving age was nineteen or twenty. Certain advantages of this move are commented upon, one being the fact that a German youth will "be in a position to found a family sooner than was formerly possible."

The third and perhaps the most interesting and enlightening section is entitled "School and Hitler Youth". The desire to unite the youth of Germany in the service of the Fuehrer and the nation led to the organization of the National Youth Movement. This group has since come to share with the school and the home the responsibility for education and therefore for the nation's future. Headed by the Reich youth leader, whose status equals that of the highest state officials, "the Hitler Youth supplements the work of the school by steeling the character of the young German, developing self discipline and training the body", respecting at the same time the school authorities and recognizing the importance of the family unit in the new state.

The divisions of the Hitler Youth Movement are described, two for boys and two for girls. The Youth Hostel Organization, the Reich Apprentices' Competition, the Land Year and the National Political Courses, —which aim to make city children conversant with rural life—are all discussed. We learn, too, of the order issued on January 12 of this year, setting up the Adolf Hitler schools for boys of twelve years who have shown outstanding ability in the Hitler Youth Organization. The aims and work of this new school are not disclosed, probably because of its very recent origin.

There are three other interesting features of Germany's newest attempts to develop the character of her youth. The first of these is the Labour Service made compulsory on June 26, 1935, for men (18-25 yrs.). As though anticipating misunderstanding, the authors make it clear that this is neither a disguised military service nor an alleviation of unemploy-

ment, but a duty of honour to be rendered to the nation. The scheme has its economic aspect, naturally, and this is dealt with, but its educational function evidently constitutes its chief value. The kinds of work undertaken, the types of men found working shoulder to shoulder in the camps, and the results which are already apparent in the attitude to manual labour in Germany are discussed by the authors. That the value of this work is realized is indicated by the fact that as early as 1934 the University Students' Organization in Germany made labour service a prerequisite for entrance to university. The Labour Service leaders are carefully selected—as indeed are all the leaders of these new educational groups. They are expected to have not only the ability to enforce strict discipline and order, but also "a fine sense of justice and a fatherly concern for the welfare of the men". They are to be "not merely instructors but real educators."

This brings us to the next section, "The Training of Teachers". The various systems used in Germany since the beginning of the century are outlined and the need for reform, especially in the case of the Elementary School teacher is pointed out. The writers describe for us the new Training College for Teachers, founded in 1933 at Lauerburg and sketch briefly the steps now to be taken by the young German who wishes to become a teacher. The new method aims to produce not "knowledge-mongers" but teachers who will influence the character of the boys and girls and who will indeed be "leaders of youth". It is therefore inevitable that character and personality play a dominant part in the selection of the teacher in Germany today.

The last three pages outline the two steps taken in Germany to bring German children into contact with those of other nations. The first is the exchange system by which, in 1936, seven thousand German children visited twenty-two countries in Europe and overseas. This number was in contrast to the three thousand who went in 1935. Any propagandist or proselytising motive is vigorously refuted by the writers and one cannot for a moment doubt their sincerity. There is also a great increase in the contacts being made by means of school correspondence, 25,000 correspondents having been arranged for in 1936.

The booklet ends on a note of international goodwill, by quoting the words of the Reich Youth Leaders: "European youth can work together on the basis of an understanding which must have as its motto, 'Get to know each other'."

Finally to those who have eyes only for the propaganda and subtle workings of the totalitarian state this little book will be just one more scalp on their belts; to those who desire objectively a short, clear, and extremely readable account of the new education in Germany, it will prove both informative and interesting; and to those of us who are deeply conscious of both the power of education and the potentiality of youth there will come perhaps these thoughts: that this system has perhaps no equal for efficiency, unity, order, and inherent power, and that if such a system were harnessed with equal zeal and enthusiasm to the wheels not primarily of nationalism but rather of internationalism, the youth of

world indeed lead this harassed world to freedom and peace. booklet may be obtained from the Institute of International Education, 2 West 45th St., New York, for 35c.—M. M.

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Canada: The Empire and the League. (Toronto: Thomas Nelson & Sons, for the National Council of Y.M.C.A.'s of Canada, 1936).

"The Canadian Institute on Economics and Politics is a venture in public education. It has met annually since 1932 during the month of August at Lake Couchiching, Ontario, and is sponsored by the Y.M.C.A. acting in co-operation with a number of other interested organizations and groups. The members of the Committee responsible for its programme hold differing views on public policy. They agree, however, in the belief that an informed public opinion is essential if democracy in Canada is to solve its problems. The aim has been to bring together under competent leadership people of all classes, parties and creeds, with a view to promoting mutual understanding and clearer insight into the nature of present-day problems.

"The subject under discussion this year was 'Canada's Responsibility for World Peace', and it is safe to say that never before have Canada's foreign relations been so exhaustively discussed in public, nor under such auspicious conditions of leadership and representative opinion, as was the case during the two weeks of the meetings of the Institute."

These two paragraphs from the Foreward by Sir Robert Falconer, Chairman of the Committee, explain the origin of this valuable study of Canadian foreign policy. Beginning with a handy twenty-two-page summary of arguments and conclusions by Prof. R. A. MacKay, the book contains the principal speeches of the conference and is in three parts: "The World Situation", "The Background of Canada's Position", and "Toward a Canadian Foreign Policy". Those who contributed the principal addresses were Dr. G. W. Brown, of the University of Toronto; Prof. Jean Bruchesi of the University of Montreal; Dr. R. L. Buell of the Foreign Policy Association of New York; Dr. Lower of Wesley College, Winnipeg; Dr. MacKay of Dalhousie; Prof. N. A. M. MacKenzie of the University of Toronto; Mr. Paul Martin, M.P., of Windsor; Dr. John R. Mott of the World's Alliance of Y.M.C.A.'s; Mr. Clifford Sifton of Toronto; Dr. Hans Simons of the Graduate Faculty of the New School of Social Research, New York; and Lord Snell, Leader of the Opposition in the House of Lords and Chairman of the London County Council. The book contains a reading list for further study.—J. E. G.

CORRESPONDENCE

7633 Calumet Avenue, Chicago, May 31, 1937.

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

Please accept our sincere thanks for the very much appreciated compliments you have paid this journal in two of your recent issues. I am very much impressed with the make-up and content of *The B. C. Teacher*. You must have a very progressive clientele.

Sincerely yours,

GLEN W. WARNER, Editor,
School Science and Mathematics.

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Vancouver, B.C., September 1, 1937.

Editor of *The B. C. Teacher*:

Some time ago Miss Colman wrote a series of articles on the school library for *The B. C. Teacher*. It has occurred to me that these might have a further usefulness now that the library is given its rightful place on the curriculum.

Do you not think it would be of help to teachers, especially rural teachers, to have these articles revised and reprinted as a handbook to be sold at cost?

I suggest that a query be run in *The B. C. Teacher* to determine the possible demand. If it proved large enough the Federation might be asked to finance the undertaking as a service to teachers.

LIBRARIAN.

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Osoyoos, Sept. 1, 1937.

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

Why is it considered "better" to teach B.C. and all its works so thoroughly? I do not see that you are any better off if you do know about the canned salmon and the Oliver irrigation ditch. This insistence on things near at hand helps to keep narrowed down the already narrow vision. Few people have any interest whatsoever in things outside their own little circle. How many, by hook or crook, get to see any country besides their own?

Tigers in the jungle will appeal to the interests of the small boy and the small girl. Let us leave lumber and pulp and whatnot alone and concentrate on far places and romantic things, and try to get rid of the parochialism for which we are so well-known.

Then when the romance of far places has taken hold, let us, if we can, inculcate the romance of canned salmon. (Rex Beach, the despised, does it very well in "The Silver Horde".)

For goodness' sake let us look beyond beyond B.C. boundaries. Anyone can find out about B.C. later on in life when it is necessary. But the taste for tigers in the jungle can only be acquired by the very young. There are enough sober citizens. We need a few adventurers.

DOROTHY JOHNSON.

News, Personal and Miscellaneous

THE *B.C. TEACHER* has received from Miss Elizabeth P. MacCallum a nine-page mimeographed bulletin of "Teachers' Aids" brought up to date this last spring. Seventeen of the publications listed deal directly with the League of Nations; five are devoted to the activities of the International Labor Office. The others provide material on subjects of current interest, general suggestions to teachers, periodicals and so forth. Prices are conspicuously low. If you are concerned regarding your responsibilities in the discussion and interpretation of current and national affairs and have not received a copy of this bulletin, *The B.C. Teacher* advises you to communicate with Miss Elizabeth P. MacCallum, Literature Service, League of Nations Society in Canada, 124 Wellington Street, Ottawa.

SCHOOL ACTIVITIES, extra-curricular activity magazine edited by Harry C. McKown and published at Topeka, Kansas, which has heretofore confined itself to the activity interests of high schools, will from now on include the elementary school in its scope and purpose.

A FORTY-EIGHT-PAGE manual of teaching aids for high schools which are presenting good driving instruction or courses in traffic safety has just been published by the National Bureau of Casualty and Surety Underwriters. The manual is entitled "A Teacher's Manual—Designed for Use With 'Man and the Motor Car'." It is intended as a practical instruction supplement to the National Bureau's 256-page text book, "Man and the Motor Car", published nearly a year ago, and has been issued in response to ent requests from many of the 5000 gh schools in 26 states which have now inaugurated automobile driving instruction or traffic safety as part of their regular curriculum.

The Teacher's Manual sells for 15 cents. It was prepared under the editorial direction of Dr. Herbert J. Stack, Director of the National Bureau's Education Division, and a large committee of educators and traffic safety authorities.

It contains 16 units of instruction, each one of which presents a group of text questions, several problems relating to the lesson, a number of student activities, and a broad list of supplementary references. Each unit contemplates one hour of instruction or more.

In addition to a preface by Dr. Stack and an introduction, there is a liberal text of suggestions to teachers on how to conduct the driving courses. Such points are covered as: teaching driving skills and attitudes, the possibilities of getting outside help from judges, police authorities, automobile dealers and others, methods for vitalizing safety, visual aids such as motion pictures, lantern slides, talking slide films, the availability of teaching materials and many other teachers' problems. A reference section lists all publications of known value to the course. The manual contains seventeen large photographs, each dramatizing a particular unit.

THE Department of Public Instruction for Pennsylvania, through the August Issue of *Public Education*, its monthly bulletin, calls attention to an amendment of the Pennsylvania school law which constitutes a major victory for those who have been fighting for fair play and security in the matter of teacher tenure. The new law provides:

"That no contract in effect on the date when the Act was approved shall be terminated except in accordance with the procedure set forth in detail in the Act; that all employees under contract shall be given new contracts, the contents of which are set forth in detail in the Act; that any employee who has been dismissed may appeal from the decision of the board and may demand a *de novo* hearing before the Court of Common Pleas; that there shall be no involuntary demotion of any professional employee except as a result of a hearing; and that none of the provisions of the Act may be waived either orally or in writing."

EDUCATION WEEK

IT was decided at the Canadian Teachers' Federation Convention that Canadian Education Week for this school year will be held in February. The suggestion to hold it earlier in the year to coincide with the holding of the American Education Week, met with opposition from the delegates from the eastern sections of Canada, the earlier part of whose school year is already crowded with activities.

DR. ETTER BECOMES SUPERINTENDENT

THE B. C. TEACHER congratulates Dr. Harold C. Etter, a former member of British Columbia Teachers' Federation, upon his appointment as Superintendent of Education for Manitoba.

Dr. Etter goes to a post created under legislation passed at this year's session of the Manitoba Legislature. He will take over active direction of educational affairs from the deputy minister of education and in the early future he will issue instructions for the reorganization of the Department. Mr. Etter's pleasing personality, wide knowledge, and progressive ideas, assure Manitoba of a place educationally among the foremost Provinces of the Dominion.

After graduating in Agriculture at the University of British Columbia, Mr. Etter took his M.A. here and taught in different schools in this province. He was at one time principal of the high school at Port Haney. Later he served on the staff of the high school at Chilliwack. During the past year he completed his Ph.D. work at Teachers' College, Columbia University, where at the same time he was engaged in the training of instructors for the C.C.C. camps of the United States. His Ph.D. thesis dealt with *"The History of Educational Development in British Columbia"*.

MR. W. M. Armstrong, formerly of Magee High School, now of King Edward High School, Vancouver, has returned from a thoroughly enjoyable year spent in Hawaii as an exchange teacher. In the early future *The B. C. Teacher* hopes to lay before its readers an interesting account of Mr. Armstrong's observations. He tells us that the race problem has taken on new aspects, in so far as he is concerned.

The second Honolulu teacher to come to Vancouver on exchange is Mr. F. McDonagh, this year attached to King Edward High School, Vancouver.

THE marriage took place in Rossland on July 3rd, of Maurice P. Des Brisay of Point Grey Junior High School to Betty Mae, only daughter of Mr. and Mrs. Frank L. Buckles of Rossland. Mr. Des Brisay is a former member of *The B.C. Teacher* Editorial Board and to him and his bride the present board wishes much happiness.

ANNOUNCEMENT was made during the summer vacation period of the appointment of Dr. Hugh M. Morrison of Lord Byng High School as an inspector of schools for B. C.

Dr. Morrison is a graduate of U.B.C. He secured his Ph.D. at Clark University. For the past year he has been studying at the University of Chicago.

Dr. Morrison will enter upon his new duties with the hearty good wishes of members of British Columbia Teachers' Federation.

HIGHLIGHTS OF THE WORLD NEWS

THE Pattullo Liberal Government was returned to office in British Columbia on June 1. The party standing was: Liberal, 31; Conservative, 8; C. C. F., 7; Labor, 1; Independent, 1.

The Macdonald Liberal Government was also returned in Nova Scotia—Liberals, 25; Conservatives, 5.

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It was revealed on June 20 that Japanese interests had purchased more than $1,000,000 worth of timber on Vancouver and Queen Charlotte Islands, also a deposit of iron ore on the latter, which they propose to ship directly to Japan.

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Sir Robert Laird Bordon, Canadian statesman, died on June 10 in his eighty-third year.

Sir James Matthew Barrie, British dramatist and novelist, died June 19, aged 77.

Marquis Gugliemo Marconi, Italian inventor of wireless telegraphy, died in Rome on July 20. Only 21 when he made his great discovery, he was 63 when he died.

Sir Charles Saunders, whose Marquis wheat has played so important a part in the growth of Western Canada, died in Toronto, July 25, aged 70.

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Personnel of a Royal Commission to investigate the economic basis of Confederation in the light of 70 years of social and economic history was announced August 14, as follows: Hon. Newton W. Rowell, Chief Justice of Ontario, chairman; Hon. Thibaudeau Rinfret, Justice of the Supreme Court of Canada; John W. Dafoe, Editor, Winnipeg Free Press; R. A. MacKay, Professor of Government, Dalhousie University; and Henry F. Angus, Professor of Economics, University of British Columbia.

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Considerable aviation history was made during the summer. The first complete air survey of the projected Trans-Canada Airline started at Vancouver on July 8. Hon. C. D. Howe, Minister of Transport, landed there July 30, 17 hours 11 minutes from Montreal by the same route. On July 8 the landing of the Imperial Airways clipper "Caledonia", near Montreal, forged a new link with Britain. On July 16 it landed at Foynes, Ireland, 12 hours 20 minutes from Botwood, Nfld., where on the same day the "Pan-American Clipper III" landed 16 hours 22 minutes from the Shannon River on its return trip.

Three Soviet fliers arrived at Oakland, Calif., from Moscow on June 21 in the first trans-polar flight. Repeating the trip they reached San Jacinto, Calif., on July 14, 62 hours 17 minutes and 6262 miles from Moscow. On August 13, however, Alaska pilots were seeking four Moscow pilots long overdue at Fairbanks. They have not yet been found; nor has the Amelia Earhart round-the-world flight, last reported in mid-Pacific on July 3.

Agreements were signed between The Netherlands and Australia on June 22 for a Java-Australia airline and between Portugal and the Union of South Africa for a line from Johannesburg into Portuguese East Africa.

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A Civil List to provide annuities for the King and other members of the royal family during the present reign passed the British House of Commons on June 1, 199 to 123.

The Duke of Windsor was married to Wallis Warfield at Monts, France, June 3.

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Prime Minister Neville Chamberlain said on July 3 one of his chief aims was to make Britain so strong "that nobody dare treat her with anything but respect". Mussolini and Hitler have made similar declarations on behalf of their respective countries.

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The 1937 Imperial Conference came to a harmonious close on June 15 without having done anything more spectacular than resolve to extend British sovereignty in the Antarctic.

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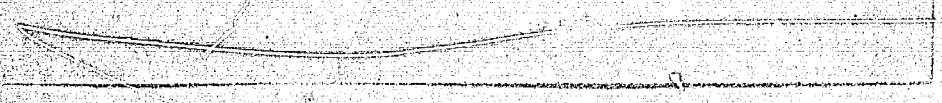
In the Irish Free State elections on July 1 President De Valera's Fianna Fail was returned in 69 seats, exactly half the Dail. The other half was distributed, 48 to Fine Gael (Cosgrave), 13 to Labor, 7 Independent, and 1 Independent Labor. The vote on the new Constitution, which would practically withdraw the Free State from the British Commonwealth, was: For the Constitution, 686,042; against, 528,296; spoilt ballots, 110,000.



The proposal to grant an amnesty to persons who have spent some twenty years in prison for pro-German activities during the war, led to a demonstration by 4000 veterans in Brussels, followed by seven hours of street fighting on June 23. After the Minister of Justice had been mobbed at Mons and the King of Belgium's appeal for law and order had failed to quiet opposition, Premier Van Zeeland accepted the Minister's resignation on July 12.

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On land in war-torn Spain, insurgent forces made the greatest advances during the summer, but in air combat Government fighters seemed to be gaining. General Mola, insurgent leader in Northern Spain, was killed in an airplane accident on June 3 and replaced by General Davila. His forces took Bilbao the week-end of June 18-21 and by mid-August most of the Basque province was in their hands. Government forces made important advances west of Madrid, July 6 to 11, but Insurgents made similar advances midway between Madrid and Valencia at the month-end and northeast of Madrid during the first week of August.

General Franco said on July 8 he regarded withdrawal of foreign volunteers as "impossible". Italy on June 13 issued an official casualty list showing 495 of her "volunteers" in Spain had been killed, 1994 wounded, and 260 missing. On June 23 it was claimed Italian airmen had downed 218 Spanish aircraft in the civil war.

Four submarines joined the German fleet patrolling Spanish waters, June 2. On June 6 Italy agreed in principle to joint action if her patrolling ships were attacked, but reserved the right to take independent reprisals. On June 23, after their withdrawal from the non-intervention patrol had been announced, Germany sent another battleship into Spanish waters and Italy announced its fleet would remain to prevent munitions shipments to Government forces only. On July 29 Spain reported five government ships atacked by submarines.

The Spanish Government on August 12 made it an offence to molest a priest of any religion in the administration of a sacrament.

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Germany's war with the Catholic Church in June involved the arrest of Father Mayr, popular priest of Munich, on June 5. He lost both legs as a German officer in the World War. On June 8 authorities announced 160 priests had been sentenced and suspects were being brought in more quickly than courts could deal with them.

At the beginning of July most of the outstanding leaders of the Protestant Evangelical Church, including Dr. Martin Niemoeller, war-time submarine commander, were arrested. While followers demonstrated on August 8, his trial was postponed for lack of evidence. Dr. Dibelius was found not guilty.

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Victims of Russia's anti-"Trotzkist" purge include eight of the highest officers of the Red Army shot on June 13, and a number of high officials of the Soviet news agency. The suicide of the president of the White Russian Soviet Republic followed closely his denunciation by the party and the arrest of 45 of his colleagues, while the suicide of two youth leaders was attributed to newspaper attacks. More than 120 spies in the service of Esthonia and Poland were officially announced "liquidated" on July 2. The shooting on August 11 of 72 alleged railway wreckers in the far eastern U. S. S. R. brought the total of such executions in that area to 320.

The secret ballot for all citizens over 18 was legally adopted by the U.S.S.R. on July 9.

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British proposals in a Royal Commission report of July 7 to divide Palestine into three parts to separate irreconcilable elements met with much opposition from both Jews and Arabs. In the case of the latter it was found necessary to suspend publication of two papers and raid the headquarters of the Higher Committee in Jerusalem. The House of Commons on July 22 referred the proposal to the League of Nations, whose Mandates Commission on August 2 decided to investigate the whole question including the British administration.

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After Lord Linlithgow, Viceroy of India, declared on June 21 Governors were obliged to act on the principles of responsible government except in certain responsibilities, the Indian National Congress party was invited to accept office in all six provinces where it had a legislative majority.

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Farouk I, aged 18, was invested King of Egypt on July 29, the first independent monarch since Cleopatra.

Iraq's military dictatorship, dating

from last October, collapsed on August 16 after the assassination of the dictator five days earlier.

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Japan's political crisis passed June 1 with the inauguration of the Konoye government.

The army's industrial plans involve trebling Japan's industrial output by 1943, chiefly in the heavy and chemical industries, it was announced on June 24.

More than one-fourth the officers of the Salvation Army in Japan withdrew on June 11 to form a rival army and purge the ranks of British influence.

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While Japanese troops performed "routine" manoeuvres at Fengtai, impartant railway junction south of Peiping, Chinese attacked them on July 8. The Japanese immediately closed in on the ancient capital and demanded withdrawal of Chinese troops from the area, punishment of all officers concerned. absolute suppression of all anti-Japanese movements, and co-operation against communism. Before the middle of August practically the whole of the Peiping-Tientsin area was under Japanese control while hopes of localizing the struggle there were shaken by a clash between Japanese bluejackets and Chinese in Shanghai on August 13.

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Constitutional government was restored to Brazil after 19 months of martial rule on June 17 on the eve of a presidential election.

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Mexico will expropriate and reorganize the National Railways with compensation to foreign bondholders, President Cardenas announced June 23.

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Birth control was unanimously recognized as proper medical practice by the House of Delegates of the American Medical Association on June 8. On June 10 the Federation of Catholic Physicians' Guilds denounced the decision as "paganistic".

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While strike-closed subsidiaries were being opened with the aid of fully-armed police with "war experience" Chairman Tom Girdler of Republic Steel told authorities with much profane emphasis he would never sign an agreement with the C. I. O. The National Labor Relations Board on June 27 issued legal complaint against the Ford Motor Company and on June 13 against Inland Steel Corporation for refusing to bargain with workers' organizations. Secretary of Labor Perkins on June 29 admitted failure of mediation in the face of the refusal of Republic, Bethlehem, Inland and Youngstown Sheet and Tube refusing to bargain.

—J. E. G.

ANNOUNCEMENT!

THERE will be a meeting of all who are interested in taking extra-sessional classes at the University this year, in Arts 100, on Tuesday, September 21st, at 5 p.m.

TEACHERS!

★ Prepare for Promotion

Plan to take one or more courses in the Evening Schools opening October 4

SUGGESTIONS

Mining Engineering
Photography
Automobile Mechanics
Radio Telegraphy
Psychology
Mathematics
Gregg Shorthand
Pitman Shorthand
Engineering
Keep Fit Classes
Cabinet Making
Diesel Engineering
French
German
Spanish
Russian
Swedish
Science
Typewriting
Accounting
Current Events
Geology
Commercial Art
Drafting

Two Courses are offered this year in Education, at King Edward High School

MODERN EDUCATIONAL PRACTICE, on Tuesdays, and THE CHANGING SCHOOL, on Thursdays. by Mr. T. P. Hall of the Vancouver Normal School.

Copies of the new Night School Syllabus are available at the School Board Office, 590 Hamilton Street.

W. K. BEECH, Director of Night Schools