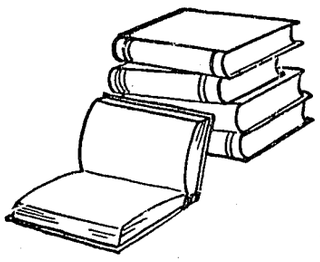
THE B·C· TEACHER



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

VOLUME XVI JUNE, 1937 NUMBER 10

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PRACTICAL ARTS NUMBER

VANCOUVER, B. C.

THE B. C. TEACHER

Official Organ of the B.C. Teachers' Federation

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VOLUME XVI: RETROSPECT, PROSPECT AND VALEDICTORY

IN the case of journals addressed to school men, June numbers are rather a problem. Teachers are tired. Final examinations are playing the devil with those things all and several with which final examinations have enacted a similar Satanic role ever since Japheth opened a school for the sons of Shem. The vacation is clamourously announcing that it stands impatient at the door. Many schools are closed before the day arrives upon which in more normal months the teachers' magazine is published. Everybody concerned is admittedly or unadmittedly a bit fed up with matters pedagogical and inclined to be understandingly merciful in judging clergymen who greet their own vacations with the ejaculation: "*Deo volente,* I shall neither preach nor pray for the next six weeks".

In which circumstances, what is the poor Editor to do? Curl up like a despairing worm in mid-pavement, gloomily resigned to the inevitable?

That, or try to produce a number so good as to compel attention. Such was our policy last June when we issued our special 1935-1936 Art and Music number. That experiment proved so successful that the Magazine Committee, in October last, gave judgment in favour of similarly specializing on the Practical Arts in June of this year.

We hope that the articles submitted by their colleagues will command the interest and approval of all specialists in the Practical Arts; but it is not they that the Editorial Board had specially in mind. There are others whose necessity is greater than theirs.

All over British Columbia there are teachers whose official duties force them to do what they can in the way of teaching handiwork of various kinds but who sorrowfully realize that they are far from being specialists in these fields. Such teachers, as we hope, will find much of suggestion and encouragement in papers submitted by colleagues who by virtue of

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more thorough training and wider experience, have earned a place of leadership among teachers of the Practical Arts.

There is a third and still larger group for whom this number should render a special service. It is made up of those many teachers who know precious little about the Practical Arts except that they are no longer to be sneezed at. All intelligent teachers of the older branches now realize that these newer subjects are here to stay. In face of all sorts of prejudice and ignorance and misunderstanding, they have successfully established their place in the curriculum, by sheer merit of their contribution to educational progress. It is high time that we all knew what the Practical Arts signify and connote. If they are to function with maximum efficiency and if the more traditional branches are to be taught with like maximum efficiency, there must be more understanding, more co-operation, more—much more—real integration of the curriculum.

There is much variety in style and subject matter among the articles devoted to the Practical Arts and further variety is provided by other contributors. Professor Soward's dissertation is very timely. Paidagogos is happily with us as usual. Others of the general articles we think conspicuously good. Dr. Coleman, himself a poet much beloved, offers his interpretation of the meaning of poetry and poets. There are reviews for the reviewsily inclined, news for the newsily inclined, and letters for those who enjoy sampling our correspondence.

For what you are about to receive, may peacock-tended Juno, in whose honour this smiling month is named, the patroness of women and the guardian of our finances, make you, if not truly thankful, at least generous in judgment.

* * * * *

TO this month's issue we are appending an Index to Volume XVI and teachers will find that it repays study. If you, O reader, find that your particular department or special professional interests have not been adequately represented in our columns, the remedy for such defect is in your own hands.

* * * * *

SO far as *The B. C. Teacher* is aware, the Editorial Board for 1937-1938 will be made up of the same persons whose names have appeared on page 1 of every issue of the magazine for some time back, except that Mr. L. A. Wrinch, now a member of the Vancouver staff, is to be replaced by Mr. D. G. Morrison, of Port Coquitlam. At the Annual Meeting of the Magazine Committee in Easter week Mr. Morrison was elected to the Board with special responsibility for rural schools. At the same time Miss Mary D'Aoust was re-elected on the basis of her qualifications as a specialist in Primary Work. The British Columbia Secondary School Teachers' Association and the Elementary School Teachers' Department honoured their representatives, Mr. F. C. Hardwick and Mr. F. A. Armstrong, by similarly re-electing them.

* * * * *

THE Magazine Committee for 1937-1938 will include Mr. Vito Cianci, Art Section; Mr. S. Cox, Commercial Section; Mr. L. J. Fisher, English Section; Miss Margaret Fothergill, Social Studies Section; Mr.

F. C. Hardwick, Visual Aids Section; Mr. R. C. Harris, Geography Section; Miss Florence Howden, Home Economics Section; Mr. A. H. Hutson, Moderns Section; Miss G. I. Mockridge, Science Section; Mr. F. Rolston, Practical Arts and Industrial Science Section; Mr. J. E. Smith, Mathematics Section; Miss Day Walker, Latin Section; and Mr. P. E. Wilkinson, Rural Section; Mr. S. J. Bryant and Miss Florence M. Henderson, Intermediate Grades. As yet we have not been advised who have been chosen as representatives of the B. C. Principals' Association, the Guidance Section, the Physical Education Section, and various committees of British Columbia Teachers' Federation.

* * * * *

CONTRIBUTORS of special articles, reviews, news items and letters have numbered well over 100. A dozen or more additional articles, many of them of outstanding excellence, are still on file for use next autumn. But for the conspicuous loyalty of a few veteran contributors, and of certain outstandingly progressive schools, it would sometimes have been very difficult to provide the variety of reading material with which *The B. C. Teacher* endeavours every month to supply its readers. Good progress has been made, however, in building up a more widely representative corps of contributors, and when volunteers, especially volunteers resident in the more distant parts of the province, come with an unsolicited contribution, the Editorial Board rises unanimously to call them blessed.

* * * * *

RETROSPECT, pleasant; increasingly so the further it recedes into the past. Prospects, bright. Now for Valedictory. It will be brief.

The B. C. Teacher wishes its readers the happiest of holidays, during which it hopes they will remember this journal in manner so friendly that in the autumn a flood of magazine articles will sweep this way.

* * * * *

TO his colleagues on the Editorial Board and to the other members of British Columbia Teachers' Federation Magazine Committee, the Editor offers appreciative thanks for a good year's work well done. To those of them who will not be officially associated with the magazine in 1937-38, *The B. C. Teacher* says a friendly "Au revoir".

OBITER DICTA

PROFESSOR F. H. Soward's place in the foremost ranks of Canadian publicists specializing in international affairs is universally recognized and *The B. C. Teacher* is very glad once again to welcome him as a contributor to its columns. Readers who heard Professor Soward's radio address on May 6 will not be among those least glad to have before them, in the more permanent form of a magazine article, his reflections upon Britain's international position and policies as George VI receives the formal homage of his people and the greetings of the world. We are also indebted to the Canadian Broadcasting Corporation for permission to publish Professor Soward's address, with such revision of tenses as the lapse of a few weeks has made necessary.

OUR MAGAZINE TABLE

THE *International Education Review* (6 issues annually; 12 Rm.; single copies 2.50 Rm.; Weidmannsche Verlagsbuchhandlung, Berlin, Germany) is a recent arrival at Our Magazine Table. The journal is issued by Dr. Alfred Baemuler, Professor der Philosophie und politischen Pädagogik an der Universität Berlin, with the collaboration of Dr. Paul Monroe, Director of the International Institute of Teachers College, New York, the editorial duties apparently falling chiefly upon Dr. Theodor Wilhelm, Berlin W. 15, Lietzenburger Strasse 5. In every issue there are articles in English and French, but German is the dominant medium. However, to each German article there is appended a résumé in English and French and a similar résumé in German is provided for articles published in English or French. The editors announce that the review depends wholly upon the subscriptions of its readers and ask the sympathetic support of all who may look with friendly eyes upon the interchange of educational experiments and thoughts between different nations and who—like *The B. C. Teacher*—believe that such interchange will be a stimulus to educational advancement and peace throughout the world. The very fact that Dr. Baemuler's official title is incapable of being translated into idiomatic English is evidence of the pressing need of patient collaboration among the educators of the world if they are to understand each other. To multitudes of scholars belonging to the generation which I represent, the Great War was peculiarly hateful because to them it was spiritually a civil war. The English-speaking peoples felt that Germans were their near-of-kin and between our own universities and theirs the paths were always well beaten. With those multitudes of the older generation and many other younger men I share in grief over the unnecessary cruelties of the Treaty of Versailles and the follies of subsequent international policies, and over the calamitous results that these have involved. Our German colleagues should realize that our affection for the Germany that produced the poets, philosophers, scientists and musicians whom we looked upon as our own, despite differences of language, is the very thing that embitters our misgivings in relation to a Germany that, to us, seems no longer true to her best self. It is only by the courteous, patient and candid interchange of ideas that we and our German contemporaries can hope to restore the happy relations which formerly prevailed. *The International Review* would carry more conviction if it were less obviously the spokesman of the new German officialdom and more obviously the interpreter of the free thought of free individuals to whom the right of disagreement is as precious as the duty of obedient collaboration with "the powers that be". However, the *Internationale Zeitschrift Fur Erziehung* is undoubtedly a journal of real importance to serious students of education and to others interested in the international reciprocity of ideas. The current issue features comparisons between the German National politische Erzeihungsanstalt and the English Public School, a critical study of the work of John Dewey, the Development of German Education 1935-36, and other important topics.

The *I. P. I.*—also known as *Informations Pedagogiques Internationales* and *Internationale Paedogogische Information* (*7*, Square Grange, Paris 13) is a similar three-language journal, to which *The B. C. Teacher* has frequently directed the attention of its readers. It is published in twelve numbers, with a total of about 1000 pages, at $5 per annum. From month to month our department devoted to Miscellaneous News is very deeply indebted to this invaluable source of authentic information as to what is going on in the international educational world. The current issue includes a report upon recent educational developments in Denmark; data bearing upon the activities of the "Rural Education Near East Foundation" which is seeking to carry vocational instruction into Bulgarian and other Balkan villages; a brief and rather illuminating review of topics discussed in recent educational conferences in Great Britain; and notes from Czechoslovakia, Russia, Germany, China, Roumania, Norway and other lands.

* * * * *

In the space available it is impossible this month even to mention the many other important publications that come regularly to Our Magazine Table and with which it has been the policy of *The B. C. Teacher* to render its readers increasingly familiar. One may be permitted, however, to remind all parties concerned, and especially those teachers who contemplate widening their professional reading in 1937-1938, that in the March issue of *The B. C. Teacher* there was published a consolidated list giving the names, addresses and subscription rates of very many of the most important professional magazines available to the teaching body.

B.C.T.F. AND KINDRED ASSOCIATIONS

LOCAL HISTORY IN BRITISH COLUMBIA

"*An Opportunity and a Need.*

Many exploratory trails have been blazed across the forest of British Columbia history but much work remains to be done. In order to make the writing of the history of our province as comprehensive as possible it is necessary to have a broad perspective combined with specific local details. These local details should be accurate and should fit into the general picture. The task is too great for any one historian but can be accomplished by co-operation. What is needed is a series of local groups organized under a general committee". —DR. W. N. SAGE, The University of British Columbia.

* * *

The University of British Columbia Summer Session Students' Association, as a representative body of teachers from all sections of the province, believes that it is peculiarly fitted to assume the responsibility of organizing such a general committee as that mentioned by Dr. Sage. The Association therefore has gladly offered its services to Dr. Sage and, under his direction, has prepared a tentative scheme by means of which local history can be collected. Briefly stated, this scheme consists of a general committee, a score of district committees, and numerous local committees. Teachers will, for the major part, form these committees, but allowance is made for the assimilation of those outside the profession who might be interested in the project.

Naturally such a scheme requires the aid of many persons and it is to this end that this article has been written. In boldly requesting your support the Association promises you in return a live, interest-creating motive for your Social Studies lessons.

Should you wish to learn more concerning the project kindly address a line to Alex. F. Robinson, Secretary of the Summer Session Students' Association, care of The University of British Columbia.

TEACHERS AVAILABLE FOR EXCHANGE

THE recently formed University Association of British Columbia Teachers' Federation is interested in the possibility of arranging for an exchange system for teachers attending the University of British Columbia, who wish to teach again for a while before completing their degrees. They believe that there will be other teachers who wish to come to University for a period and that exchanges could be arranged to mutual advantage. The members of the Federation who are now at the University and who wish to take positions for the coming year are listed below:

J. Margot Bate, First Class; Normal graduate 1935-36 of Vancouver Normal School. Home address: 466 Albert street, Nanaimo.

Karl K. Knapp, First Class; 3 years experience at Kingcome Inlet. Home address: 5961 Overhill Dr., Los Angeles.

Catherine Ball, First Class; Normal graduate 1935-36 of Vancouver Normal School. Home address: Box 200, Michel, B. C.

L. W. Greenwood, First Class;

Normal graduate of 1932-33. Address: 535 East Fiftieth Avenue, Vancouver.

May Reston, First Class; Normal graduate 1935-36 of Vancouver Normal School. Address: 4859 Inverness street, Vancouver.

Margaret Windt, First Class; 4 years experience; Summer School courses in Primary and Social Studies. Home address: Smithers.

ELEMENTARY TEACHERS' DEPARTMENT

THE new Chairman of the Research Committee of the Elementary School Teachers' Department is Miss M. Mossey of Vernon, B. C. Requests for material should be made direct to the new Chairman. In making remittances teachers are requested to use postal notes as far as possible. To send receipts for stamps or loose change would entail additional expense and work for the Research Committee.

A great deal of helpful material is on hand at the present time. It is hoped to have a full list published in the September issue. Watch for it. In the meantime send in your suggestions, comments, and prepared units.

At the last meeting of the North Okanagan Teachers' Association it was decided to undertake a definite project for the coming year. The Association voted to act as the Research Committee. The work promises to be interesting and profitable. The committee is determined to carry on the excellent work begun by Mr. McMichael and his committee of last year.

* * *

The Executive of the Elementary School Teachers' Department met at Vernon on June 5th.

WORLD WAR VETERANS

DURING the recent Convention the Returned Soldiers' Group of the British Columbia Teachers' Federation held an organization meeting in the Hotel Vancouver, and formed a permanent committee, of which Mr. R. T. Edwards of South Slocan was named president, and Mr. Harry J. Feakes of New Westminster as secretary.

The following resolution was passed:

"That a register be compiled of all returned men who are at present teaching in the province, giving the name, address, age, and service of each returned man enrolled, and that the General Secretary be asked to obtain this information and re-

port to the Chairman of the Returned Soldiers' Group" .

All returned men are requested to send the General Secretary, British Columbia Teachers' Federation, the information called for in the above resolution.

PARENT TEACHER FEDERATION

By MARGARET M. DELMAGE

EARLY in January a letter from our organizing department was sent to each school inspector of the province, seeking co-operation in the extension of our work. This letter was in the form of a questionnaire to discover whether other organizations interested in child welfare were operating in the various districts, and, if not, whether there would be opportunity for Parent-Teacher organizations.

The replies received were most gratifying. Almost every one of the nineteen inspectors expressed cordial approval of our work, and the hope that more associations would be formed in the near future. Many helpful suggestions were offered and names of interested people submitted.

As a result organizing material and other literature has been sent to 51 teachers and to a number of parents who would like to establish Parent-Teacher Associations in their districts. We also sent organizing material recently to Saskatchewan, Quebec and New Brunswick in response to requests from teachers in these three provinces.

Several school principals who expressed an interest in our work stated that they felt the Provincial Parent-Teacher Federation was not interested in the remote sections of the province. We hasten to correct

this impression. We are *especially* interested in the schools and children, the teachers and parents in places remote from the large centres. Our aim is to have a Parent-Teacher Association in every school district.

Lack of funds makes it impossible to send a representative to outlying points; but information and literature will be sent anywhere upon request. Our various departments also provide many helpful suggestions for building and maintaining interest in the work.

Our purpose is to promote child welfare in home, school, and community; to encourage study clubs among parents, and to develop between educators and the general public such united efforts as will secure for every child everywhere, the highest advantages in physical, mental, and moral development.

HISTORICAL SOCIETY

AT its final meeting for the closing season the Graduate Historical Society laid interesting plans for next session. In 1937-1938 the general topic will be "Nationalism in the Far East". The Society will consider such matters as the transition from feudalism to capitalism in Japan and the Japanese Foreign Policy; the emergence of Chinese nationalism; policies and trends in Manchukuo and Mongolia; nationalistic movements in Siam, the Phillipines and the Straits Settlements; religious conflict as a barrier to Indian unity; the problem of rural India and of the decline of the British Raj; and at a dinner meeting a guest speaker will address the members and their friends on "Asia and the Pacific". Those interested are invited to communicate with Miss Molly Root, Corres-

ponding Secretary, 1729 Acadia Avenue, University Hill, Tel. Pt. Grey 203.

* * *

PROBLEMS OF PRINCIPALS

THE Executive Committee of the Principals' Section of British Columbia Teachers' Federation reports that geographical representatives have been appointed throughout the province with instructions to suggest administrative problems as features of the agenda at fall conventions and other gatherings. Plans are being laid for a special 1-day convention of Lower Mainland principals to be held this coming autumn. Arrangements are in the charge of Messrs. S. D. Meadows, N. D. MacDonald and W. R. McDougall.

* * *

CONSULTATIVE COMMITTEE OF B. C. T. F.

AT the meeting of May 15th Messrs. T. W. Woodhead (chairman), E. S. Sims, J. H. Sutherland and H. E. Blanchard were appointed a committee to make a preliminary study of matters pertaining to teacher training and to submit recommendations regarding further action in connection with this problem.

After long and careful discussion, the General Secretary was instructed to write to Vancouver School Board stating that the Federation wishes to discuss with it some fundamental principles involved in recent appointments.

Messrs. Morgan, Burnett and Steeves were named as a Teachers' Pensions Committee with power to add to its membership.

The amended constitution of Victoria and District Teachers' Association was approved.

The General Secretary reported in some detail upon three cases involving the principle of security of tenure. This is the kind of news that is really news, but your reporter is compelled regretfully to suppress it. The very things in connection with which the Federation renders its most valuable services are things essentially confidential in nature.

The attention of the Consultative Committee was called to an application for advertising space in *The B. C. Teacher* on behalf of one of the political parties. The committee placed upon record as a statement of general policy a resolution affirming the principle that the organ of British Columbia Teachers' Federation should be free from political advertisements.

BRITISH COLUMBIA TEACHERS' FEDERATION
SECTION OFFICERS FOR 1937-1938

	CHAIRMAN	SECRETARY
B.C. Elementary Teachers' Department:	Mr. H. K. Beairsto, Vernon, B.C.	Miss H. L. Cryderman, R. R. No. 1, Vernon, B.C.
B. C. Principals' Association:	Mr. S. D. Meadows, 2757 West 43rd Ave., Vancouver, B.C. Vice-president: Mr. W. R. McDougall, 155 Windsor Rd. E., North Vancouver, B.C.	Mr. N. D. MacDonald, 1564 Balmoral St., N. Westminster, B.C.
B. C. Secondary Teachers' Association:	Mr. F. Abner Poole, 4570 West 14th Ave., Vancouver, B.C.	Mr. W. Alsbury, 2604 East 6th Ave., Vancouver, B.C.
Secondary Teachers' Art Section:	Miss U. F. Hall, 1627 West 37th Ave., Vancouver, B.C.	Miss K. Elliott, 1242 Melville St., Vancouver, B.C.
Secondary Teachers' Commercial Section:	Mr. S. Cox, 2936 Victoria Dr., Vancouver. B.C.	Miss K. Andruss, 2615 Ash Street, Vancouver, B.C.
Secondary Teachers' English Section:	Mr. Lacey J. Fisher, 1901 Pendrell Street, Vancouver, B.C.	Mr. Ian F. Douglas, 550 Campbell Ave., N. Westminster, B.C.
Secondary Teachers' Geography Section:	Mr. H. Northrop, 3408 West 37th Ave., Vancouver, B.C.	Mr. Innes Macdougall, 4735 Osler Ave., Vancouver, B.C.
Secondary Teachers' Guidance Section:	Mr. V. W. Mulvin, 3912 West 20th Ave., Vancouver, B.C.	Mr. A. J. Dodd, 3906 West 12th Ave., Vancouver, B.C.
Secondary Teachers' Home Economics Section:	Miss Ellen Crimmons, 5288 Granville St., Vancouver, B. C.	Miss Nora Vicars, 236 W. Twelfth Ave., Vancouver, B. C.
Secondary Teachers' Latin Section:	Mr. John A. McCharles, 6628 Sperling Ave., Vancouver, B.C.	Miss Day Walker, 139 West 21st St., North Vancouver, B.C.
Secondary Teachers' Mathematics Section:	Mr. J. E. Smith, Sherman P.O., West Vancouver, B.C.	Mr. A. C. Gauthier, 1749 West 59th Ave., Vancouver. B.C.
Secondary Teachers' Moderns Section:	Mr. W. Harry Hickman, 2122 McNeil Avenue, Victoria, B.C.	Mr. Albert A. Hards, 3413 West 21st Ave. Vancouver, B.C.
Secondary Teachers' Physical Education Section:	Elected in September.	
Secondary Teachers' Practical Arts and Industrial Science Section:	Mr. W. Auld, 3993 West 21st Ave., Vancouver, B.C.	Mr. L. E. Cantell, 3677 Renfrew St., Vancouver. B.C.
Secondary Teachers' Rural Section:	Mr. J. M. Thomas, Cobble Hill, B.C.	Mr. P. E. Wilkinson, Chemainus, B.C.
Secondary Teachers' Science Section:	Mr. E. L. Jenks, 1115 Dublin Street, N. Westminster, B.C.	Mr. H. H. Grantham, 3476 West 14th Ave., Vancouver, B.C.
Secondary Teachers' Social Studies Section:	Mr. E. R. Chamberlain, 235 West 6th Street, North Vancouver, B.C.	Mr. R. K. Found, 3463 Oak Street, Vancouver, B.C.
Secondary Teachers' Visual Aids Section:	Mr. J. K. Keenan, 1825 West 11th Ave., Vancouver, B.C.	Mr. F. A. Poole, 4570 West 14th Ave., Vancouver, B.C.

The Coronation and the International Situation

By F. H. SOWARD, *University of British Columbia*

THE roots of British policy lie deep in the past. If, with the recent Coronation in mind, we wish to assess Britain's international position, it can best be done by placing it in relief against the background of policy on previous occasions for national rejoicing.

Let us begin with Britain's position forty years ago when the streets of London rang with cheers as the stately procession moved towards St. Paul's Cathedral to render thanks to God for the sixtieth anniversary of the reign of Queen Victoria. Then the celebrations deliberately sounded the imperial note, a policy for which Joseph Chamberlain, father of the new Prime Minister of the United Kingdom, was largely responsible. It was he who attempted at the colonial conference held during the Jubilee to create a centralized empire, and who found his most determined opponent in Sir Wilfred Laurier, only recently made Prime Minister of Canada. The pride displayed in the wealth and extent of the empire and the haughty disregard for the foreign policies of other powers, reflected in the constant use of the phrase "splendid isolation" to define Britain's position, has led a French scholar to describe the Jubilee as "a gesture of defiance flung by England to the nations of the world". An English critic wrote later that whereas Queen Victoria was herself the centre of the loyal enthusiasm of 1887, in 1897 the toast was "Our Noble Selves". This swagger of self-satisfaction did not escape the brooding eye of a poet who expressed in verse his concern. On the day following the great celebration, Rudyard Kipling published "The Recessional" in which he reminded his countrymen of the virtues of "an humble and a contrite heart", warned them that "all our pomp of yesterday is one with Nineveh and Tyre" and sternly rebuked those who, drunk with sight of power, loosed "wild tongues" uttering "frantic boast and foolish word".

Kipling's forebodings were justified. In two years' time Britain was at war in South Africa, and the Black Week of military reverses at the outset stung the nation's pride. Like a searchlight the war itself revealed the unpopularity of Britain in Europe. Still the veteran Prime Minister, the Marquis of Salisbury, clung to his conviction that Britain needed no ally and could rest secure behind the sure shield of her navy and the chalk cliffs of Dover. When in 1901 his Foreign Secretary, Lord Lansdowne, was discussing with German diplomats the prospects for an Anglo-German alliance, he wrote in opposition: "Count Hatzfeldt speaks of our isolation as constituting a serious danger for us. Have we ever felt that danger practically? . . . It would hardly be wise to incur novel and most onerous obligations in order to guard against a danger in whose existence we have no historical reason for believing". But his colleagues thought differently and the following year with the help of his nephew, Arthur Balfour, soon to become Prime Minister, they turned British foreign policy into a new course. The coronation year of King Edward VII saw Britain and Japan allied together in the Far East in an effort to preserve their interests against Russian aggression. In Europe Britain still lacked

friends and it was significant that at the Coronation naval review in August only four foreign men of war, two Japanese, one Portuguese and one Italian, paid their respects to the new king. King Edward shared his minister's doubts about the splendor of isolation and, though never the terrible uncle of Europe as pictured in the German comic papers, played his part, as the gracious visitor to France in 1903 in helping to pave the way for the Anglo-French entente of the following year.

During his brief reign the Anglo-Japanese alliance was renewed, despite Russia's eclipse in the Far East, while Britain and Russia also concluded an entente modelled upon that with France. Thus the Triple Entente appeared in Europe as the counter-weight to the Triple Alliance of Germany, Austria-Hungary and Italy, which had been Bismarck's creation. Unhappily, as we know from bitter experience, the Balance of Power never remains long in equilibrium and towards the end of King Edward's reign German statesmen were restive at their country's diplomatic position while some British experts viewed with invincible distrust the halting efforts made to end the Anglo-German naval rivalry.

When King George V was crowned in June, 1911, the Prime Ministers present from the overseas dominions knew from the discussion in the Imperial Conference which had just concluded that the European situation was disturbing. For the first time a British foreign secretary lifted, for their benefit, the veil of secrecy which surrounded foreign policy, though it had been made clear that his revelation was given as a matter of courtesy and not of right. Sir Edward Grey told the delegates that it was the naval question which underlay the whole of British policy in Europe and that if there were trouble in which Great Britain were involved it would only be to prevent the command of the sea from being lost. He spoke only two years after the first aeroplane had flown the English Channel and when soldiers of the calibre of Marshal Foch regarded it as unimportant in warfare. On Germany Sir Edward commented gravely in a manner that is peculiarly apt today. "If Germany is content with the great strength that she is getting to have, that strength which will make her so strong that there is no question of any power or group of powers in Europe provoking a quarrel with her, then everything will go well. If she were to use that strength, which I do not for a moment suppose she would, to obtain the dominating Napoleonic position in Europe, then I think there will be trouble".

Trouble came sooner than the gloomiest could have expected. Early in July a German gunboat dropped anchor at Agadir on the Moroccan coast as a blunt warning to France that she must give Germany compensation before expanding her colonial empire at the expense of Morocco. Before the month was out, while the British foreign office pressed vainly for German explanations, British officers were holding military conversations with the French staff and Mr. Lloyd George, then Chancellor of the Exchequer, uttered his famous warning to Germany. Britain, he said, would never allow herself, where her interests were vitally affected, to be treated "as if she were of no account in the Cabinet of Nations" and "peace at that price would be a humiliation intolerable for a great country like ours to endure". After anxious weeks when war seemed almost

certain the crisis passed with the nations, in Grey's phrase, recovering from their "fit of political alcoholism". But aching heads and injured feelings remained. In the British foreign office a high official wrote to his colleague in Vienna: "Paul Gambon (the French ambassador in London) considers that even if negotiations succeed a conflict will by no means be improbable within the next two or three years. The bitter feeling against us will necessitate our being constantly on the watch. The future therefore is not very bright".

In three brief years Europe stumbled from crisis to catastrophe. With the World War there came the end of an era and the passing of European domination over the entire globe. Yet Britain emerged from the struggle with her king more deeply entrenched in his people's affections than ever before. While thrones toppled in Europe and political upheavals produced more republics than in South America, the British monarchy remained unshaken.

As our new king mounted his throne on May 12 he surveyed a world in which, as Mr. Baldwin said recently, there has been no such movement of ideas since the Protestant Reformation and the French Revolution. Out of the confusion of the past twenty years Fascism and Communism have emerged, ideas so alien to British principles of government, that, again to quote Mr. Baldwin, "you cannot graft them on our system any more than you can graft a Siberian crab on to an oak". These ideas govern the destinies of almost three hundred millions of people, mould their minds with the new forces that create a mass consciousness, and claim their bodies from the cradle to the grave in the service of the state. The clash of their armed philosophies has made civil war infinitely more horrible in Spain and has forced Britain and France, fearful of a world crisis, to adopt a policy of non-intervention new to the principles of international law. The expansive and explosive force of Fascism has destroyed the independence of a native people in Africa and has gravely undermined the strength of another new idea, collective security. Out of the Abyssinian war has come the first real strain upon Anglo-Italian relations, reflected in the refusal of Italy to send, as is customary, a member of the royal family to attend King George's coronation.

With Germany, since the advent of Herr Hitler, British official relations have remained correct, despite the strain placed upon them by repeated denunciations of treaty obligations. It was even possible to negotiate in 1935 an Anglo-German naval agreement which removed one of the pre-war sources of contention. But an air agreement—and Britain knows now that her island position is no longer a guarantee of security—has not been attained and the Locarno treaties have been destroyed by Germany's remilitarization of the Rhineland. British uneasiness about the uncertain policy of a country whose leader boasts that he goes his way in trance-like consciousness along that path that destiny provides, is apparent. When this year Britain began to rearm at a rate unparalleled in peace-time and when, for the first time, appropriated more men for her air force than for her army, the chorus of approval from states like Sweden, Denmark and Holland spoke volumes for the attitude of Ger-

many's neighbors. If official Britain is guarded in its comments, British public opinion frankly voices its dislike of the Nazi methods of terrorism as applied to its opponents. Perhaps that is why, despite earlier announcements, such a leading Nazi as General Göring did not attend the Coronation and in his stead Germany sent a professional soldier, Marshal von Blomberg. Japan has sent a member of the royal family, Prince Chichibu, who recently passed through Canada, but he could not come as the delegate of an ally, or as representing a fellow-member of the League of Nations or from a state which is a partner to any scheme of naval limitation. Over the Pacific there floats, in Shelley's words, "the awful shadow of an unseen power" which renders the tasks of diplomacy difficult in that region. From the Far East came another delegate whose country had just become a republic in the year King George was crowned. Dr. H. H. Kung, the Chinese minister of finance, is rumored in Shanghai to bring not only China's greeting but also her hopes for a loan to develop South China, where British economic interests are rapidly increasing.

To the foreign minister of France, M. Delbos, will have been extended an especially warm welcome, as the spokesman for a nation once again bound with Britain in a friendly entente, more precise than in 1911, which is designed to protect the liberties of Western Europe against unprovoked aggression. He has met in London a fellow foreign minister, Maxim Litvinoff, the Soviet Commissar of Foreign Affairs, whom Mr. Eden visited two years ago, and whose marked diplomatic skill will doubtless be exercised to retain, perhaps even to strengthen, Anglo-Russian co-operation. Central Europe had two important leaders present. The boy king of Yugo-Slavia was represented by his uncle, Prince Paul, and he may be able to enlighten Britain about the significance of the recent Italo-Yugo-Slav agreement which seems to drive a wedge between the members of the Little Entente. Its principal architect, Dr. Benes of Czechoslovakia, cannot be present now that he has succeeded his former teacher, Dr. Mesangh as president of the Republic, but the Prime Minister, Dr. Hodza can scarcely fail to remind Britain that his state alone among the new governments of Central Europe has kept faith with democracy and now stands more than ever before in need of sympathy and aid. From the United States of America, through Mr. Gerard, came warm greetings of another Anglo-Saxon liberty-loving people whose strength and goodwill Britain gladly acknowledges. On May 12 in millions of homes John Bull and Uncle Sam listened in upon a coronation service in a language common to both.

Immediately after the Coronation the statesmen of the British Commonwealth have met in Imperial Conference to discuss their common problems, of which foreign policy and defence are admittedly the most urgent. There will not be as a background for their deliberations the vainglorious pride of forty years ago which Kipling so justly condemned. In its stead may there be a sober and stalwart determination that the ideals for which we British peoples have stood throughout the ages shall not perish from this earth, and a quiet resolution to preserve in free and friendly partnership what has served us so well in the past.

RAMBLINGS OF PAIDAGOGOS

OF CONVERSATION

THERE was doubtless a time—since we are forever being reminded of it—when people sat down and talked to each other with a quite remarkable brilliancy and zest. Their conversation is invariably held up to our rueful admiration as having been pungent, pithy, and profound. Their wit crackled, their wisdom was effulgent, and their learning thundered. Whether they drank coffee or quaffed port, these legendary heroes lacked not one conversational excellence. Swift, Addison, Pope, Johnson—when shall we look upon their like again!

We are given to admitting, readily and with an odd want of conceit, that conversation in these latter days is a vanishing art. We supply reasons, such as the hustle of modern life and the invention of contract bridge. We agree, almost as a matter of course, that we are lazy creatures at bottom who find it easier to arouse interest by bidding four spades than by producing a noteworthy comment on the current scene. We grant that we have no time either to read or to think: we acknowledge our ignorance in the region of facts and our extenuation in the region of originality. Reduced to such a strait, even Johnson would surely have been dumb!

It would be well though, before altogether conceding the field to the coffee-drinkers, to inquire just what conversation is. If we are to be found wanting—and the indications point that way—then by all means let the thing be done with an appearance of objectivity. Let a definition be given and an inference drawn.

To set off negatively: conversation is not a mere exchange of flippancies and banalities; it is neither unipolar nor competitive, and it is not didactic. What then? I submit that it is the sustained exploration of a subject of common interest by persons meeting on terms of reasonable equality; that it tends rather to discussion than to argument; that it is characterized by a generous and courteous pooling of resources. If this definition be sound, then the good conversationalist must be a man of broad interest, of becoming deference, of rich experience, and of keen mind. Moreover, he must have acquired friends of a like nature—for in this field more than in most, practice is essential to proficiency.

So much for the definition. As for the inference, the reader can draw that for himself. If the art of conversation has been correctly analyzed, he has only to run back over his own experience and to apply the analysis to his own case. "From going to and fro in the earth and from walking up and down in it", he should surely have gathered enough material for the making of a just comparison between past and present. (I only hope that he does not check the source of the above quotation too closely!)

There is—and here I go a little aside—a curious aspect of the subject that is worth considering: the odd circumstance that the more lucid and exact a man's thought processes are, the more circumscribed is his conversational range. A paradox if you will, but one that can readily be resolved.

The man of lucid and exact mind is immediately uncomfortable upon realizing the vagueness of his own knowledge; he is clearly aware of the defective premises that make it impossible for him to express a sensible opinion—let alone to formulate a valid conclusion. Knowing quite well, for example, that he is not in possession of all the relevant facts underlying the Spanish situation and the Social Credit theory, he is impelled by his own logic to say little when these subjects arise. Distressed by gaps and guesses that bemuse his thinking in such areas, he prefers mental integrity to an idle display of adroitness. Being no conjurer, he brings his rabbits out of the hutch and not out of the hat.

This circumscribing of his conversational range is, of course, in no important degree a handicap. In the field of his own specialty and in the wider arena of his interests, he can bring both clarity and zest to the sustained exploration of fermentative ideas.

Regard by way of contrast the untrammeled range of the vague or illogical man. Unaccustomed to discriminating between fact and wish, and without the means of supporting a constructive line of thought, he can distinguish neither his ignorance from his knowledge nor his directness from his deviation. All subjects are alike to him. He will expatiate on world politics or on primitive religion with as much confidence as he will discuss the weather. Yet apart from the routine that affords him a livelihood he is incapable of three consecutive statements. Worse than that, he judges everyone else's mind by his own, and interprets everyone else's reflective activity in terms of his own; he has a moronomorphic (forgive me!) conception of man in his mental aspect.

All of which reads a little spitefully now that I look at it again—but the reader (being perhaps a bit of a psychoanalyst) can soften down the harshness of the paragraph by discovering in it certain traces of a compensatory mechanism. Be this as it may, I still hold that some people are best fitted by nature to maintain a comprehensive silence—a silence broken occasionally by requests to pass the butter or to supply the correct time.

But I must return, in closing, to the main point at issue, to the alleged ineptitude of modern conversation. Can such a dogma really be upheld? Somehow I think not. I doubt very much if Alexander Pope and Samuel Johnson were conversationalists within the terms and in keeping with the spirit of our definition. They were notoriously assertive and impatient men; urbanity was not one of their leading characteristics; they spoke and the earth trembled. It must have been a tremendous experience to listen to their oracular pronouncements—but who in Heaven's name ever found it possible to talk to them?

Frankly, the power of animadversion that resided in such men cannot be adduced as an argument to prove the decline of present day conversation. The world still abounds in positivists and oracles, and will doubtless continue to do so for many a day. But these people cannot converse. What sensible man would choose a prophet or a pundit for his fireside companion? I submit though—and this is the very core of the matter—that he is poor indeed who cannot claim to possess a reflective and amiable friend.

THE POET CONFIDES*

By H. T. J. COLEMAN, *University of British Columbia*

SOMETIMES I write with the stub of a pencil
On the back of an old envelope,
Or an old scrap of paper
That I fish up out of an inside pocket.
And sometimes I write on decent paper
With pen and ink.
But always I write (when I write truly)
With my heart's blood.

And it is not I that write,
At least it is not the man
Who bears a conventional name,
And sometimes wears evening clothes,
And has a street address and a telephone number,
And is mentioned in Who's Who.
The one who writes is a very different person,
He has been warmed by the suns of a million summers,
And chilled by the frosts of a million winters,
And gone naked in the jungle,
And followed dim trails through primeval forests,
And suffered indescribable agonies and experienced unimaginable joys,
Before streets or telephones or the banalities of publicity were ever thought of.

No! I am not the person you take me for,
But so different, indeed, that you might not care to shake hands with me if you saw me truly,
Yet I hope you could pity me even if you could not love me,
For I am the soul of man.

*Selected, with the author's kind permission, from his second Poetry Chapbook, 1928; The Ryerson Press.

High School Health

A. B. Thompson, Trail High School

THE authors of the "Programme of Studies for Junior High Schools" have asked for criticism of the course during this, its experimental year. A few comments on the Health section of the programme might be appropriate at this time.

Unit III. of Health III deals with the subject, "Alcohol and Habit-forming Drugs". Since the practice of drinking has been removed from the bar to the home and the dance hall and appears to have received a social sanction which it formerly lacked, it appears that the use of alcohol by young persons is becoming dangerously common. With its apparent sanction by society coupled with the late high school leaving age of nineteen or twenty, it shows promise of presenting a new problem in high school discipline. The schools, whose duty it is to mould the minds of young persons against this growing evil, have before them a very grave responsibility and a problem which requires extreme care of solution.

The aims of the school as outlined in the programme of studies leave little room for improvement but the means of attaining these objectives can stand careful revision. By introducing the subject of alcohol in the Junior High School a very definite premium has been placed on the approach through the medium of statistics and from a moral rather than a scientific point of view. Neither of these are likely to be very effective in moulding the opinion of the student against alcohol and drugs. Besides, what a student is "told" in Junior High School is quite unlikely to affect any decision he might be called upon to make four or five years later when he meets the problem of alcohol face to face. In defence of placing the subject on the Junior High School course, it might be argued that a delay would deprive the students who leave school early of this important part of their education. True. But, for the most part, the student who leaves High School at an early age or leaves the Junior High School only when he has become too old for the company of children is not very likely to derive any benefit from a lecture on the subject. In fact it may do harm by arousing a sense of repulsion. "If teacher says it is bad, I'm going to try it". The loss to the few would be more than offset by the benefits to the many resulting from the approach to the subject from a physiological rather than a moral point of view and at a time when they can understand it. Alcohol and other drugs affect primarily the nervous system, the circulating system, the liver, and the kidneys. The Junior High School student, according to our programme, has not become acquainted with the anatomy and physiology of these parts of the body. He cannot possibly understand the effect of alcohol on them.

In the opinion of the writer, the subject should be discussed following the study of the anatomy and physiology of the parts of the body which it affects. The study of the nervous system might be followed by a Unit of work dealing with alcohol and drugs and their effects upon mental health, character, economic welfare, accidents, social position, insanity, recovery from disease, heredity. If a young person of seventeen or eighteen years is taught how the nervous system is constructed, how it works, how delicate it is, and how the health and functioning of all the other

parts of the body are dependent upon it for control, then he can understand why alcohol is injurious to the body. If he knows that the formation of a habit involves a definite change in the synapse so that he can only through concerted effort break the habit once it has been formed, he is likely to strive to form habits which are going to improve his happiness. If he knows that the stimulation of the nervous system by potent drugs, alcohol, tobacco, tea, or coffee must be followed by a slowing down of its activities; if he knows that the stronger the stimulation, the greater the danger, he will be able to appreciate information which should act as a deterrent. In the case of potent drugs, he will be able to appreciate the reason for the development of the addict and the long, painful treatment necessary to effect a cure. He will also readily see the relationship of drugs to crime.

Mr. L. J. Clark, in his article in the November issue of the *"B. C. Teacher"* made some valuable suggestions for the Senior High School programme. With most of his suggestions the writer agrees, but cannot subscribe to the suggestion that greater emphasis be placed on the teaching of Hygiene at the expense of Anatomy and Physiology. The stated purpose of the programme is to cause the students to live their lives so that their minds and bodies will be as healthy as possible. The person who knows the elements of which the body is composed, who understands that these elements have to get to the cells to supply material for new cells, who knows that the energy of the body depends upon the oxygen supply, that the products of metabolic processes are poisonous wastes, etc., doesn't have to be told to use a well-balanced diet, to keep the blood circulating through exercise, to keep his lungs in health through postural and breathing exercises, to bathe frequently, and to regularly eliminate wastes. The mother who knows how teeth are constructed and the materials of which they are made doesn't have to be told the benefits of proper food and regular dental inspection for her children. The parent who knows the anatomy and physiology of the eye will not neglect the warning of the School Health Officer that the child's vision is defective. Teach anatomy and physiology, and the hygiene will pretty well look after itself.

The subject of disease requires careful treatment. The students should certainly become familiar with the cause of disease, the body's defences, acquired immunities, and his duty to himself and others to acquire immunity to such diseases as diphtheria and smallpox. He should know how to keep up his resistance to such diseases as tuberculosis and how to protect others. Too much emphasis on diseases in general and on tuberculosis and cancer in particular is likely to cause young persons to become neurotic and therefore should be avoided.

The final year in Senior High School might well be devoted to the development of interest in preventive medicine. Here will be found those students who will become community leaders. They should be thoroughly convinced of the benefits of adequate public health service, and of cooperation with public health departments. They might well be indoctrinated with the idea of health for all regardless of ability to pay. They should know the dangers of self medication and should be thoroughly "immunized" to fraudulent advertising of "cure-alls". No high school graduate should be willing to test with litmus to see if he requires a much advertised alkali beverage!

MUSICAL HERESIES

By HELEN BASKERVILLE, *Toronto*

I AM asked to write down some of those things, which, as the outcome of my years of experience in teaching Public School Music, I judge may be helpful to other teachers. I am glad of the opportunity. We all blunder so much in learning what to rely upon and what to avoid in our teaching, that the natural sequence of practical experience should be the passing on of lessons learned, to others. In what I can say, I am limited by two factors. The major part of my teaching career has yielded me only city experience, and that in senior classes.

In all teaching, the aim must be kept in view. As in other subjects, the main aim is to give the pupil power,—power to produce music in after life, on his chosen instrument, as a vocalist, and most frequently, in choirs. Perhaps the aim second in importance should be appreciation of the right kind of music.

When you hear the kind of musical programme that seems to be the only one capable, nowadays, of filling an auditorium, and bringing funds for good causes, you wonder how much progress we have made in general musical appreciation. But school choirs, I know, really help there. Members of my own school choirs have frequently told me of being disgusted with the class of music chosen by musical associations, which they had joined tentatively. Radio should help; but I do not think its place is in the schools, except in districts where children have no possibility of hearing a radio in the home. For one thing, we have no time for it; and for another, its very essence is passivity for the child, which does not in the least help him to face life. Musical appreciation as an aim has always the danger of encouraging passivity; and at least in Toronto, we have too much of that. The worst defect in our educational system in Toronto is the perpetual serving up of entertainment for the child. Plays, songs, stories, follow each other in a dreary, deadly, monotonous procession, and make our young citizens face life looking only for a good time, and not for opportunity for service to others.

If we achieve the main aim, that of giving the child musical power, we largely achieve the other. Through our sight-singing exercises, we try to develop individual musical power. Now I am going to confess at the start to some heterodox findings. Only to the veriest beginner of a teacher, should a school time-table be anything but suggestive. Personally, in a senior class, I can do nothing in a ten or fifteen minute lesson. It is not worth clearing the desk for. I like at least half an hour, often three-quarters. So I take that period, day after day, until I get two months' exercises finished, and a couple of songs. Then the music is put aside for a month, except for a song as a pleasant break in the day. Properly managed, no part of your class will be constantly singing during the lesson.

In September, a big part of the work in senior classes must be the organizing of the class for three-part harmony. In doing this, when you find pupils who cannot follow a tune, do not hesitate to weed them out. Tell them this is not their particular talent—that, undoubtedly, they have

some other ability whereby they can serve their day and generation; but, for music period, they can help most by just looking pretty and reading at the back of the room. This division into alto and soprano takes so much time that the other work in music for that month has to be lessened. In fact, we have too many songs for each month as it is. I never did nearly all the assignment of songs. I used my good judgment, and was trusted by the supervisors, because they knew my musical education and the results I achieved. But for a teacher beginning her career, with reputation all unmade, the excess of the assignment is maddening. It is the same in the whole curriculum. Supervisors and inspectors are themselves driven, I expect. If they do not produce some change in the curriculum periodically (and it is generally an addition, in the frills) they feel they are not live wires. When shall we be permitted to believe that anything that now is can possibly be so good that a change might be no improvement? When that day of sanity returns the teachers will be better able to retain their health and reason, and the children, not irritated by teachers striving to make bricks without straw, may come into their own.

This overplus of work per month leads to a practice, all too common of late in the teaching of sight-exercises,—a practice which completely frustrates the purpose of those exercises. In order to save time, the teacher sings the exercise with the class, than which nothing could be poorer work. For all that is achieved the teacher might as well be singing "Yankee Doodle" with them. The child's profit and his pleasure, like your own, lie in the feeling that, with each lesson, he has gained greater power to sing at sight with no one helping him. And only so can we help to make him a useful member of the adult choir that may, in mature life, bring so much joy to him.

Prepare one line, or even only two bars of the exercise to be learned in the usual way; that is, by having it recited in syllables, doh, re, etc., recited to time-names, then to syllables in correct rhythm. Then give the pitch, and have them think the passage while you beat time audibly; finally, have them sing it aloud. Always aim at ability towards the end of the year, or earlier, to sing absolutely at sight, without these steps of preparation. And no matter what happens, find your way out without singing a note with the class. I do sometimes sing alto when, after the parts are learned separately, there is difficulty in sustaining the part against the melody.

In almost all the work I have the class sit two in a seat. It gives courage in attacking new work. Then I work towards individual singing at sight. Have competition between one row singing new work, and another row singing other new work. Then ask for volunteers to sing a new passage alone. If you handle the situation well, there will be no more self-consciousness than in reading English.

Ear-exercises in which the teacher sings to "ah" a musical phrase, and the class identifies the syllables, is a treat. I found it quite an advantage that, in doing this work, the class could hear that their dear teacher had only a useful, and not an ornamental voice. If she didn't mind singing alone, with no better equipment, why should they hesitate?

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The Art of Speech

L. M. NOBLE, L.R.S.M., *The George Jay School, Victoria*

THE statement has been made that Conversation is a lost art, referring chiefly to the subject matter. Real speech seems to be falling into the same category. How delightful it is to listen to someone who really has something to say, and who can say it with a pleasing voice and clarity of diction. But alas, how often are we disappointed—chiefly in the latter—and that even in high places!

One of the most pleasing surprises the writer can recall was when listening to George Bernard Shaw. Instead of hearing a voice similar to his boisterous dissertations on certain subjects, there came a most delightful tone, with distinctly clear and beautiful enunciation. Perhaps it was the contrast to what was expected that impressed his speech on my mind. Whether is was cultivated or acquired I cannot say; but if natural, what a gift!

Not many of us, however, are endowed with these gifts without spending time on their development. Some people fear lest training in speech should make us sound stilted or pedantic. A baby learning to walk has trouble with his feet until their action becomes automatic, after which to think of his feet causes him to stumble. So with the art of speech, until its requirements are mastered they cause us to stumble but we must carry on until our voice production becomes "a thing of beauty and a joy forever".

This necessity for speech training is perhaps a child of our "civilization" radio, motion picture, and newspapers, all of which we consciously or unconsciously imitate. However, the fact remains that a great majority of people no longer speak clearly, and if our language is to be preserved, steps must be taken to train the young in the art of speech, before good diction becomes entirely lost.

This subject should be part and parcel of every oral lesson, where either teacher or pupil or both must use his or her vocal powers. It requires no further argument to stress the part it should therefore play, or the attention it should receive on the curriculum.

Our motto should be: "Make Every Child Speech Conscious, Until Good Speech Becomes a Habit".

Before we as teachers can make a child conscious of anything, we ourselves must have acquired the knowledge necessary to its correct presentation, whether the actual teaching be formal or incidental. This may require detailed study, but even after that has been accomplished, self-criticism on the part of the teacher is vital since he or she must in every word spoken set the standard to be maintained. This standard of those to whose care is entrusted the development of good Canadian speech must without doubt be of the highest calibre.

Since children are born imitators the onus of correct speech rests with the classroom teachers, and particularly with the primary teachers, who shape the destiny of the child's school life.

Grades in Physical Education

By GEO. D. JOHNSON, *Point Grey Junior High School*

THE problem of giving grades in physical education has always been a source of worry to teachers of physical education as it is difficult to determine just how to give a grade in all fairness to the pupil. With this thought in mind I feel certain that a system of grading can be worked out that will be as fair as possible to all concerned.

In giving grades in physical education, I believe that the tests should be as varied as possible, including written tests on rules of the games in which practical tests are given, and a mark for sportsmanship, which includes attitude, conduct, dress, etc. A total of the marks of these tests will give a very fair grade for the pupil.

Before a test is given it is made certain that all pupils are taking the test under as like conditions as possible, that each class has been given instructions, and that all pupils know what has to be done to obtain certain points.

Tests should be given when the teacher feels sure that the pupils have had sufficient time to become familiar with the method of scoring points in the tests to be taken, as well as having had time to become fairly efficient in the work required of the grade taking the test. As to when the tests should be I refer you to the Programme of Studies on activity time allotment. The number of tests depends on conditions under which physical education is carried out, and how much time the teacher feels should be spent on tests in each activity, in which the pupils take part.

Tests in the following skills should be given according to the grade in which the pupil is in and the tests made more difficult each year, as these skills do not depend so much on age, weight and height of the pupil as to the experience he has had in playing the game.

SOCCER—1. Heading; 2. Trapping.
VOLLEY BALL—1. Serve; 2. Return.
BASKETBALL—1. Spot shooting; 2. Dribble and shoot; 3. Speed.
SOFTBALL—1. Catching; 2. Batting.

The following is an example of how to give and score a test in Volley Ball serve.

First Year: Five serves from the server's position on the court serving so the ball lands within the boundary lines of the opposite court. For each

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Piano sales are on the increase. Music in its active form, is on the return. Undoubtedly our public school teachers have a big share in this desirable reflux. Courage! Remember, no less virile a man than Browning says:—

"I know not, if, save in this, such gift be allowed to man,
That out of three sounds, he should frame, not a fourth sound, but a star."
and
"God has a few of us whom he whispers in the ear,
The rest may reason and welcome; 'tis we musicians know."

—From *The Educational Courier.*

serve correctly placed the pupil should score ten points making a possible of fifty points for the test.

Second Year: Same serving position as for first year. The court into which the pupil is serving should be divided in two sections, and score ten points for each serve placed in the court into which the pupil says the ball will land.

Third Year: Same position as for first and second years, but divide the opposite court into three sections scoring ten points for each serve correctly placed.

It is understood, of course, that the general rules of any game in which a test is being given should be observed.

Over a period of years I have given tests to several hundred boys using the exponent system as found on pages eighty-two and eighty-three of the Programme of Studies for Junior High Schools. After finding the classification number of each pupil divide them into four divisions of approximately equal numbers as midgets, juniors, intermediates and seniors. When the classification number and division of each pupil has been found it is not difficult to score tests in track and field events, throw for distance, rugby punt for distance, etc., using the chart found on page 112 of the Programme of Studies for Junior High Schools. For all tests of this kind let the mode equal 100 points, and if a pupil is able to go above the mode in his division he receives more points accordingly while the same holds true if he falls short of the mode; i.e., if a junior boy jumps six feet and two inches in the standing broad jump he receives 104 points, while if he jumps only five feet and 10 inches he receives 96 points.

To find the letter grade for each pupil change the score—which is the total number of points made in the tests by each pupil—and keeping each grade separate give the top 5 per cent A, next 20 per cent B, next 15 per cent C+, next 20 per cent C, next 15 per cent C—, next 20 per cent D, and bottom 5 per cent E.

There have been many charts made for the classification of pupils according to the exponent system, but I believe the best chart is one that has been worked out over a period of years by the teacher in charge of physical education, and each school should work out its own method of grading because one standard set of tests will not necessarily do for all schools since conditions vary so much in different parts of city or country.

I believe that the ideal method of scoring is to score the pupil on his improvement between the first and second test. But I also believe that too much time may be spent in giving tests. Since a physical education grade has to be given I think that each physical education teacher has to work out his or her own system which I am sure will prove satisfactory if every possible care is taken to give tests that will keep all pupils working and trying to improve their physical education grades.

Physical education is not a new subject, but it is just in recent years that it has been given a prominent place in our educational system, and as there is much to be done in promoting this side of education it behooves all teachers of this subject to do their utmost to keep it a constant, and at the head of the list of subjects as set down in the Programme of Studies.

THE PRACTICAL ARTS

TRANSLATING A PHILOSOPHY INTO PRACTICE

By H. A. JONES, *Technical School, Vancouver*

I DID not select the title of this paper. It was wished on me by the Editor because he likes short titles and the one I should have preferred he seemed to think too reminiscent, in length at all events, of seventeenth century theological tracts. However, the task that I have set myself is that of indicating how, in actual practice, the philosophy underlying the new curriculum in the practical arts and sciences may be put into practice in high schools of British Columbia.

A teacher in a technical school has the opportunity of viewing, on the one side, the school system, and, on the other side, the organization of industry; and in the opinion of the writer the greatest respect must be shown to Industry when judged on the following points: organization, leadership, research, advertising, vocational guidance, practical teaching methods in relation to employees and the public, internal discipline, up-to-date equipment, correlation and coordination between departments.

Dr. H. B. King presented us with the philosophy underlying the new curriculum for high schools and his leadership and quick insight into the technical interpretation and application of the new plan were very stimulating to those of us who have been serving on curriculum committees. The plan has been worked out in detail and copies have been sent to teachers of metalwork for their criticism. Mimeographed copies of drawings and job sheets have been made for all the options. The Department of Education authorized the formation of a pool to prepare and print material and sent out copies for immediate use in the schools. This service to teachers of the practical arts is, of course, free. The dozen bulletins already thus provided include the following titles: Requisitions; Operation Sheets; Information Sheets; Drawings; Job Sheets; Questions; Teaching Equipment; Correlation with Mathematics, Science, and Drawing; Pupils' Course of Work; Pupils' Record Cards; Pupils' Judging Cards; Reference Books, Charts and Magazines.

What can the school learn from modern Industry?

In the first place I submit that it could very well learn to train pupils in courses suited to their native ability.

Henry Ford has ten main ratings for beginners in his industry. He places workers according to their native abilities. If they show more ability than the job calls for, they are advanced in grade; if less, they are demoted. He does not try to make a silk purse out of a sow's ear, as so many teachers are asked to do. Students of the less gifted types require a reduced curriculum, and plenty of repetition. A student may be quite successful in a D type course, and a total failure in an A type course. It is poor business to spend too much money in training pupils for work that nature apparently never intended them to do.

The New Curriculum for high schools offers many varied types of courses of A rating to suit the needs of the pupils and the industrial needs of our province. It is hoped that courses rated B, C, D, etc., will be developed later in the proposed so-called Vocational School.

In the second place, if those responsible for the schools are prepared to learn from Big Business, school shops and classrooms will become conspicuously better equipped in the matter of charts, pictures and teaching materials.

Take another look at the way Henry Ford does things.

The Ford Motor Company has scrapped equipment valued at $175,000,000 during the last eight years and replaced it with equipment valued at $217,000,000.

In this company a thing is obsolete, no matter how good it is, as soon as a better appears. Better equipment, under expert direction, enables a worker to produce more and better work and thus enhances his individual usefulness. This creates greater profits for the producer, more wages for the worker and higher values for the customer, with the result that everybody is benefited.

The school problem is very different but lessons may be learned from this example. As teachers of the practical arts we are concerned with three things: the pupil, the school and the industry. Some classrooms are bare pre-Victorian hostels of an inbred system of so-called education, boasting only of books, blackboards, chalk and places to sit down. How can one receive an education for industry in such an environment?

What does industry offer schools in which an attempt is being made to remedy these conditions? Plenty of free bulletins, the result of research, charts, samples, models.

Pictures are better than words, and real things that one can feel are better than pictures. Words give only a limited understanding; drawings or pictures and real things give complete understanding. Let us give our pupils an opportunity to get this. Teaching in night schools for 19 years I have observed pupils in school and the same pupils after they have left school, and I must admit that the educational effect of industry on the pupil is far greater than that of the school. This is due in part, no doubt, to the young person's increasing maturity, but it is due still more largely to the real situations and repetition that he meets in industry.

The employed feel competition, drive, and discipline. Marks in school become wages in industry and, instead of being carried through a year, the workers are fired or given a less exacting job if they show inefficiency. A pupil who had gone to work once remarked that every boy should be compelled to spend at least one year in industry after passing through the elementary grades; he would then appreciate his high school training.

From industry we should also be able to learn much regarding correlation between mathematics, science, English, drawing and shop work.

The automobile industry works as a complete unit. Artists, designers, pattern-makers, foundrymen, tool makers, pressmen, machinists and the rest, all work together for the good of their product. In some schools, on the other hand, there are watertight subject compartments which do not

function with maximum efficiency for the all-round education of the pupil. The practical arts teacher can do much to help by the preparation of teaching devices for the new curriculum and by the development of real situations to stimulate pupil-interest.

Let us examine some of the correlations which should result.

At least some practical mathematics should be taught in a graduate high school course. Practical jobs should be mounted on boards in two stages: (1) Before the problem in mathematics is solved and (2) After the problem is solved and successfully applied. These boards can be moved around the school as needed, and the pupil is motivated and gains respect for the importance and usefulness of the subject he is studying.

Drafting involves geometry, instrumental drawing and shop sketching. The peculiar feature of drafting is that it is a universal language. The pupils should get practice in translating ideas or words into drawings and making a drawing from a given job. Shop sketching should be taught in carefully planned units. The pupils should visit the school shops and learn the application and function of the parts under study and should then return to the class for a lesson on the technique of the drawing involved in the unit. The blackboard should then be cleaned and the student should take the job mounted on a board and carry out the printed drawing assignment. Judging comes next. On the completion of the unit, the pupil judges his sketch according to the standard on the mounted judging board and marks himself accordingly before the teacher evaluates the completed unit. Under this system the pupil cannot copy. He must do his own thinking and learn to make his own decisions.

Correlation between science and shop work may be made very effective. The learner should be led to see and appreciate the shop or industrial applications of important fundamentals in science, e.g., those bearing upon hardening and tempering. The pupil will thus discover the actual need for study. The teacher and class might then carry out an experiment in a laboratory involving, for example, the critical periods of decalescence and recalescence. The knowledge thus gained should now be applied to a job and, by a severe test of the tool used, the pupil should prove the successful application of the scientific principle which he has been studying.

Every class should be a class in English. Many free technical bulletins may be used for technical reading. An industrial vocabulary may be built up and used in describing operations or machines. Written descriptions may be made from drawings or articles. Required jobs may be described in words and the description may be tested by requiring the

student to make from it a drawing or to perform the given job.

Vocational guidance has a very important place in the new curriculum. We can make it practical and of genuine service both to the pupil and to the industry by obtaining and keeping available up-to-date surveys of the industries of British Columbia. Such surveys should show the ratings and numbers of workers required and should give some idea of the pre-occupational training demanded by the particular industries.

The new curriculum is probably going to discourage or alarm some teachers, but such discouragement is quite unnecessary. It is true that the individual teacher cannot possibly carry out the courses as required unless he is given help; but such help will be available. As already mentioned, the Department of Education has established a pool for practical arts and science and, if teachers contribute a little to the pool, they will receive in return the benefit of the contributions of the whole group. The writer believes, however, that this should be treated as a national rather than as a provincial problem. The greater the number in the pool, the greater will be the service to the teacher and pupil. Learning will be rendered easier, educational purposes will be unified, and the training of pupils will become more efficient and practical.

WOODWORK IN THE NEW CURRICULUM

By A. WISHART, *Vancouver Technical School*

TEACHERS who attended the Technical School Sections meetings at the Easter Convention will recall the pleasure with which they listened to a number of short addresses. The speakers had stories to tell and things to show. They explained how things could be planned and fashioned in wood and in metal. The names of the speakers and the topics were: Mr. Nevard, on wood patterns for metal casting; Mr. Porteous, on wood forms for concrete work; Mr. Donaldson, on woodcarving; Mr. Ridley, on veneering; Mr. Jones, on metalwork. The topics indicate some of the possibilities presented by the revised curriculum.

Teachers may fear the new curriculum because its possibilities are not known or appreciated. Study of the units affecting woodwork will show that neither teachers nor students will be expected to accomplish the impossible. Ways in which the work may be varied and enriched may be indicated. It will be possible for teachers and schools to arrange courses to meet the needs of different communities as well as of students of varying capacities and ambitions.

The extent to which students will benefit will vary considerably. A great deal will depend on the intelligence and the aims of students. Those interested in architecture, structural engineering, and building may desire carpentry, concrete form making and machine work. Students heading for business and professional careers would probably derive the greatest benefit from cabinet making, wood turning, carving, and veneering. Students of lower intelligence should follow a narrower and more simple course than those capable of self directed study and effort.

Workshop conditions are very important. Cramped quarters, large classes, poor light, and run-down equipment entail extremely simple work, few variables, and few possibilities for exploration.

The school day is divided into short periods that are convenient and psychologically sound for academic studies. Short periods allotted to technical work are not satisfactory because they develop a feeling of frustration in students and teachers. Preparing to work and tidying up after working may take a student as much time as half a period. In one short period little time remains for accomplishment.

The possibilities for arranging interesting combinations of units to suit varying needs may be gathered from the following summary of the units for Woodwork II, for Grade X: Carpentry, cabinet making, study of materials, study of wood, wood finishing, wood turning, wood pattern-making, wood forms for concrete, wood carving, veneering, mining woodwork, farm woodwork, machine work.

In conclusion it should be pointed out that the new curriculum should be regarded as a motion before the teachers, and therefore subject to amendment.

AMATEUR GLOBE MAKERS

By NORMAN F. BLACK, *Kitsilano High School*

IT has been suggested that readers of *The B. C. Teacher* might be interested in some of the forms of handwork adopted as voluntary projects by Kitsilano High School Geographers' Club, of which I happen to be the sponsor.

Some day, if my guess be right, the curricula and activities of our schools will be based very largely upon the principle that those worthwhile things which a student does of his own volition are very much more educative than those things which he does because he has to do them. Consequently, no doubt like many other teachers, I find it wise year by year to devote increasing attention to voluntary projects of all sorts. These projects are the more valuable if they constitute practical contributions to schoolroom equipment or otherwise serve a manifestly social purpose.

The most ambitious project which the boys and girls have undertaken has been the construction of a large terrestrial globe. The need for this bit of equipment was obvious and the improbability of securing it through the ordinary avenues was equally obvious. Such a globe as we wanted would cost some hundreds of dollars, if purchased from a supply company. Consequently, we decided to make it ourselves. Perhaps, if we had realized what a large mouthful we were biting off, the prospect of its mastication would have inhibited our ambitions. However, the thing is now done. The members of the club have qualified themselves to write a pretty voluminous book on how not to make a globe, for we proceeded by the trial and error method and if there are any mistakes which we did not make, it is not our fault. All the same, we have had a lot of fun out of the project and the globe is an exceedingly valuable part of our schoolroom equipment.

We discussed the project for a long time in advance, and many plans and working drawings were prepared, generally only to be discarded when some obviously insuperable difficulty presented itself. However, the project got seriously under way in 1935-36.

We constructed the framework of the globe in hemispheres. On a circular sheet of galvanized iron, 24 inches in diameter, we erected a hollow rod soldered over a central perforation in the large disk. This rod was slightly less than a foot in length and, upon its top, we attached a small disk, similarly perforated, corresponding approximately to the polar regions. We had had a groove placed just inside the margin of the equatorial disk and we proceeded to join these disks by means of 72 meridian wires carefully bent into shape. The upper ends were soldered to the polar disk and the lower ends were bent at right angles so that they could be soldered securely in the groove of the equatorial disk.

To this framework we soldered wire mosquito netting and over that we placed hundreds of narrow strips of paper. Of course, our hemispheres still presented flat surfaces between the meridian wires and we did much experimenting before we hit upon the means ultimately adopted to get over this difficulty.

The equatorial disks were fastened together and a smaller hollow rod, threaded at both ends and equipped with end nuts, was used to hold them in position. Through this rod we passed a steel axis. We rigged up a temporary wooden frame upon which we could hang and revolve our globe, with the axis serving as an axle; and to the ends of the axle we attached a template. (Excursion No. 1: I know that it was a template because a practical arts teacher to whom I appealed has told me so; also because I find, on referring to my dictionary, that a template, alias templet, is "a pattern, usually flat and of wood or metal, adapted to the purpose of shaping something, especially in profile".) This contrivance was made of a sheet of galvanized iron from which we cut a semicircle with a radius corresponding to that of our globe. With this template acting as a screed to guide us, we filled the hollows between the meridian wires with white lead, until we had produced a reasonably accurate sphere. (Excursion No. 2: Mathematicians, classical specialists and other of the unlearned majority from whose miry pit of ignorance I have just picked myself, or been mercifully plucked, so recently that I am disturbed lest this article reveal the actual facts about me, may refer to their own dictionaries at this point. If these reference books are any good, the previously uninitiated will then discover that a screed is a thingamy, thingumbob, thingamajig or thingummy devised to reveal when you are putting on too much plaster or something and to tell you not to.) Over the white lead we placed many coats of white paint.

Upon this surface we proceeded to draw meridians and parallels of latitude, five degrees apart. That sounds easy. My young colleagues and I know better.

Next we sketched in the land masses of the Earth. Dozens of youngsters had a hand in this and the results were sometimes surprising from a geographical standpoint. By dint of much candid criticism and plenty of erasing and revising the more glaring errors were ultimately eliminated and various committees settled down seriously to the job of indicating physical features, political boundaries, cities, natural geographical regions, trade routes, and the like. Relief is indicated by significant colors.

The making of a suitable meridian circle to support our beloved play-

thing offered many troublesome problems, but these have been overcome. Our financial resources did not permit us to have the circular support cast in metal but, by glueing three layers of three-ply together and cutting from this a circle 26 inches in diameter and, from that, another circle 24½ inches in diameter, we constructed the required substitute. It is a little flimsy in appearance, but a good deal stronger than it looks. In this meridian circle we inserted the ends of our axis rods.

Our globe stand we made of British Columbia maple. Through the center of a circular base we passed a bolt upon which the main portion of the base pivots, so that it can be revolved at a touch. Upon it we built wooden arcs between which there is a groove protected by metal edges and equipped with steel rollers constructed by the boys. In this groove and upon these rollers the laminated meridian circle sustaining the globe stands in a vertical position and can easily be revolved. Our globe thus has three possible revolutions, so that any part of it can easily be turned directly toward the class.

For a long time to come, no doubt, members of the Geographers' Club will continue to add details to their globe and to remedy remaining defects, but, practically speaking, it is now completed. If you listen carefully you will probably hear us heaving a unanimous sigh of relief and maybe purring a little.

POTTERY-MAKING IN THE RURAL SCHOOL

By R. KENNETH BRADLEY, *Monte Creek School*

THE subject of Practical Arts is one on which a considerable amount of money may be spent for equipment. Conditions in rural communities in British Columbia do not usually admit of such expenditures. Consequently, if use can be made of material found in the district much the better.

Local clay, where obtainable, offers an inexpensive material in the of which various abilities are given opportunities of expression, such as producing an artistic shape, working out a decorative design, arriving at suitable color harmonies. From the pupil's point of view there is the delight he feels in seeing his own work given a permanent form which he cannot turn back into clay paste. There is a thrill as the pots come out of the fire. Will they be cracked or broken? Or will the result be a perfect piece duly initialled by its owner?

In the matter of equipment, a work bench or table is a necessity for good work as well as a safeguard for school furniture. Other requirements can be obtained or made by the pupils themselves. And it is in the hope of its being helpful that the following description of pottery-making at Monte Creek School is given.

To begin with, the raw clay is ground up as fine as possible, and afterwards mixed with water until it attains the thickness of cream. A quantity of this, in a pail, is set near the stove, or actually on the stove, to evaporate until the consistency of plasticine is almost reached. This preparation is commenced two days before the clay is to be used.

When the pottery period arrives the clay is thoroughly "kneaded" like

dough—rolled out, folded up, pressed, then rolled out again, until its texture is uniform throughout.

As regards the actual making of pottery pieces, several methods may be tried:

(1) Modelling simple bowls, etc., after the manner of plasticine work.
(2) Carving. A solid, inverted hemisphere of clay is allowed to dry dry somewhat. The inside is then carved out with a knife.
(3) Building up from a flat base with a clay "rope" passed round and round, and cemented together firmly with clay paste. A variation of this is to cut with a knife ribbons of clay which are then coiled one on top of another, the whole being on a flat base and cemented together with liquid clay. Flower pots may be attempted in this manner.
(4) Letting the wet clay spin under the hand on the potter's wheel is the method that brings the greatest satisfaction and the greatest variety of symmetrical shapes. A very simple wheel can be made from a piece of 2-inch by 12-inch cut out with a keyhole saw, and made to revolve horizontally on a block. Failing the 2x12-inch, a 2 or 3-inch slice sawn from a nearly circular close-grained tree would roughly answer the purpose. The home-made wheel is then arranged to turn on an upright block of wood securely fastened to the bench or table. Pupils work at the wheel in pairs —one turning while the other makes a pot, and vice versa.

After the making of the pieces, they are allowed to stand until they are of about the hardness of leather. Then all unwanted projections are cut off, roughnesses smoothed out, and the clay polished. Polishing is done with the flat surface of a knife blade, and materially assists the coloring of the pieces later. Following this they are again put aside for a week to ensure thorough drying.

Now comes the firing. Rural schools, with their large stoves, are especially well equipped for this. The pots to be burned are packed loosely into open cans. Jam tins are excellent. Cans and pots are heated on the top of the stove before being placed inside. When a bed of live coals is seen the loaded cans are placed in the stove. Wood is packed around, but in such a way that nothing will fall inside any of the cans during the firing. Now the 48 hours or so of kiln firing cannot be duplicated in the schoolroom where about three hours must suffice. Still, even that is sufficient to give the pieces a pleasing reddish tint.

When the pots have become sufficiently cool the decoration is considered. There are three possibilities:

(1) Incised decoration. This, of course, must be done before firing.
(2) Pencil decoration in preparation for water color.
(3) Brush-work decoration.

Pleasing effects are obtained by putting various flat washes on first, followed by forms of geometrical design, etc. Pictures of ancient Egyptian and Greek pottery may give further ideas. Following the completion of the decoration, two things remain to be done. First, if the piece is to contain a liquid, it must be made non-porous. This is done by heating the pot on the stove again and melting inside it sufficient

parowax (a piece of candle or beeswax will do) to soak thoroughly into the pores of the ware. And, lastly, a coat of varnish is put over the decoration to give a glazed effect, regular glazing being impracticable under the foregoing conditions.

All this might give one the idea that pottery-making in school would require an amount of time altogether out of proportion to the value of the subject. But such need not be the case. Clay can be prepared quickly at recess or at noon. One period a week for an hour until the unit is finished should be sufficient for the actual making of pottery. Finished and dried pieces can be placed in the stove before school, and will fire themselves while other lessons are continuing. The decoration of the pieces might well be relegated to the Art period. And with sufficient encouragement, interest will be aroused and skills developed; all of which will amply repay the teacher for any extra trouble to which he may have gone in this connection.

"EAT SLOWLY; SIT DOWN TO EAT"

By ENID GIBBARD, *John Oliver High School, Vancouver*

WHAT can Home Economics contribute to the teaching-learning activities of the one-room school which has no equipment? Can Home Economics be used to help the teacher in the one-room school put across the new programme in Health and Physical Education? And can this hardest-working teacher manage to make practical application to every-day living, of some of the valuable lessons Home Economics offers?

Formal work in foods, nutrition and home management is impossible without some laboratory equipment. There are, however, many surprising possibilities with no more equipment than the ordinary schoolroom offers. It will, though, need interest, ingenuity, enthusiasm and special organization on the part of the teacher.

Before me are the stated aims and suggested activities of the Course of Study in Health, Physical Education, Character Building, Social Studies and Practical Arts. There are examples in each of these fields of ways in which Home Economics can be used to make these subjects more alive. It can be valuable in correlating the subject matter of different studies and forms our best direct link with home life.

The school lunch might be treated as a pivot around which to practise what we preach. Here the teacher can see each child "Sit down to eat"; "Eat slowly"; "Be cheerful and happy during meals"; "Chew food thoroughly". Treated as a social occasion it can be a means of developing pleasing manners and desirable habits.

Elementary principles in the care of food and sanitation should be applied to the school lunch problem. A shelf in the coolest spot in the building may be put up to hold all lunch-pails and boxes. Each child's cup hung under the shelf over a covered water-pail proves "Use your own drinking cup" is an actual procedure, and "drink four glasses of water daily" is not merely a rule to write down in a health lesson. If the pump is featured, rather than the pail, a pitcher of cool water kept handy can be the active contribution of John or Jane, Grade I.

To add further interest and pleasure, the Practical Arts classes could make gay colored individual table covers and napkins. These, made from Japanese crepe, need not cost over five cents per pupil. This crepe is 29 inches wide and costs 23 cents a yard. It can be laundered without ironing. If table oilcloth in its variety of attractive patterns and colors would be more practical for place mats it is equally effective.

Your luncheon sets are all made? Good! Today we use them for the first time. Books are put away; the clock says twelve. All pupils wash their hands. Each one gets his mat, serviette, lunch and cup of water. He sets his own place at his desk. All are ready and this time "Grace before meat" may seem a most natural beginning for this luncheon party.

If the results of this simple beginning in the application of Home Economics have been satisfactory the teacher may wish to branch out more extensively. The days are cold. Something hot at noon would be welcome and the afternoon's work benefit thereby. All like cocoa. Each family could make its contribution of material. One or two quarts of chocolate syrup could be made at home by senior students (or mother) and brought to school. Each day other pupils bring their contribution of milk. Three cups of syrup added to three quarts of milk in a double boiler on top of the heater give us 30 cups of hot cocoa. In a similar way strained or puréed vegetables added to milk will make a satisfactory cream soup and so "Eat some vegetables" and "Use some milk every day" are realities. In many parts of British Columbia fresh fruit could be contributed weekly and kept at school so that fresh fruit for everyone would become a certainty. The very fact that the home contributed a box of apples, a pail of pears, tomatoes or plums, gives its members a definite interest and practical part in the educational programme and welfare of the community.

With a small cupboard, two to ten dollars' worth of equipment and some way of heating water, a more extensive programme could be carried out if desired. The time required for laboratory work of even the simplest kind might make such a venture impractical. If it were an outgrowth of interest and desire created by the simple ideas suggested above, its success would be already assured. It is not the object of this article, however, to develop the idea of Home Economics as a subject in the rural school programme, but merely give a few ideas as to how that subject, incidentally, will enrich some of our other teaching efforts. If, as a result, we find greater interest in keeping well, greater effort toward cleanliness, gentler manners, more thought for others and a feeling for the finer things in living, we may be glad that "Eat slowly", "Sit down to eat" was the first health rule for consideration.

INDUSTRIAL ART ELECTRICITY

By JOHN SANDFORD, *Kitsilano Junior High School, Vancouver*

JUNIOR High School electricity may now be considered as a sturdy offspring from industrial activities. The youngster has been living and thriving in British Columbia for nearly ten years. Consequently, being so very near the junior high school age, it has developed, as might reason-

ably be expected, self-expression, confidence and all the attendant attributes proper to one that has lived so long in the midst of ever-changing scenes in the march of educational progress.

The primary purpose of electrical study in secondary schools is the same as that of all other studies. It is our job to teach the thoughtless to think and the young barbarian to be a good citizen. More specifically, however, this subject has been introduced into the school curriculum in order to assist in training future citizens to comprehend the applications, limitations and dangers of the electric current and to guide them to respect for and familiarity with the Underwriters' Rules and the Municipal By-laws governing the use of electricity. In the performance of the various problems assigned, the pupil increases his technical vocabulary and skill in interpretation of instructions and is called upon to try much of the knowledge gained in other departments of study. Insofar as the electrical course assists the pupil in so reconstructing his experiences as to give them socialized value, it justifies its inclusion in the curriculum.

During the school year 1935-36, some 19 schools in the province offered industrial art subjects and approximately 5300 pupils attended these centers for instruction. Undoubtedly the teaching of electricity will be undertaken in additional schools as its importance is recognized.

Naturally, technical instruction as conducted in schools has always shown a tendency to lag behind the processes, methods and materials as applied in everyday industrial life. The electrical instructor, together with other industrial art teachers, is quite conscious of this lag and is constantly endeavoring to give instructions in keeping with industrial progress, insofar as school equipment will permit.

One hesitates to use the word "technical" too frequently because many readers tend to become fearful and conscious of the necessity for expert knowledge and procedure in order to understand things quite common to every-day life. Basically, however, all technical work is merely the co-ordination of science and mechanical art in their application to human activity. The modern housewife has become somewhat of a technician in the operation of domestic electrical appliances although unfortunately she may not be conscious of all the dangers of the electrical current.

If one thinks of the multiplicity of uses to which electricity is now applied to everyday life, it becomes quite evident that our future citizens should be trained to be both mechanically and scientifically dextrous in its application.

One of the objects of the electrical course is to remove from the mind of the pupil the "fear" element, which is common to the untrained. Following this, he is taught to understand the common uses of electricity, and to apply a sensible and cautious reasoning wherever this myterious power is at work for mankind.

With these objectives in mind, the course of work is planned so that the pupil develops an "electrical sense". This is accomplished through assigned problems leading from simple low-pressure circuits to those of very high voltages. When the latter are produced by induction, or spark coils, "shocks" quite frequently stimulate greater precaution on the part of the pupil and cause extreme delight to his fellow students.

Early in the course, beginners have to test about 50 different materials which are commonly associated with electrical enterprises. Having ascertained whether or not each of these substances acts as a conductor or an insulator of the electric current, the pupil gains sufficient experience to be able to reason between the elements of safety and danger.

The necessity for safety measures is evident, when one realizes that 89 fires occurred in the city of Vancouver last year which were definitely caused by defective wiring and over-loaded circuits.

Demonstrations of various kinds are performed showing pupils the common causes of fires produced by the electric current and the relative amount of current which may be reasonably conducted through various wires used in residence circuits. From this, the purpose of fuses, their function as a safety valve, and the necessary precautions for their replacement, soon become very real to the student.

Although schools may lag behind industry in many instances, most electrical instructors have always taken the "lead" in urging upon their pupils most strongly, that all electric light and power circuits should be executed by properly qualified electricians, then to be approved by the municipal electrical inspector. Special emphasis is placed upon the danger of rendering fire insurance policies invalid by the making of unauthorized extensions and alterations in residence circuits.

PRIMARY MANUAL ARTS IN THE RURAL SCHOOL

By JESSIE I. ACORN, *Lord Nelson School*

MANUAL Arts holds an important place in the work of the Primary grades. It trains the child to be more accurate, to be neater, and to be more patient. Children delight in creating things and it is through this course that their creative instinct and artistic sense is guided and developed. A backward child often finds himself a leader among his classmates when it comes to creating and making things with his hands. Through this outlet he may find a place for himself in his class when he realizes that he excels in something which the brighter pupils in his class may find difficult. Instead of shrinking within a shell he will be pleased that he possesses capabilities and abilities which some of his friends lack.

The rural school teacher often has considerable difficulty in obtaining the necessary materials to carry on this work. In the Primary grades the children enjoy collecting materials for their work. It gives them a feeling of importance and pleasure to be bringing things to school which they will be using in their work. The following articles are usually easy to obtain and are very useful: Milk bottle tops, wrapping paper, newspaper, string, wool oddments, pieces of sponge, match boxes, apple boxes, Jap orange boxes, heavy cardboard boxes, old broom handles, feathers, burnt matches, cardboard, spools, etc.

Apple boxes nailed together will make a doll's house which may be furnished with furniture constructed on the 16 square idea. Eight by eight assorted construction paper is the best type of paper for this project. If the paper is scarce it can be cut into 4 by 4 squares and made on a smaller scale. A roofless house may be constructed on the sand-table by removing the sand and dividing the sand-table into rooms by means of

partitions. Spools with cardboard cut into the shape of table tops and chairs tacked to them by means of thumb-tacks make nice furniture. Bureaus made out of match boxes glued together with a piece of cardboard for a back and a mirror cut out of tinfoil make the bedroom seem more realistic. Collar buttons or brass paper fasteners may be used for drawer knobs. These may be painted with poster paints.

Booklet covers may be made out of wrapping paper or construction paper. The strips for the back of the booklet are cut from construction paper, or inch-wide gummed paper may be used. Fold these strips in half and paste on the back of the booklet. For the corners cut two inch squares and have the children cut them in half diagonally. Paste these on the corners leaving an edge of about a quarter of an inch. Cut off the corners, fold the edges down, and paste. Either punch holes for string, or sew, using wool or colored string.

If plasticine is scarce, moulding clay or papier maché may be used, Place finely cut paper in a pot, cover it with water, and boil until a pulpy mass is formed. Mix starch in water and add it to the pulp, then mix it well and place it in a well-covered container for future use. Dishes for the doll's house and figures for the sand-table may be moulded from this. Use a cardboard base when making animals or people. Later color them with poster paints or some other colors.

A cradle may be made by cutting a cylindrical salt box in half. Bed clothes may be made and sewn by the children for the cradle. Match boxes make good beds. A wagon can be made out of a large match box with milk top wheels attached to it by means of brass paper clips. The children like to make tops out of matches and milk bottle tops. They enjoy playing with things which they have made for themselves.

An ideal picture show may be constructed from an apple box or Jap orange box. Bore two holes in one end of the box so that you may be able to put two parts of a broom handle through them. Cut an old broom handle in two and drive a nail into one end of each piece, then cut off the head of the nail so that it may serve as an anchor in holding the handle down to the other end of the box. Make the movies on wrapping paper and attach it to each handle by means of thumb tacks so that it may be rolled from one handle to the other. The children love to make the movies and thoroughly enjoy watching them.

The Indian project is a great source of interest to the children. Cut inch strips of wrapping paper and give each child as many as he needs. Tell them this is for an Indian head-dress and tell them to fold it in half, fit it to their head, and paste it together. Feathers or inch strips of colored construction paper tapered to a point may then be pasted in the folds. The suits are cut in kimono style and sewn by the children. They cut fringes and decorate them.

Red plasticine may be used for the tiles on the Dutch houses made for the sand-table. Flat bottomed boats filled with cheeses made out of plasticine rolled in colored chalk help to make an interesting sand-table.

Rakes, hoes and shovels cut out of brown construction paper and pasted on handles made out of matches also add interest to the farm on the sand-table.

There are innumerable other ideas which one may use to make Manual Arts an interesting and worth-while subject.

SCHOOL ART AND THE WORKSHOP SPIRIT

By J. L. SHADBOLT, *Kitsilano Junior High School*

IT seems timely in this issue, when shopwork is under consideration, to suggest that Art should be taught by the workshop method. Real appreciation is an active process. Education wisely says that we learn by doing. The basis of Art has been said to be the manipulative instinct. Such truisms suggest that in any subject wholesome activity is the surest clue to success in its teaching. Vital appreciation, then, (the only justifiable end of Art on the curriculum) makes activity imperative.

Beauty, in the abstract, is nebulous and intangible. It must be rendered manifest through definite and tangible things. Participation is tangible. To participate, to strive to create some pleasing thing, is to become at once aware of the attitude of mind and the skill of those who have created beauty—the artists and artisans. (The words are synonymous in the face of a work of Art).

What does all this theory mean in classroom terms? These things: A workshop atmosphere is free—the one rigid rule being that one must *do*. Mere mechanical performance, however, is not the sole prerogative of the workshop. The activity of which we speak is of the mind and the emotions also. Skilled mechanical practice is only a means to an end—a sort of normal occupational therapy and possibly the only effective one.

The problems, then, should be simple but have an imaginative appeal. Craftsmanship should be construed as the best means to achieve the end of beauty—which varies with each individual doing his job. Seeing pictures is better than talking about them. Making a scrapbook collection of reproductions is better than merely seeing. Trying to draw a picture, however simple, helps one to "see" it better. To visit a local building is more effective than to discuss it from pictures. To examine a doorknob or a motor car is more penetrating than to talk about "Art and Industry joining hands". So also is the making of a well-designed lampstand or stool. To stand in the school garden and critically examine its arrangement is more vital than to talk about "beauty around one's home". To go out into the corridor and arrange according to a plan the pictures hanging there is a clearer object lesson than planning a fictitious room on paper. To take a group trip to a movie and discuss it critically on the spot is supremely better than saying "You must also be interested in the motion picture". To plan and execute a simple mural decoration for somewhere in the building is to secure a real key to the great wall paintings of Italy or to the Public Works of Art Project in America today. To illustrate an original literary script from the English class period is the touchstone to illustration study. To type and bind such scripts into a simple folder or booklet provides genuine motivation for an interest in book format. Actually to write a criticism of a picture or building or school play or to arrange current commentaries for an Art showcase in the main hall—reasonably to defend on paper one's committed opinion—is to be acutely stimulated. To design and make the costumes for the school or class play is to learn stage décor. To write and produce the simplest play is to learn the theatre. To make the place-cards and design the programme for the school banquet is to learn useful Art. To be active is to learn positive and

joyous living. To maintain unflinching originality in the face of every last and minor problem is to learn fortitude and tenacity; and, without being lofty, one can assume that activity of a fruitful sort (and only something original to the individual is ultimately fruitful) is the animating distinction of every effective teacher.

The Art room should be the clearing house for the ideas of the school, and, even where there is no Art room, Art should be the catylist on the study programme that facilitates chemical action — according to the "behaviorists" at least. Teachers should cease to regard Art as mysterious or vague or difficult or intangible to all but the initiated (and thereby modestly excuse themselves from doing anything about it). They should cease to think of Art as "the drawing lesson". By long odds Art, insistently demanded in all phases of school activity, is *the practical subject*. It produces the atmosphere for vital expansion itself. The tools for its "workshop" effectiveness (besides a lively and catholic current display in the room and implements near to hand) are all around; but each teacher who concerns himself with artistic principles should remember that, like charity, they begin at home.

THE REVIVAL OF A COLONIAL ART IN AN APPLIED ART CLASS

By IRENE VENNELL GREEN, *John Oliver High School, Vancouver*

WHEN our Applied Art students found it difficult to buy materials for their craft work we introduced a project which cost almost nothing proved to be very much worthwhile educationally and practically.

This was the making of decorative panels in cotton applique. These were used as wall-hangings, cushion tops, or pictures.

Students selected the theme for their designs from some favorite story or nursery rhyme or some episode in their family histories, the idea being that figures in old-fashioned costume were eminently suitable for an art which was used for the making of patchwork quilts in colonial days.

Old story books were hunted out of attics. Mother Goose books, quaint magazine illustrations, and old costume pictures were assembled as helps.

The making of the designs was an incentive to "find out what they wore then"—a well motivated study of costume history. Mary decided that her design would show her grandfather and grandmother on a bicycle-built-for-two, and discovered that in 1890 grandmother wore leg-o'-mutton sleeves and a sailor hat and grandfather wore tight plaid trousers and a sailor tie. Ellen wished to use the "Little Boy Blue" rhyme for a panel for her small sister's room. How long ago was it the custom to tend sheep with the help of a horn? What did Little Boy Blue wear?

Discussion of old styles in dress brought about a natural interest in the question of influences which determine styles of today. Mary saw that grandmother's leg-o'-mutton sleeves were like the smart new sleeves she was making in her afternoon dress. What had brought this sleeve into fashion again? Ellen found that Little Boy Blue wore the original Eton jacket. No amount of reading would have contributed so much real interest in the subject of costume history.

There was research into old methods of travel. Cinderella's coach: what was it like? An early train—where can I find a picture of one of the first trains to come to Vancouver? What did ladies wear to ride horseback in the days of "Ride a Cock Horse"? Correlation with history? Probably not. But at least a spark of life brought to a dead past.

Then the drawing of the design. Here was a job in which students who could not draw at all well could excel. The character of the design was quaint and humorous and poor drawing resulted in a definite and naive charm. It did not matter that the horse one put on paper could not possibly function as a means of locomotion. The requirements of design could be satisfied with a good, flat, rectangular animal having only two legs—one fore and one aft. Flat, stylized design totally devoid of perspective was reminiscent of ancient tapestries and highly suited to our purposes.

To produce a color scheme for the panel we had to analyze the room in which it would later be used. What shall be the dominant color? Shall I use a warm or cool color scheme? How shall I balance the colors? Where shall I use my brightest intensities? Questions all answered by splashing color on the drawing of the design to see its effect, with the class passing judgment on the colored design.

After the design is traced to a thoroughly shrunken piece of linen crash or unbleached cotton, the real fun begins. Students search the family scrap bag for cotton scraps. They beg them from neighbors and relatives. They bring to class all their finds. The pieces must be new, smooth, flat, firmly woven cottons.

Then to find just the right piece of cotton for each part of the design. To decide whether a plain color or a print best expresses the idea. Printed cottons are a delight. Trees of flowery or fruity prints. Here's a piece with tiny birds all over it. Won't it make a fine tree? Roofs of story-book houses in gay gingham checks. Fences of striped cottons—one piece for a whole line of pickets. A calico-print horse in wine-red, truly a jolly steed. A polka-dotted sheep. Stripes for 1890 trousers. Chintz patterns for hook-skirts. Flowers and leaves growing all over a hill or a path. Contrast of plain and print, of darks and lights. Try this, discard that. Choose. Decide. Pride of success as each patch is cut and basted in place.

A nice little system of barter and exchange appears. I'll give you some of this nice leafy green for that purple plaid that I need for my man's coat. Has anyone a good sun-burned color for my farmer's face? A busy bustle in the class, like a town fair, an old-fashioned quilting bee. Everybody intent on finding the right color and design. Everybody eager to help.

From time to time the panels are thumb-tacked around the classroom wall and the class discusses their effectiveness. Are the colors well chosen? Are the prints expressive? Well, what would you use there?

Each piece of cotton must be tested for color-fastness. The finished panel must be quite washable. Its colors must not fade. One color must not "bleed" into the others. Each piece is shrunken and ironed out before being cut. If it does not prove color-fast it is discarded. Perhaps a particularly desirable piece is not color-fast. Isn't there some way we can set the color? No dictated notes on methods of pre-shrinking, color-

testing, and color-setting are necessary for this class. Lessons are being learned which will be useful in later years, but they are learned to solve an immediate problem and are put into use at once.

When all the patches have been basted on and the class approves of the assembled design, raw edges are turned in and neatly hemmed in place. The panel is lined. The cushion-top is made up, sometimes with ricrac braid to outline its seam. The cotton picture is stretched on a stiff card and framed without glass.

The panels have been quaintly charming and artistic enough to delight even sophisticated people. Some of the finished products have been smart enough to find profitable sale in a city gift shop. Students have had great satisfaction in making them and the pride of successful achievement.

PRACTICAL ARTS—GRADES I TO VI

By HENRY HILL, *Supervisor of Manual Arts, Vancouver*

THE new Course in Handwork for the Elementary Grades has been in force for nearly a year and teachers and inspectors have done much preliminary work in organizing and placing it on a sound basis in British Columbia's schools. Teachers are to be particularly complimented on their readiness to attend special classes in their respective districts, thereby qualifying themselves to teach with satisfaction the various branches of the subject. With such enthusiasm pervading the teaching body, handwork will surely function in the manner intended.

One occasionally hears the suggestion that our standards of workmanship will suffer under the freedom allowed. Why? As teachers we control the teaching situation. If we accept lower standards than the children are able to meet, we fail to that extent. We cannot build worthy characters if we allow half finished shoddy work to pass; the will to persevere to the end is a trait of character worth cultivating and much needed for success in every day life.

Vancouver has in its schools today a progressive course of handwork from Grade I to Grade XII. In Grades I and II the work is closely allied to the activities of the class and is for the most part spontaneous in character; some formal work is done, sufficient only to give encouragement and satisfaction to the children in carrying out their ideas. In Grade III a start is made in giving some definite skill training upon which the work of the next grade is built. The work, however, is closely allied to the activities of the class and their social study problems. In Grades IV, V, and VI the work for the most part is done in a specially equipped room by a specialist teacher, who usually is in charge of all the material and equipment used. In a large school, or in a large system, some form of systematized control of material and equipment is found to be necessary or a chaotic condition is inevitable.

The crafts taught are: Paper and Cardboard Modelling, Elementary Bookbinding, Needlecraft and Light Woodwork. Plastic Modelling has not yet been systematically introduced but is used by a few teachers in the Primary grades. The latest addition to the course is the Needlecraft section, introduced this year in February, the details of which I have left to Miss Jessie Parkes, who is in charge of this work in Vancouver.

NEEDLECRAFT

By JESSIE PARKES, *Manual Arts Department, Vancouver*

NEEDLECRAFT? Just what do we mean by these eleven letters? Turn to our good old Oxford dictionary: it tells us that it is work executed by means of a needle. Ask the dignified dowager of the later Victorian era—if there be any surviving—she will tell you it means fine linens, laces, delicate embroideries, tapestries—all these the result of hours of toil, patience and industry. Visit the peasant in his native Tyrol haunts —needlecraft is the medium through which many traditions are kept alive by means of festive costumes suited to all occasions. Peep at the women of the Far East, in India and Persia, and marvel at their gossamer veils and silken garments.

To many the realization is only too clear that these finer crafts belong to the past generation, and that the youth of today regard them with an uncertain respect, and withal as a bit of a fag, and much too slow.

Is this attitude as regrettable as it seems? In this age of high pressure and mass production can you blame youth for seeking quick results?

Needlework, during the last generation, has slowly but surely ceased to be regarded as a fine art and as indicative of social standing. The making of fine articles, with gossamer—fine thread and finer needles has rather gone "out of fashion" as a path to virtue or as means of punishment. As a craft, needlework is still on our programmes of progressive education, but the change in viewpoint is almost unbelievable. The child no longer sees needlework as a task, or as an imposition for bad behaviour as in the days of our grand-parents, but approaches it with all the joy and spontaniety associated with a recreation.

What though our grandmothers' stitches appear lilliputian beside our generous strides? The child today is no longer worried and harried to attain an unnatural standard of neatness and accuracy through the medium of needle and fine thread, but is given the opportunity of cultivating his or her appreciation of the beautiful, and is encouraged in and guided to attempts at self-expression. Needlework is no longer the idol set up as the patron of the few, but is the tool of the many.

The children of today approach their needlecraft from a very practical angle. In their happy activity periods they rehearse the more serious drama of life of the home and the community. The playhouse built, furnished and occupied; the camp with its tent; the farm or country store set up with attendants clothed accordingly, is playful imitation which embraces a range of activities, not the least fascinating of which is needlework.

In the early grades, Needlework is confined to articles which require only the coarsest of needles and material, with heavy thread of sharply contrasting color. The sewing is incidental as activities of the day progress.

In the third and fourth grades the child's interest is centered upon more definite articles. The use of coarse neutral coloured cloths, such as burlap or hessian is introduced, the appreciation of colour is awakened, and an early training in colour selection and grouping is commenced. The miniature loom with its brightly coloured rug arouses interest in an art of

the ages. The materials employed are very easily handled; heavy wool, such as 4-ply fingering, threaded into weaving needles of steel or cardboard make manipulation easy. This same coarse wool threaded into a tapestry or embroidery needle is readily and quickly applied to small articles made from burlap. The use of coarse materials leads to quick results which is the joy of every tiny artisan. The making of toys, such as birds and animals, cut from oil-cloth or cretonne has a two-fold result. It introduces the use of simple patterns and cutting to form, as well as the problem of studying ways and means of adequately, yet simply, representing certain characteristics of types of life. It brings the powers of observation into play.

In the fifth and sixth grades, the young artist should be fairly well launched on the way to exercising a certain amount of judgment and self expression. The making of an article for use in the home is now approached. Suppose the class to have selected a table cover or scarf for the ever popular radio. A variety of considerations at once present themselves. First—the colour scheme of the room in which the finished article is to be placed; materials suitable to purpose and within the pupil's range of ability; size of article in relation to table or radio; and so forth. Question? Are we attempting to teach interior decoration at this early age? No—but we are developing and training the powers of appreciation and judgment of the future citizens and home makers.

The nature of the article, size and general colour scheme having been decided, the young artist is introduced to a new field of activity. He or she is given the opportunity of planning a decoration. Here we work hand in hand with the art master. Types of decoration for a rectangle come under consideration; borders, panels, corners, etc., then the rough draft is attempted. Finally the pupils are encouraged to sketch the proposed design on paper (preferably ½-inch or ¼-inch squared paper) indicating the colour scheme with crayons. All is then ready to be expressed through suitable media. It matters little whether this be crayon, paint and brush or needle and thread; the important result is the child's realization of its ability to create a pleasing and useful thing. Who can guess what career will take root during the development of this simple activity in the craft room?

In the sixth grade every pupil, boy or girl, looks forward to the woodwork class, and in preparation an apron is made. Let us for a moment consider what is embraced by this problem. On it there are edge and hem finishes held in place by basting, running and hemming stitches. Pockets are secured with back-stitch; and tapes held fast by overhanding stitch, to withstand the strain of constant tying and untying.

On reviewing the work, let us see what we have tried to accomplish: an appreciation of weaving and simple decorative stitchery on coarse materials, and the ability to plan and make an artistic article. Needlework teachers of an earlier period will look with amazement at the changed objectives and wonder what the outcome will be. Doubts, however, need not exist for these objectives are formulated on progressive thought and practise in modern education. We may have closed the door to the few, who might execute work of gossamer fineness; but we have opened the door wide to all, and given them a true vision of a Practical Art.

News, Personal and Miscellaneous

HENRY POLLOCK HOPE

JUST as we go to press the daily papers announce the death of Mr. H. P. Hope of Victoria. Mr. Hope was intimately known to a multitude of members of British Columbia Teachers' Federation of which he was a member from early days. He had long been very prominent in the educational circles of this province although retired from active service during the past four years. Formerly principal of Oak Bay High School, he became the first principal of Brentwood College. For a time he was a member of the inspectoral staff of the Department of Education. On behalf of many former colleagues, *The B. C. Teacher* desired to convey to Mrs. Hope and other members of the family the sympathy of the teachers of British Columbia.

PHYSICAL TRAINING COURSE

UNDER the direction of Mr. Eisenhardt, the Department of Education is offering a course in the Provincial Normal School and King Edward High School in Vancouver from July 5 to August 13.

The course will include fundamental gymnastics, sports, games, dancing, fencing and swimming, and will be given primarily to train leaders for the newer recreational centers the Department intends to open in the near future. The course will be given on Mondays to Fridays, inclusive, from 9 to 12 and from 1:30 to 3:30. A fee of $10 will be charged for the six weeks course. Teachers interested may get further details from the Department of Education, 914 Hall Building, Vancouver, B. C.

CONFERENCE ON SCHOOL STATISTICS

THE Educational Statistics Branch of the Dominion Bureau of Statistics has just issued a report on the Conference on School Statistics.

The Federation and its local associations should get copies of this valuable report and note the discussions in connection with the 18 resolutions there dealt with. On the last page there is indicated for each province the changes recommended in connection with statistical practice in order to have them followed by all provinces. It would be well, therefore, for the provincial organizations, particularly research committees, to note these matters.

LEAGUE OF NATIONS BULLETIN

GOLD production in the world continued to increase in 1936. Among the big producing countries the rate of increase from 1935 to 1936 was in Australia 26 per cent., in U. S. A. 15 per cent, in Canada 13½ per cent, in Japan 11 per cent, and in Union of South Africa 5 per cent.

From December 31, 1936, to March 31, 1937, the recorded gold reserves of the world have increased by 214,000,000 old gold dollars. In the United States the increase was 186 millions; the Netherlands, 81 millions; Union of South Africa, 21 millions; Japan, 6 millions, and United Kingdom 1 to 2 millions (plus 315 millions transferred in December, 1936, from the Equalization Fund to the Bank of England). In France the reserves decreased by 88 millions.

There are no reliable figures for Russia, one of the world's known great producers.

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Wholesale prices in March (or February) 1937, in terms of national currencies have risen, as compared with prices in June, 1936, the following percentages: France, 46.6 per cent; Netherlands and Switzerland, 23 per cent; Belgium, 21.5 per cent; Japan, 19 per cent; United Kingdom, 16 per cent; Canada between 10 and 15 per cent; United States about 9 per cent. The smallest increase recorded is for Germany, where he increase was only 1.5 per cent.

* * *

The Permanent Central Opium Board of the League of Nations has the duty of carrying out the provisions of the Drug Limitation Convention adopted in Geneva in 1931 and ratified by 61 states. The Board checks all drug movements and may recommend an international drug boycott in the case of a country which appears to possess excessive stocks or whose exports cannot satisfactorily be accounted for. Action entailing an embargo has been taken in at least one case in which a country shipped, without prior notification to the Board, over 5 kilograms of drugs to another country. Countries must submit estimates of yearly consumption. The Board endeavors to see that these estimates are for reasonable and legitimate purposes and to regulate production in accordance with the needs of consumption.

THE WEST VANCOUVER CELEBRATION

A PROJECT which involved the entire student body featured the Coronation festivities in West Vancouver. This project was the

decoration of the interior and exterior of the school building.

A grant from the School Board financed the purchase of sufficient red, white and blue bunting to form a foundation for the decorations. Every classroom in the main building and the annex was given the same arrangement of bunting to achieve a feeling of unity in the scheme. The decorating of the walls, blackboards and windows was left to the individual classes, who, although restricted to comparatively few motifs, imparted a pleasing variety by their treatment of these motifs.

On newly-washed and glistening blackboards were spread portraits of the Monarchs, coats of arms, heraldic emblems, coronation jewels and regalia, illuminated sections of the coronation service, roses, thistles, shamrocks, and drawings of the palace and Houses of Parliament, all very ably treated in colored chalk. Two rooms contained replicas of the crown and some of the coronation regalia made of velvet, cardboard and gilt. Flowers and flags were used freely everywhere, and a certain amount of decoration was used in the corridors and in the auditorium.

Flags, bunting, coats of arms, and a crown outlined in colored lights were used on the exterior of the school, and an inspired touch was the border of red and white daisies and blue pansies growing around the grass plot surrounding the flagpole.

A EUROPEAN TOUR

THE B. C. Teacher invites the attention of its readers to the European study tour of which an advertisement appears elsewhere in this issue. The sponsor, Rev. Warwick F. Kelloway, M.A., B.D., Ph.D., minister of Knox Church, Calgary, visited 10 European countries last year and made contact in preparation for the present tour. Teachers accompanying Dr. Kelloway will make contact with the folk high schools of Scandinavian lands and with other educational systems and will have opportunity to study political, social and economical conditions and the co-operative movements that are contributing to whatever there is of hopefulness in the European situation. Dr. Kelloway's party will leave New York on July 2. Some days will be spent at the American Peoples' Summer School in the Tyrol mountains, Austria. There outstanding continental educationists will lecture for the benefit of the visitors.

RADIO IN EDUCATION

INFORMATION relative to the "how" of radio education, which was made one of the subjects of discussion at the recently held Eighth Annual Institute for Education by Radio meeting, may be obtained from the College of Education, Ohio State University, Columbus, Ohio, U. S. A.

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Five thousand more radio receiving sets, making now a total of 7000, were ordered by the Chinese Ministry of Education for distribution among the schools for educational purposes.

MANITOBA'S EDUCATION ACT

THE Department of Education Act recently passed by the Legislative Assembly of Manitoba gives increased powers and responsibilities to the Minister of Educa-

tion and leaves lessened powers with the Advisory Board which has been in control of educational matters in that province for 47 years. It includes elected representatives of the Teachers' Federation.

SALARY RESTORATIONS

TWO instances of liberality of employers have come to our notice recently. Employees of the Albion Motor Works, Scots Town, Glasgow, who suffered salary cuts during the depression and who, two years ago, had their salaries raised to pre-depression levels, are to have the total amount of those cuts restored to them.

In a recent letter to the Canadian Teachers' Federation the General Secretary of the South African Teachers' Association says that the Union Government of that Dominion is repaying to all public servants the amounts cut from their salaries during the depression. Teachers are in the employ of and paid by the provinces. One of the provinces has already refunded to its teachers the entire amount of the cut, and there is a fair prospect of the other provinces following suit.

Where in progressive North America has this been done?

MR. ARMSTRONG SPEAKS FOR CANADA

William M. Armstrong, first international exchange teacher from British Columbia to Hawaii, spoke on "Racial Problems of Canada" at the weekly science dinner meeting of the Pan-Pacific Union Research Institution.

Mr. Armstrong outlined the history of Canada and showed that two great peoples—the French and the English—both gained foothold in the dominion, the French laying the groundwork particularly in the St. Lawrence Valley. In the course of the last two centuries these peoples have found the way to get along with one another, retaining for each its language, custom, religion, and civil code. Both groups are making great contributions to the dominion while each is self-contained and is working out its own destiny within the area that it occupies.

The friendly relationship between Canada and the United States is further enhanced by this very commendable co-operation of these two great peoples within the boundaries of the Dominion, he said.—(Clipped from a Honolulu paper).

GUIDANCE LEAFLETS

A SERIES of 19 leaflets on professional careers, written by Walter J. Greenleaf, specialist in higher education, is now available from the Superintendent of Documents, Government Printing Office, Washington, D. C., U. S. A. Guidance teachers should have these.

In this connection *The B. C. Teacher* congratulates Messrs. K. F. Spence, W. J. Eades and H. Parker on the preparation of a capital booklet on *Forestry in British Columbia* for use in guidance classes. A review will appear in a later issue of this magazine.

SEX EDUCATION INSTITUTE

IN the last issue of *The B. C. Teacher,* preliminary announcement was made of a seminar to be conducted at the auditorium of the Vancouver General Hospital, July 2-16. The Institute is under the auspices of Greater Vancouver

Health League which is sponsored by an imposing list of prominent citizens. The Executive Secretary is Miss Kathleen I. Sanderson, R.N., 1675 West Tenth Avenue, Telephone Bay. 3531.

It must be obvious to anyone that sex instruction is a specialty which requires real training. Vancouver Health League has secured the services, as lecturer, of Mr. Henry M. Grant, Executive Director, Family Relations Center, San Francisco, past member of the Faculty of University of California Extension Division and Summer Session, and the San Francisco State College and University of Oregon Extension Divisions. Details of the programme may be secured from Miss Sanderson.

ROCKEFELLER FOUNDATION

THE death of John D. Rockefeller last month draws attention to his gifts to mankind. Last year the Rockefeller Foundation had the sum of $16,248,985 to give away. (The principal sum stands at $151,459,942). McGill and Dalhousie universities and the Canadian Institute of International Affairs were among the Canadian organizations to benefit last year from this fund. Perhaps there is a possibility of Canadian Elementary and Secondary Education benefiting.

A DAUPHIN EXPERIMENT

THE Dauphin, Manitoba, School Board is endeavoring to work out a system whereby students in their Collegiate will be able to divide their time between academic studies and practical training under the direction of local tradesmen and the Collegiate staff. Under the proposed system each employer will look after one or two boys from Grades X and XI for a certain period each day. The new scheme will give practical training in certain skilled trades and will provide a test as to whether the student is suited to a particular trade or not.

COMPULSORY PHYSICAL EDUCATION FOR FRENCH CHILDREN

Compulsory physical training and games for all young Frenchmen and the building of playing fields all over France, it is stated, are two items in a Bill to be put before the French Chamber at its next sitting by M. Dezarnaulds, Under-Secretary for Health. Between 14 and 18 years of age French school boys will have to go in for what is called an "education of applied Physical Training". From 18 years on they will undergo a form of physical training resembling military drill. In this latter training the army authorities will take a hand. The schools will be called on to devote five hours a week at least to physical drill for all children.

BUFFALO, NEW YORK

No more night schools, no more summer schools and no more free feeding of undernourished children are some of the "no mores" that have resulted from the almost million dollar cut in the Buffalo, N. Y., school budget. Salaries, which call for $9,000,000, are fixed, leaving but $1,210,000 to provide for other services. The original amount asked for was $11,116,355; the new figure $10,210,000.

What We Are Reading

John Mason; *A History of Scottish Experiments in Rural Education from the Eighteenth Century to the Present Day.* London: University of London Press, Ltd., 1935. xi; 207 pp. (Publications of the Scottish Council for Research in Education, VII).

This book, sponsored by that energetic British educational body, the Scottish Council for Research in Education, should be of interest to British Columbians. It is a record of two centuries of characteristic British practical experimentation in rural public school education under conditions which often bear strong similarities to those in our own province.

The author traces the efforts of the Society in Scotland for Propagating Christian Knowledge, and of the Commissioners for Managing the Forfeited Estates to put a "practical bias" to Scotch education in the eighteenth century—especially in the great self-imposed task of dispelling the "ignorance and barbarism" to be found among the Highlanders. Dr. Mason brings out clearly how, after 1833 (1834 for Scotland) when Parliament partially dropped its "laissez-faire" attitude toward education, the Education Department through its weapon of grants endeavoured to entice the Scotch schools a little away from their academic moorings into more practical channels, mainly toward practical agriculture. However, towards the end of the nineteenth century it was discovered that practical agriculture had become "bookish agriculture". Then with the aid of the agricultural colleges, the school garden, with special emphasis upon horticulture, came into existence.

The emergence of horticulture was a recognition of the important discovery, learned through experience, and taking note of the ever-increasing fluidity of our economic environment, that the "rural (elementary) school must supply an education which, although it may utilize the facts of environment, is a general education, evolving an alert, interested, and resourceful being".

The last chapter, a most interesting and suggestive one, is about "a present-day experiment" in a rural school in the county of West Lothian. The experiment started in 1922 to adapt children to rural occupations, in what was assumed to be a rural economic district. It amounted to a well-balanced course in practical gardening. However, by 1929, the aims of this work had been entirely changed; there had been a step up from the purely occupational bent to the aims of the general educative process. We cannot do justice in the few words permitted here to this fine chapter. At the risk of doing an injustice to the author we shall conclude this review by quoting part of a paragraph from the chapter:

"Teachers can adapt the work to suit the circumstances that arise, and so the garden, the laboratory, the workshop, and the classroom can be related most naturally. It is possible to work upon a project method under such conditions and to relate the school actively more closely to home pursuits, such as cottage gardening and hobbies of various kinds. It is not

unusual to find boys employed in the school workshop in the evening, working out practical problems that have originated in the home environment. It is the custom to encourage such activities and to foster the belief that the school is the center of community life. . . . The success of the experiment is also revealed in the unconscious behavior of the boys, in moments when they show expansion of power, a sense of the true value of co-operation, healthy competition, initiative, suggestion, and helpful instruction. It would consequently appear that a social purpose is being served and individual capacity developed, the double function of education being thus attained in an environment predominantly rural".

—HUGH MORRISON.

* * * * *

ANDRE SIEGFRIED: Canada. (London: Jonathan Cape, 1937).

It is forty years since the French scholar, André Siegfried, paid his first visit to Canada and thirty since he published his first book about it, *Le Canada, les Deux Races*. Since that time he has contributed much to the understanding of other peoples by his countrymen. Now, after his famous studies of England and America, he returns to a general treatment of Canada.

This newest study is not a history but an attempt to understand the Canadian character and outlook and some distinctly Canadian problems. This he does under four general headings. The first, "The Geographical Aspect", begins with an excellent contrast between European and American geography. He goes on to show the influence of the Laurentian Shield on Canadian development and leads to the conclusion Canada has two axes, the North-South one based on geography and leading towards the United States, and the East-West one, based on history and tying to Britain. The second part, "Demography", begins where the first left off. In spite of geography and nature there is a Canadian nation, the product of history and especially of the history of expansion and settlement. This leads, then to a general study of settlement, the race problems and their political, social and cultured repercussions, and of immigration and emigration. Part Three, "The Economic Aspect", apart from the fine sympathetic study of the French-Canadian peasant, is largely interpreted statistics and public policy. The last section, "The Political Aspect", discusses Canada's international status; British, French-Canadian and American influences on Canadian policy and public life; and Canada's foreign policy. The first three parts are excellently illustrated with ten maps and charts, one of them, unfortunately, *printed* upside-down.

This is a book which should be in all high school libraries and studied by all teachers of Geography and Social Studies. Indeed, all Canadian adults could read it with profit, if only as an antidote for our provincialism.

—J. E. G.

* * * * *

The World's Moods by Maryanna Heille (Follett Publishing Co., Chicago; $1) is another book of a capital series to which attention has already been called in the columns of *The B. C. Teacher*. This is the story

of weather, simply and interestingly told. The book is intended primarily for pupils of junior high school age. First published in 1930, this little volume has already had five printings.

* * * * *

The Development of a Modern Program in English—Ninth Yearbook of the Department of Supervisors, National Educational Association, 1936.

This compact report has made a timely appearance for teachers who are anticipating problems which will arise next year when we are experimenting with our new programme in English. The outcome of the American committee's scrutiny of problems in every phase of English instruction is a curriculum based upon what it terms "an experience concept of education". This is pedagogue's jargon, but it implies that we might redirect some of our thinking in the matter of aims in English instruction. The new programme's principal article of faith is its proposal to use a child's body of social experience outside the school as a guide to what will be most valuable in his class work. The fallacy in this doctrine is in its willingness to make language experiences in the school parallel to the undeniably less valuable experiences which the average student receives from indiscriminate periodical-reading and movie-going. At first glance it seems a somewhat inglorious retreat to the English teacher who has always had to counteract "outside" influences by making what he feels is fine in art so attractive that the pleasure aroused in the classroom will be carried over to the out of school life of the child.

Even implied confusion of aim, however, does not nullify the worth of the design of the programme. It is a rebuke to that type of curriculum which is a mere outline of subject matter, rather than a number of guiding lines for the counterpointing of experiences. It demands as a prerequisite of successful work a recognition of the fact that instruction in English is every teacher's province. Language must not be an isolated area in the curriculum, but a part of the work of reading and reporting in every class. The section entitled *The Program in Action* outlines the way in which the expressional and interpretative aspects of English are shaped into a pattern of experiences in reading and writing, so that the work of one grade will not be merely preparation for the next, but that language problems may be dealt with as new responses to experience create the need for more cogent written expression. Consonant with this is the plan for an extensive reading program. In expecting a child to extend his reading of *Kidnapped* over a period of five months, we over-estimate the elasticity of his interest and deny him the means—offered by varied reading—of sharpening his perception of the value of his own experiences.

The "challenge" which closes the report is put to all teachers. Literature teachers usually realize that they can bring new planets swimming into a child's ken, but they can do little if other teachers will not realize that a child is only impelled toward communication of experiences which are urgent to him. The offering of those experiences—whether real or vicarious—is in every teacher's destiny. —E. L.

CORRESPONDENCE

Editor, *The B. C. Teacher*:

Your exhortation to the classicists has found a responsive chord in one who used to teach classics in British Columbia though at present his teaching time is otherwise engaged.

Let me offer my sincere congratulations to you for the able and entertaining articles, in which you have urged the necessity of taking steps to bring back the classics to something like their former place as a cultural force in our curriculum. The classics have lost none of their vitality; it is the teaching thereof that has deteriorated into grinding at so many prescribed lines of Vergil and so many prescribed chapters of Caesar.

If the present teachers are at all interested in salvaging high school classical studies, I should like to join them in an endeavour to devise the necessary changes in present curriculum.

Yours, in appreciation,

June 2, 1937. EX-CLASSICS TEACHER.

* * * * *

WORLD FEDERATION OF EDUCATION ASSOCIATIONS

Editor of *The B. C. Teacher*: Toronto, Ont., May 26, 1937.

I think we are on the eve of a very important and far-reaching development in the usefulness of our teacher organizations in Canada and the United States, through a service which will have not only a direct appeal

to thousands of our teachers, but will bring to our organizations both prestige and financial assistance. The plan is to have the W.F.E.A. offer a centralized travel bureau service, working through the established major travel agencies, and to link up all the national, provincial, and state teachers' associations as co-operating units.

Here are some major facts on which this plan is based:

1. The teachers of North America are great travellers and furnish a very large proportion of the business of steamship companies during the holiday periods: Christmas, Easter and summer.

2. Teachers are booked either directly by the transportation companies or through travel agencies, all profits and commissions going to commercial organizations.

3. A co-operative plan, worked out to place this great volume of business in some organized fashion with the transportation companies, would (*a*) secure better service for the teachers, and (*b*) impress the companies with the value of this business.

4. This co-operative organization would also collect a regular commission on this business, amounting to a considerable annual revenue.

5. Such an organization is possible only by the combination of national, provincial, and state teachers' organizations.

6. The logical organization to effect this co-operation is the W.F.E.A., which has as three of its units, the N.E.A., the C.T.A., and the American Federation of Teachers. It thus covers Canada and the United States through the official action of these three national organizations.

In consideration of the possibilities of this plan, the officers of the W.F.E.A. have tentatively launched a Travel Service, as you will note on page 159 of the May number of the *N.E.A. Journal,* and the plan will be thoroughly discussed at the Tokyo Conference this summer.

Now here is the practical application of the plan, so far as our Canadian organizations are concerned. Each provincial organization which has a provincial journal will be asked to advertise the travel service of the W.F.E.A. and to supplement the advertisements with editorials and news notes. In return a commission will be paid to the provincial journal for every booking secured through its efforts. The other part of the commission will go into the treasury of the W.F.E.A., to enable the world organization to extend its services for education and the promotion of world peace through goodwill and mutual understanding.

Obviously, the financial possibilities of such a plan far out-distance any revenues that could be obtained through regular advertising rates, and there would be a great incentive to every provincial journal and association to take a very active interest in this service, for the greater its success the greater the prestige and the financial assistance for the organization.

I am sending this letter to the President and the Secretary of the Canadian Teachers' Federation, and to the Secretary and the Editor of each of our provincial associations for their consideration. In view of the shortness of the time before the sailing date for Tokyo and the meeting

of our C.T.F. Convention, I should appreciate your reply as promptly as possible. I am sure that your Canadian representatives at Tokyo would appreciate your most careful consideration of this proposition, and I am also sure that you will wish to discuss it fully at the C.T.F. meeting.

Yours sincerely,

E. A. HARDY,
Treasurer, W.F.E.A.

* * * * *

1995 West Fourteenth Ave.,
Vancouver, April 13, 1937.

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

At the Easter Convention year after year the question asked, "Why is it that many teachers do not join the Federation? Should we not carefully consider our policies to discover wherein we have failed to interest this large body of potential members?"

Owing to the press of business it was not possible for these important questions to receive attention in public debate; but I submit, sir, that the answer to them is of vital concern to us all, and propose that the columns of *The B. C. Teacher* be opened to correspondence on the matter.

To open the discussion the following is submitted:

There are three main types of teachers who do not join the Federation: young men and women using teaching as a stepping-stone to some other goal and consequently completely uninterested in the profession; persons with a chronic grouch or a personal grievance; and persons thoughtfully, legitimately dissatisfied with Federation and local Association policies.

The uninterested transient is unimportant; the chronic grouch is hopeless; the case of the teacher with a personal grievance needs individual attention; but after all these have been eliminated there remain many teachers throughout our province who have a common, legitimate, remediable grievance. They are the middle-aged, sometimes the elderly, women teachers in the elementary schools who have reached or are nearing, the maximum of their earning powers under present conditions. Many, probably most of them, have dependents; they have a constant struggle to make ends meet; they do not know the meaning of economic security, for at any moment sickness or accident may lay them or their dependents low and plunge them into hopeless debt.

This group is largely inarticulate; their problems seem to them intensely personal and their sense of injustice is usually obliquely expressed. Occasionally one of them will rise in a public meeting, but she is nervous, her voice is low, her remarks lack punch and point, and she sinks into her seat victim of a feeling of futility and frustration which is more important to the well-being of the Federation than many of our leaders seem to realize. Now and then the seething unrest for which this group of teachers is largely responsible, is expressed in a resolution born of lunch table exasperation and sent to the local Association. All too often the resolution is ill-judged or ill-timed: it is tabled. Nothing is done. Again a sense of futility, of frustration—fuel for the smouldering fire of dissatisfaction.

This is not a matter to be lightly dismissed. This group, large in numbers, more influential than is commonly realized, feels, more strongly than can here be expressed, that an injustice has been perpetrated, and is being continued, of which its members are victims. That there is much to be said for their contention everyone who has worked on salary schedules will frankly admit.

What can be done about it? In the first place we need a fresh conception of the solidarity and unity of the teaching profession. Be his pupils kindergarten infants or young men and women in a professional school, a teacher is a teacher. The High School teacher cannot say to the Primary teacher, "I have no need of you"; the teacher of Grade 5 cannot say to the teacher of Classics, "I have no need of you"; we are all one body and members in particular.

From this "one for all, all for one" philosophy naturally follows a *redistribution of the financial rewards of teaching* to ensure to every teacher of worth and experience a reasonable competency in his working years and a sufficient pension upon retirement. Some teachers have this now; among those who have not are the women teachers of the Elementary Schools.

M. E. COLMAN.

* * * *

St. Louis, Missouri,

Editor, *The B. C. Teacher,*
Vancouver, B. C.

Dear Sir:

I am very glad to note that in British Columbia, at least, the idea is prevalent that the study of the classics is basic for any proper curriculum which could be centered around social studies. I regret, however, that such is not the case in the United States. . . .

I agree with you that the classics should in many instances be much better taught, and moreover should be so taught that no one could doubt their position as the very core of the social studies. We are, of course, trying to drive that lesson home also.

Very sincerely yours,
EUGENE TAVENNER,
Editor, *The Classical Journal.*

HIGHLIGHTS OF THE MAY NEWS

THE Quebec Legislature on May 11, gave third reading to a bill creating a National Electricity Syndicate, a hydro-electric commission to take over all power production and distribution in the province.

Orders of Premier Duplessis for the arrest of leaders in the Garment Workers' strike in Montreal were suspended on May 3, and strike ended May 6.

* * *

Major C. H. Douglas on May 24 agreed to send two of his colleagues to make preliminary studies to help introduce a "genuine Social Credit scheme". In a book published May 29, entitled *The Alberta Experiment,* he attributed the victory of the party in Alberta to the heavy debt situation.

British Columbia's Natural Products Marketing Act was declared ultra vires by Mr. Justice Manson in Supreme Court on May 29, and on May 31 three farmers were granted an injunction by him to restrain the Dairy Products Board from collecting fees or charges.

* * *

With regal splendor and medieval pageantry, King George VI and Queen Elizabeth were crowned in Westminster Abbey on May 12. A select committee of the House of Commons had on May 3 recommended a civil list providing the King with a grant of £410,000 (over $2,000,000) annually during his reign.

On May 14 the Imperial Conference, which is still in session, met to begin discussion on imperial trade, foreign and defence policies. Meanwhile, on May 21, an unofficial "imperial conference" of bankers met in the Board Room of the Bank of England in utmost privacy.

A stroke of London busmen began on May 1. On May 4 the 25,000 strikers agreed to provide transportation for the blind.

Philip, Viscount Snowden of Ickornshaw, first Labor Chancellor of the Exchequer, died on May 15, aged 72.

The retirement of Prime Minister Stanley Baldwin and of Ramsay MacDonald and the installation of Neville Chamberlain as successor to the former became effective May 28.

* * *

Dick Merrill and Jack Lambie, carrying pictures of the "Hindenburg" disaster of May 6, left Brooklyn at 4:36 on May 9 and arrived at Croydon in 20 hours 59 minutes flying time. They arrived back on May 14 with pictures of the Coronation in 24 hours 22 minutes flying time.

* * *

The House of Representatives on May 21 fixed relief expenditure for 1938 at $1,500,000,000.

The Supreme Court on May 24 upheld Federal Old Age Pensions, and Federal and State Unemployment Insurance, 5 to 4. On the same day, on the President's recommendation, new minimum wage and maximum labor legislation was introduced into Congress together with laws to prevent interstate commerce in the products of concerns which use child labor, labor spies, or strike-breakers, or deny collective bargaining rights.

On May 18 Justice Va[illegible] Devanter, one of the "solid four" who

have repeatedly declared New Deal laws unconstitutional, announced his retirement.

John D. Rockefeller, Sr., founder of one of the world's largest private fortunes, died May 23, in his 98th year.

United States Ambassador to Germany William E. Dodd, in a letter to various members of Congress, declared an American billionaire was ready to support and control a Fascist dictatorship in the United States and that "the situation is more dangerous than at any time since Lincoln". He also showed historically how minorities had succeeded in the past in defeating American Democracy. (See the letter in *World Wide*, May 29, 1937, p. 427).

* * *

Adolph Hitler in his May-day speech denounced clerical interference and made another attack on the Jews and informed the Third Reich workers that the time for higher wages had not yet come.

The sentencing of a Catholic priest to 11 years and of the Catholic Youth Leader to 5 years was followed on May 3 by the sentencing of 11 Catholic lay brothers to terms ranging up to 4 years. Rev. Martin Niemoeller, leader of the Protestant opposition, was notified by authorities he must refrain indefinitely from preaching. On May 21 the German Secret Police was reported seeking suspects who might have supplied Cardinal Mundelein of Chicago with information used in an anti-Nazi speech. Eighteen Catholic printing plants were seized by the German police, it was announced in Rome on May 22. On May 23 the Catholic clergy were instructed to make a general appeal for further membership in the Catholic Youth Societies. Protestant pastors on the same date announced the arrest of six of their leaders and the forbidding of 30 others to preach. On May 28 Propaganda Minister Goebbels broadcast a speech of bitter attack on the Catholic Church which was thought to presage an attempt to establish a German Catholic Church independent of Rome.

* * *

On May 13 Germany imposed a special import duty of about 22c a pound on foreign rubber to encourage the synthetic rubber industry as a step to self-sufficiency.

* * *

The war in Spain was marked throughout the month by heavy air bombardments of civilian quarters in many cities. The evacuation of women and children from Bilbao was aided by Britain in spite of Gen. Franco's protests and threats.

The Government's defences may have been weakened by internal dissension when Anarchist rebellions broke out in the Basque and Catalonian provinces. Premier Cabalerro resigned on May 15 to make way for a reorganized Cabinet under the leadership of Dr. Juan Negrin, moderate Socialist.

Germany on May 23 promised full support to a British proposal for an armistice in the Spanish Civil War, but Italy opposed any such armistice or truce at this time.

Captain Walter Keinzel and three other German airmen were captured by Basques and court-martialed on May 21. All nine pilots under his command were Germans Keinzeil admitted. Franco threat-

ened reprisals against prisoners if the death sentence were executed.

Government bombing of German ships taking part in the international non-intervention patrol culminated on May 30 when 24 sailors of the pocket battleship, Deutschland, were killed. Five German ships on the following day made swift and vicious retaliation by bombarding the Spanish port of Almeria, ruining the town. The incident threatened to end the non-intervention scheme.

* * *

Official order on May 8 recalled all Italian correspondents from London and banned all British papers excepting *The Daily Mail, The Observer,* and *The Evening News* of London. On May 17 the Italian press was instructed to ease up aggressive attacks on Great Britain.

* * *

A French proposal that Austria join the Little Entente powers to combat German and Italian expansionist plans in Central Europe was reported on May 19 to have been rejected.

* * *

On May 21 the first aerial landing party to the North Pole, comprising Dr. Otto Schmidt, Director of the Soviet's "Northern Sea Route" and 10 men was landed safely on an ice-flow about 13 miles from the Pole, to conduct exploratory flights.

The entire secretariat of the Soviet Central Trade Union Council, excepting its chief, was dismissed and branded "enemies of the people" on May 16. On May 20 the execution of 43 men and one woman for plotting railway wrecks in Siberian military areas was announced, and on May 23 the execution of more than 20 anti-government plotters in Tiflis, Georgia, was reported.

The unofficial American Committee of Inquiry which in April investigated Leon Trotsky's defence against the charges made in the Moscow treason trials reported on May 9 he had established a case "amply warranting further investigation".

* * *

In the Japanese general elections of May 1 only 11 of the 466 delegates elected were definitely supporters of the Hayashi government while some 400 were of opposition parties. Nevertheless, the government defiantly held on to office until the end of the month.

The Japanese government on May 5 met a threat of strike of 50,000 railway employees for a 30 per cent wage increase with a promise of a 10 per cent increase on June 1. Then on May 8 and 9 they proceeded to arrest all leaders of the railway workers' and busmen's unions.

The government on May 14 created a commission to control and mobilize industries for defence, established a public health law to develop hardier soldiers, and ordered changes in the election laws to curb the power of parties opposed to army domination.

—J. E. G.

SALARY RESTORATIONS

Figures released by the National Education Association in the U.S., show that there only 7 per cent of cities over 100,000 in population have failed to make restorations in teachers' salaries. About 22 per cent have restored teachers' salaries to pre-depression levels and 71 per cent have made partial restoration. From another angle, 26 per cent have no pay cuts now in effect.

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The Scientific Study and Teaching of Languages, Harold E. Palmer; rev. O. E. J. Cousins.

November, 1936—
A World Geography for Canadian Schools, Denton and Lord.
The Dawn of World Order, N. C. Smith and J. C. M. Garnett; rev. O. M. S.
Psychology for Every Man (and Woman), A. E. Mander; rev. Norman Murray.
Plays in Verse and Mime, Rosalind Vallance.
Twelve Robin Hood Plays, comp. Elizabeth Fleming.
Dickens—the Man and the Book, Ralph Straus.
Educational, Psychological and Personality Tests, Oscar K. Buros.
With Sword and Trowel, W. S. Wallace; rev. O. M. S.
The House of History; rev. O. M. S.

December, 1936—
Four Plays for Boys, Harold Moreland.
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The World Since You Were Born, Hebe Spaull; rev. O. M. S.
The World Around Us.
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Radio Amateurs Handbook.
Vocational Guidance Through the Library, H. D. Kitson and M. R. Lingenfelter.

January, 1937—
Northland Songs No. 1, John Murray Gibson.
Classroom Plays from Canadian History, A. M. Stephen.
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February, 1937—
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Discovering My Job.
Horace Mann, His Ideas and Ideals, Joy Elmer Morgan.
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Inside Europe, John Gunther; rev. J. E. G.

March, 1937—
Story of Nations, Rogers, Adams and Brown; rev. O. M. S.
Bulletin of League of Nations Teaching, No. 3; rev. J. E. G.
A Book of Plays; rev. E. L.
Education and Social Progress, E. H. Judd; rev. E. L.

April, 1937—
Mathematics for the Millions, Lancelot Hogben; rev. J. M. W.

May, 1937—
The Unique Function of Education in American Democracy.
The Coronation Book, William Le Hardy.
How the Earth is Changing.
Days of Wrath, Andre Malraux; rev. E. L.
The Long Road, Arthur E. Morgan.

June, 1937—
Scottish Experiments in Rural Education; rev. H. Morrison.
Canada, Andre Seigfried; rev. J. E. G.
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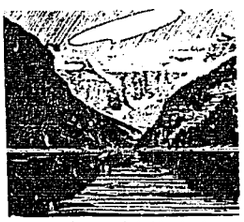

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