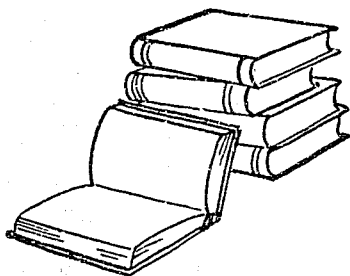


THE

B · C · TEACHER



OFFICIAL ORGAN OF THE B · C · TEACHERS' FEDERATION

VOLUME XVI.

SEPTEMBER, 1936

NUMBER 1

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HIGHLIGHTS OF WORLD NEWS by J. E. Gibbard.

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SEPTEMBER, 1936

VANCOUVER, B. C.

BRITISH COLUMBIA, STAND ON GUARD

PROBABLY nothing in recent history has given the thoughtful observer more reason for disquiet than has the collapse of elemental human freedom in so many parts of the world. To be sure, there never has been a democracy or a free people; but we have had at all events a yearning for democracy and freedom and, in some countries, had achieved them in at least some fragmentary form and incomplete degree.

Of all liberties none is more essential than freedom on the part of teachers to speak the truth in their classrooms and to take their place as citizens in the community at large. Thousands of teachers, in both Europe and America, who exercised that freedom in former years, have now lost it.

"Is it nothing to you, O ye that pass by?"

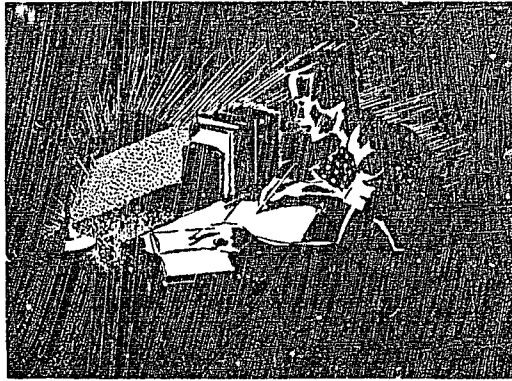
The disgusting epidemic of class legislation has spread from the Old World to the New and no teacher or other friend of the school can afford to assume that we in British Columbia are going to be immune.

One favorite form of teacher-baiting is the passing of loyalty laws. Such statutes have been enacted, for the benefit of teachers, in nearly half of the States of the American Republic during recent years and there is no sign or probability of a turn in the tide. Once a loyalty bill really reaches the members of a legislature it seems as good as passed.

If any corner of this continent owes it to its past to stand firm for free thought and free speech, New England surely does. But even in Massachusetts the teachers have fought a losing battle, though championed by the presidents of sixteen colleges and universities.

In his *Charter of The Social Sciences*, Charles A. Beard calls upon teachers "to give all pertinent facts, view them with calm detachment and let them speak for themselves", avoiding all tendency to promulgate

She'll pay for this someday



This girl is studying under a lamp that reflects right into her eyes. The light is inadequate for continued work and would eventually affect her eyesight. At present it is slowing up her studies, and she can't understand why she seems dull compared with other students.

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dogma. This is a changing world, and it is a matter of common observation that attempts to stereotype patterns of conviction or conduct commonly fail. A society agricultural in basis is being replaced by a society industrial in type, a society in which reason and science demand right of way.

Every reader of this article stands committed to some one of the following propositions, unless he is living in a world of misty unreality and abstraction, to which clear cut judgment is foreign:

1. The present order is the best possible and it is the teacher's job to mobilize reasons in its support.
2. The present order is irremediably wrong and must be ruthlessly destroyed in order to clear the way for a better.
3. The present order is itself a product of change, and it will and should give place to a better order, the possibility of which is assumed in the existence of constitutional machinery for effecting change in our basic laws.

If you are satisfied to devote yourself to the justification of the *status quo*, you need fear no persecution at the hands of ignorance, plutocracy or fascism even when they are in vindictive mood.

If you are a conscientious communist committed to those councils of despair that express themselves in dangerous babble regarding the inevitability of a bloody revolution, you are in for a bad time. Of course the bad time will effectively promote your cause, and that thought will no doubt comfort you when misguided people attempt to check communism by means of capitalistic violence.

However, as a matter of fact, it is in the highest degree improbable that the reader of this article belongs to either of the foregoing classes. The chances are overwhelmingly in favor of his being an ordinarily intelligent person possessed of the views, virtues and limitations of most other ordinarily intelligent people. He realizes that there is something intolerably wrong about present social, economic and political conditions; he has no ready made cure-all for these ills but he has thought and read and observed enough to feel sure that selfish exploitation, whether of the many by the few or of the few by the many, is to be valiantly resisted by every friend of freedom and progress.

In order to defend, promote or restore freedom, the teacher must himself be free.

Month after month the Editor of *The B. C. Teacher* reads rather extensively in teachers' journals, especially in professional publications reflecting thought and conditions in other lands. They have the effect of making him continually more glad that he is a British subject resident in British Columbia. In no other state or province is the teacher more free; in few others is he equally free.

"Eternal vigilance is the price of freedom". Of course that is a truism. By a truism we mean an important fact that is so familiar that

we have become oblivious of its significance. By a truism we mean a truth that bores us a bit. We get bored when people talk to us about things that are of no concern to intelligent people; also when they talk to us about things that we know should concern us as intelligent people but that disturb our siestas.

Already in various quarters of this province there have been rumblings of discontent at this freedom of ours. Mighty ones have threatened disciplinary action against teachers who have taken too active a part in public affairs,—particularly if members of a different political party. The daily press has had plenty of letters, generally anonymous, rebuking university professors for talking as if their world were not confined, as of course it should be, by the four walls of their classrooms. Of course no one has taken these pin pricks seriously. A decade or so ago perhaps there would have been no justification for giving them more than the amused attention of a moment. But 1936 finds us in a world very different from that of 1926. No man can today be sure that this country will continue to be relatively secure against Hearsts of whatever name, against anonymous professional assassins and organized Mugwumpery and Knownothingism, and against mass hysteria organized to perpetuate the unfair advantages of a selfish group.

Fascism is a communicable plague, the deadly germs of which are in the air we breathe.

Stand on guard, British Columbia!

* * * * *

IN the opinion of the Editor of *The B. C. Teacher*, British Columbia Library Association is an organization that could with advantage to itself, to the teachers of the province and to the educational interests of British Columbia, be formally affiliated with British Columbia Teachers' Federation. The public library and the public school differ in vital respects but they are about as intimately related as a man's two hands. Neither can function to maximum effect without the support and co-operation of the other.

* * * * *

OWING to certain clinging inhibitions, bequeathed him by his Puritan ancestors, the Editor of *The B. C. Teacher* is unfortunately incapacitated for the adequate verbal expression of his sentiments in moments of stress. But if all the permanently to be consigned to just perdition members of British Columbia Teachers' Federation, who ought to have sent items of personal news for publication in this number and who have neglected that duty, knew what a hot and permanent holiday the staff of this journal prays for on their behalf, they would mayhap use some ordinary notepaper before the time comes when their communications to this office—or any place else—will be confined to inscriptions on asbestos.

* * * * *

THE preceding paragraph was addressed chiefly to principals and to secretaries of local associations and councils. This paragraph is primarily a message to teachers who have been so public spirited as to accept appointment for 1936-1937 as representatives of sections of British Columbia

(Concluded on foot of page 5)

OUR MAGAZINE TABLE

THE *English Journal* (University of Chicago Press, \$3.35) continues to maintain its accustomed high standards. In the June issue, Professor Dabbs deals with Robert Frost as a poet of action. Miss Strang, of Columbia, reports in dramatic form an interesting interview with a student having reading difficulty and throws light on how such handicaps may be diagnosed and possibly remedied. An essay by Miss Scott, of the University of Southern California, points out implications of the Fusion Program, which is receiving serious attention everywhere. Of the many other interesting contributions, Groff Conklin's essay on "James Stephens, Prosodist", I found the most intriguing. In 1926, Stephens issued a collection of his poems, submitting them to merciless revision, particularly in the matter of form. Mr. Conklin quotes "The Goatpaths" in its original and in its revised forms, as follows:

ORIGINAL	FINAL	
In that airy quietness	In that airy	In a sunny
I would think as long as they ;	Quietness	Solitude.
Through the quiet sunniness	I would dream	
I would stray away to brood	As long as they :	—I would think
By a hidden beaten way	Through the quiet	Until I found
In a sunny solitude.	Sunniness	Something
	I would stray	I can never find :
I would think until I found	Away	—Something
Something I can never find,	And brood	Lying on the ground
Something lying on the ground	All among	In the bottom
In the bottom of my mind.	The heather spray,	Of my mind.
*	*	*

Ontario Library Review, a quarterly of about 50 pages or thereabouts, is published under authority of the Minister of Education for Ontario and in the interests of the libraries of that province. As a matter of fact, it serves a much wider constituency and for a yearly subscription of only 25 cents. The August issue contains two articles of special interest to British Columbia readers. To one of these reference is made in our News section. The other, written by H. Cecil Fricker, is entitled "Books for British Columbia". Readers of *The B.C. Teacher* who are really interested in that topic would be well advised to govern themselves accordingly.

(Continued from page 4)

Teachers' Federation entitled to representation on *The B.C. Teacher* Magazine Committee. The names of several of these ladies and gentlemen, appointed by their several departments or associations at the Easter Convention, are unfortunately not known to the Editor. He accordingly issues this blanket announcement to all concerned that an important general meetings of the Magazine Committee will be held at British Columbia Teachers' Federation headquarters, 1300 Robson Street, on Saturday, October 3, at 10 a.m. sharp. Any member of the Magazine Committee who will be unable to attend is requested to notify the Editor in advance.

The *Canadian School Journal* carries a special article dealing with the services of Mr. Florence McCarthy who, not long ago, resigned from his post as Secretary-Treasurer of Public School No. 6, Rolph Township, County of Renfrew, after holding that office continuously for 64 years. Incidentally, he had been Township Clerk for 47 consecutive years. *The B. C. Teacher* raises its hat.

* * * * *

School Arts (44 Portland Street, Worcester, Mass., \$3.25) features in its September issue, a number of articles that will be of particular interest to those readers of *The B. C. Teacher* who are giving the thought it deserves to the question of the educational and recreational value of puppet shows.

* * * * *

In the last issue of *The Classical Journal* (Manasha, Wisconsin, \$2.75) there are two thought-provoking articles dealing with the numerous remarkable parallels between life in ancient Greece and life today in the Far East. To her own question "How shall we explain the similarities?" Miss Lawler of Hunter College replies that most of them must be looked upon as striking coincidences. "Their chief interest for the classicist must lie in the fact that right now, in the twentieth century, he may see with his own eyes some of the customs which he had thought dead with ancient Greece and Rome, but which are still very much a part of the teeming life of far Cathay". Mrs. Hanako Hoshino Yamagiwa draws upon her personal reminiscences for an extraordinary number of parallels between Japanese and Hellenic modes of thought and action. It is all somewhat startling.

* * * * *

The Editorial columns of *The A. T. A. Magazine* for June dealt at some length with the proposals of Mr. Paul Martin, M.P., for the establishment of national scholarships by the Federal authorities. Our colleague, Mr. John W. Barnett, has been looking into existing provisions for the higher education of students who require monetary aid and he shows that as yet there is relatively little of such help available. *The A. T. A. Magazine* concurs with Mr. Martin in the opinion that it is high time that the Dominion Government recognized that it has a serious responsibility in the matter of giving aid to brilliant young men and women who would otherwise be prevented from attending our higher institutions of learning and equipping themselves for a possible contribution to the cultural life and development of Canada.

* * * * *

The June issue of the *Bulletin of the Nova Scotia Teachers' Union* was devoted largely to a draft of an Act similar to that under consideration in British Columbia, for the legal recognition of the Teachers' Professional Organization.

* * * * *

Our friend, Mr. A. M. Stephen, certainly needs no introduction to the teachers of British Columbia. Those among them who are interested in Literature, and who are not already subscribers to *The New Frontier*, will do well to look up the September number of that readable Leftist monthly magazine of Literature and Social Service to see what Mr. Stephen had

to say about Canadian poets and critics in a notable recent address to the Canadian Authors' Association.

"Before creative literature can arrive and become part of our national life", says Mr. Stephen, "the way must be prepared by adequate and competent criticism. . . . While England and English authors have enjoyed the benefits of criticism emanating from men of culture, scholarship, and intuitive sympathy with artistic values, we have had to endure the extravagant and indiscriminate praise or the unintelligent censure of hack writers imbued with an aggressive Canadianism of the parochial variety that is reminiscent of 'spread-eagle' Americanism, or we have had to meet the supercilious ignorance of British-born reviewers who are incapable of seeing anything of outstanding value in anything Canadian—who feel that great art cannot flourish beyond the sound of Big Ben or the rumble of a London omnibus".

* * * * *

School Progress, 2 College Street, Toronto, the national magazine for school executives, is a publication that principals, superintendents, inspectors, trustees, business administrators and purchasing agents, and school supply houses cannot afford not to take. The subscription rate is \$1.00 a year, single copies costing 25c. The August number is exceptionally attractive both in appearance and content. Of several contributions of outstanding appeal, two are of special interest and value,—*The Motion Picture in the Classroom* by Dr. Percival, Director of Protestant Education for the Province of Quebec, and *A Modern Classroom for Canadian Schools*, by the editor, Mr. Harry F. Coles.

* * * * *

There are now few who are not agreed that for the busy teacher the best newspaper published in America is probably *The Christian Science Monitor*. The issue for Wednesday, August 26, contained an excellent report of the Canadian Teachers' Federation convention held at Saskatoon.

* * * * *

School Activities (1013 West Sixth Street, Topeka, Kansas) has published an unusually interesting September number. Teachers interested in Student Councils and Activity programs, including the organization and functions of "The Home Room", will find several articles that are likely to prove suggestive.

* * * * *

Have you considered the possibility of clubbing with other teachers on your staff, if necessary, to supply your classroom with some of the beautiful and intriguing illustrations published monthly by *Pictorial Education* (Evans Bros. Ltd., Montague House, Russell Square, London, W. C. 1, \$3.50)?

* * * * *

Members of British Columbia Teachers' Federation who reside in the Lower Mainland are reminded that sample copies of all educational publications mentioned from time to time in this column are kept on deposit by *The B. C. Teacher* in the Teachers' Community Library, corner of Hamilton and Dunsmuir Streets, Vancouver. Requests for sample copies, when received from teachers who have not access to this library, will receive the Editor's prompt attention.

B.C.T.F. AND FEDERATION ASSOCIATIONS

SPECIAL GENERAL MEETING OF SEPTEMBER 19, 1936

THIS number of *The B.C. Teacher* has been held over for one week in order that it might report the results of the Special General Meeting called for September 19 in pursuance of instructions recorded on the minutes of the Annual Business Meeting last Easter. Those instructions read as follows:

1. That this Annual Meeting instruct the Draft Bill Committee to continue its work and prepare a complete Draft Bill.
2. That this Draft Bill be submitted to all members of the Federation.
3. That the Federation hold a Special General Meeting for the purpose of considering the Draft Bill.
4. That, if the Draft Bill is agreeable to the Special General Meeting, it should agree to the merger of the British Columbia Teachers' Federation into the Teachers' Society of British Columbia, as outlined in clause 3, provided that 75 per cent. of all the teachers in the province vote in favor of the Draft Bill by referendum submitted.

The Draft Bill, revised in accordance with clauses 1 and 2, above, was issued to all members of the Federation under date of June 6.

On September 5 the Consultative Committee held a meeting at which the chief business was that of making arrangements for the required Special General Meeting. Letters were issued to the chairmen of District Councils advising them that the Federation would meet in full the expenses of one representative from each District Council. It would be the duty of this representative to see to it that all associations in his district had delegates present or else had delegates appointed who should hand over to him or someone else the necessary proxy cards so that their opinions and votes might be duly recorded. All associations were at the same time again urged to give the Draft Bill due consideration and to forward such comments and suggested amendments as might be helpful to General Meeting.

The delegates assembled in the auditorium of Kitsilano High School at 10 a.m. and, except for a recess for the lunch served between 12:45 and 1:45 in the school cafeteria, remained in strenuous session until 7:15 p.m. Most of the time, our President, Mr. William Morgan, occupied the chair, but at times he was relieved by the Vice-President, Mr. John N. Burnett, and by the Past President, Mr. James R. Mitchell, serving in his capacity as chairman of the Draft Bill Committee. Mr. Norman Lidster, legal counsel to the Federation, was present on the platform all day and gave much valuable aid to the delegates.

Mr. Morgan and his deputies kept the debate to the text and implications of the instructions of the Easter meeting, under authority of which the conference was held, but these instructions were given such liberal interpretation as to permit of very untrammelled discussion.

Under the constitution, those entitled to vote in this Special Meeting---either personally or by proxy---were the members of the Executive Committee and delegates representing member associations on the basis of one vote for each ten of its members.

Here to attempt any detailed report of more than eight hours' debate is out of the question. *The B. C. Teacher* is therefore compelled to confine itself to providing a general outline of proceedings and reporting the decisions ultimately endorsed.

After considerable introductory discussion as to the means that might best "expedite proceedings" (O phrase of ill-omen!), it was decided to ask delegates to bring to the attention of the meeting those particular clauses of the Draft Bill that in their opinion, or in the opinion of those whom they represented, required reconsideration and possible rewording.

On this basis the meeting in due course determined that to the definitions in clause 2 certain others should be added, notably an authoritative statement of what is meant by a Supervisor. In clause 4 the wording was so altered as to make clear the intention of including among the members of the association supervisors, duly certificated. The clause relative to Associate Members was also thought imperfect and it was referred back to the Draft Bill Committee to be revised on the basis of suggestions advanced.

The proposed Teaching Electoral Districts met with general approval, though further suggestions were offered by delegates from New Westminster and Richmond. The Draft Bill Committee was instructed to consult further with representatives of the regions immediately concerned and to make such alterations of detail as would best meet local needs and wishes.

An amendment of perhaps more far-reaching significance was that substituting the names "Provincial Secondary Teachers' Division" and "Provincial Elementary Teachers' Division" wherever in the draft as already submitted the names occurred of the Provincial Secondary Teachers' "Association" and of the Provincial Elementary Teachers' "Association", respectively.

Subsections (c) and (d) of Section 10 (2) were corrected by the substitution of the words "Provincial Executive" for "Provincial Council".

It was agreed that the Executive Committee of the Provincial Council---replacing the present Consultative Committee---should consist of the President, the Vice-President and the Secretary-Treasurer, together with six other persons appointed by the Provincial Council from among its members.

Any official notices to members, necessary under the terms of the Bill, should be addressed to the members individually, at the addresses recorded by the teachers concerned, upon the Register kept by the General Secretary.

Other matters of detail, of greater or less possible ultimate significance, were discussed and the clauses concerned were either amended or confirmed.

(Continued on page 10)

A MESSAGE FROM S.S.T.A. EXECUTIVE

By J. K. KEENAN, President, Kitsilano High Schools, Vancouver

THE purpose of this article is briefly to summarize certain facts regarding British Columbia Secondary Teachers' Association, regarding which some of the teachers of the province desire information.

The Association developed from and has taken the place of the High School section, the Junior High School section and certain other sections of the British Columbia Teachers' Federation, and its membership consists of all secondary school teachers who are members of the Federation itself. At present they number 721. The Executive is made up of five officers elected at large and three geographical representatives. A larger body known as the Council includes the members of the Executive, together with the chairman of five sections. Last year's Executive recommended that the Council should include all section chairmen. This body meets at the call of the Executive. It is the aim of our Association to aid in every possible way its various sections and to unify their work and, generally, "to promote co-operative studies and investigations and the exchange of professional opinion among secondary school teachers". During our first year, we have confined ourselves to implementing suggestions originating in the various sections.

The present slate of officers, 1936-1937, is as follows: President, J. K. Keenan, Vancouver; Vice-Presidents, L. B. Boggs of Penticton and J. H. Thomas of Cobble Hill; Secretary-Treasurer, F. A. Poole of Vancouver; and Geographical Representatives, Miss I. Mockridge of Cloverdale, E. Wilson of Prince George, and W. McKenzie of Rossland; together with C. J. Cock of Vancouver, our representative on the Federation Salary Committee. With these should be associated Francis C. Hardwick, who represents our Association officially on the Editorial Board of *The B.C. Teacher*.

During the Association year 1935-1936 four executive meetings were held to organize and to plan the year's work; one council meeting occurred,

(Continued from page 9)

When the final vote was taken it was found that 207 ballots were cast in favor of the Bill and 70 in opposition to the Bill. Instructions were accordingly given for the due submission of the revised draft to a plebiscite of all the teachers of the province. The Executive Committee was instructed to take such precautions as would ensure that the vote will be free and secret. It is, of course, to be understood that all teachers—whether members of the Federation or not—who omit recording their ballots will be counted as opposed to the Bill.

Such is the best summary that in the space and time available the representative of *The B. C. Teacher* is able to submit of a very complicated and exceedingly important debate. These presents are in no sense to be looked upon as official minutes, but they fairly record the essential features of the business transacted at this extraordinary General Meeting.—N. F. B.

at which Dr. H. B. King outlined the work of the Revision Committee, with special reference to the curriculum of secondary schools; at the Easter Convention, the eight sections provided two sessions each for the discussion of matters pertaining to their respective subjects; and a rally luncheon and a breakfast were also held at this time.

During the year, the suggestions made at the 1935 Convention for the improvement of Matriculation examinations were duly brought to the attention of the Department and many of them have already been acted upon. In response to our request, Mr. E. T. Oliver and Miss L. M. Newlan were appointed corresponding members of the Central Revision Committee. Much material bearing upon curricula has been mimeographed and distributed to the chairmen of sections. Our Past President, W. Morgan, who at that time was Vice-President of British Columbia Teachers' Federation, and my predecessor, W. M. Armstrong, visited the Okanagan and Kamloops districts last autumn.

The various resolutions passed at the Annual Meeting last Easter have been transmitted to the proper authorities. At the time of the Convention, the Constitution Committee reported progress but thought it wise to defer, until next year, any specific recommendations relative to amendments.

Much valuable work has been done by various sections. The Science section, for example, has compiled a sample objective test in Matriculation Chemistry. Mimeographed copies are available in limited numbers and may be secured by application to Mr. Herbert Grantham of John Oliver High School, Vancouver, who is secretary of the section. The members of the Geography section who are resident on the Lower Mainland have held numerous regular meetings. The Departmental Sub-committee entrusted with the revision of the Geography curriculum has discussed its plans and consulted the opinions of the Geography section at each of these meetings.

The expenses of our Association last year were approximately \$250. Fifty dollars was allotted to the Science section, \$16 to the Modern Language section, and \$10 to the section concerned with Commercial subjects.

In response to a request from Mr. D. L. McLaurin, chairman of the Revision Committee, for the appointment of representatives from the interior of the province as corresponding members of all subject committees, secretaries of local associations were circularized and we are now awaiting their replies.

There will be a meeting of the Executive in the near future to deal with plans for the work of ensuing months.

The Executive of the Association hopes to be able to co-ordinate the activities of all organized groups of secondary school teachers. It is only by keeping in touch with each other that we can get the best solution of our problems. "In union is strength". The greater our strength, the greater is our chance of progress. The educational outlook of the province is bright and we should strive to see that our Association plays its full part in the steady improvement of secondary education. Any suggestions, criticisms, requests and other communications will be welcomed and dealt with as promptly as circumstances permit.

CANADIAN TEACHERS' FEDERATION

THE delegates from all Canadian provinces, who assembled in August at Saskatoon for the annual conference of the Canadian Teachers' Federation, put in some strenuous days.

The importance and significance of this federation of provincial associations is yearly becoming more and more manifest. Its conventions are already vindicating their claim to provide the teachers of this Dominion with a professional parliament and clearing house for the interchange of ideas and the results of experience. In this connection it is significant that the Dominion government was officially represented by its own delegates. Ottawa is specially concerned as to the best ways and means of collecting, classifying, interpreting and disseminating educational statistics and related information. This duty devolves upon the Department of Labor.

The presidential address delivered by Miss Jessie M. Norris *The B.C. Teacher* hopes to reproduce in full in the early future. For the present it must suffice to say, after her years of office, with the special studies of the educational problems of the Dominion that such office should entail, Miss Norris felt that among the things most obviously demanding serious consideration and prompt action are the recognition by provincial governments of a much greater degree of financial responsibility in the realm of local education, and the increasing recognition by teachers of the duty of mobilizing the schools to combat those influences that make for war.

It was felt by the conference that systematic provision for teach-

er exchanges, already in operation within provinces, between provinces and between Canada and the British Isles and other overseas dominions, is also a matter of importance between Canada and countries outside the British Commonwealth of Nations, notably the United States.

In a resolution the precise wording of which has been a matter for friendly smiles on the part of critics who have a passion for clear and simple English, the convention endorsed the fact that teachers need to be persistently reminded that the attitudes children acquire in the earliest school grades are of permanent significance for Canada, the Empire and the world.

As usual, very much of the time of the conference was devoted to the presentation and study of reports from the various provincial federations. Every part of Canada is becoming increasingly aware that what is doing at present in British Columbia will have very far-reaching reverberations; but as our readers are already familiar with the steps being undertaken, with the co-operation of British Columbia Teachers' Federation, for the revision of the curriculum and the improvement of administrative machinery, the British Columbia report need not here be summarized.

Alberta's chief interest, in the educational field, has this year been concentrated upon the possibilities of the larger administrative unit, the revision of the course of studies and amendment of the School Act so as to provide automatically for teacher membership in the Alberta Federation. It is of interest to note that in Alberta the present trend of

opinion seems to favor placing the affairs of the new "large administrative areas" in the hands of elective boards responsible for the appointment of teachers and for other functions affecting the whole area, while local boards would continue to handle matters of strictly local concern and would serve in an advisory capacity to keep the large area board in touch with local opinion and wishes.

Among the matters dealt with in the Manitoba report perhaps that of greatest interest has to do with the use made of radio by the Department of Education in that province. Lessons bearing upon the authorized courses for Grades VIII and IX are apparently being found particularly valuable by rural schools in which the facilities for teaching the higher grades are limited.

Teacher committees in Ontario have collaborated successfully with the Department of Education in revision of the course of studies and in study of possible improvement of teacher-training procedure.

To reports from Quebec and the Maritime provinces we shall probably return in future issues of *The B.C. Teacher*. The relation of the schools to the library service that has been set up and demonstrated in Prince Edward Island, under subsidy by the Carnegie Trust, will interest teachers everywhere.

The delegates accepted responsibility for their provinces in preparing several reports for next year, as follows: British Columbia, Visual Education; Alberta, Scientific Approach to Salary Schedules; Saskatchewan, Larger Units of School Administration; Manitoba, Publicity and Canadian Teachers' Feder-

ation News; Ontario, Continuation of the J. W. Noseworthy Report Upon Educational Opportunity in Canada; Quebec, A National Magazine; also Teacher Training; New Brunswick, Codification of the Qualities of Citizenship.

The First Vice-President is Mr. A. C. Lewis, Toronto, and the Second Vice-President is Miss Myrtle Strangways, Prince Albert. The other Executive members are: Mr. R. P. Steeves, Vancouver; Mr. F. C. Ansley, Medicine Hat; Mr. L. F. Titus, Saskatoon; Mr. W. G. Rothwell, St. Vital, Manitoba; Miss L. A. Dobson, St. Catherines; Mrs. Ruth E. Knowlton, Cowansville, Que.; Miss Jessie I. Lawson, St. John; Mr. W. L. Barteaux, Kentville, N. S., and Miss Ethel Tanton, Summerside, P. E. I.

We have kept to the last the news item of most immediate interest to members of British Columbia Teachers' Federation, the promotion of one of our delegates, Mr. Mitchell, from the rank of Vice-President of the Canadian Teachers' Federation to full Presidential dignity. From our knowledge of Mr. Mitchell's record as president of British Columbia Teachers' Federation and in 57 other varieties of service in the provincial federation, we may feel assured that 1936-1937 will be an outstanding year in the history of the Canadian Teachers' Federation.

The other British Columbia delegates who gave of their vacation time to assist at the 1936 convention are Mr. William Morgan, President, British Columbia Teachers' Federation, and Mr. R. P. Steeves, Past President. On behalf of this federation, *The B.C. Teacher* offers thanks to these loyal and efficient representatives.

RAMBLINGS OF PAIDAGOGOS

WHAT IS INTELLIGENCE?

I HAVE lately been wondering, with no profound or scientific intention but after the gently ruminative fashion of the Paidagogoi, about this matter of intelligence. In a world where men continually speak and act in coincidence with their wisdom or folly, it should surely be possible to find some practical criterion by which intelligence can be estimated. Frankly, the serious definitions of the learned are never very satisfying; they convey an impression of cold exactitude that unfits them for daily use.

Having chewed the cud of meditation, therefore, I suggest—with clear consciousness of the scientific inadequacy of the definition but without apology—that intelligence is neither more nor less than the ability to keep to the point. I would describe it as the gift of relevancy, through which we are happily enabled to shear away the extraneous and inconsequent, however pleasing, and to perceive true relationships and true proportions, however unwelcome. The definition implies three things at least: persistence in a line of thought, discrimination, and objectivity; and it would seem that this triune gift is essential to problem-solving, to abstract thinking, indeed to any logical process whatsoever.

The reader may note that I am already standing at the front of the classroom laying down the law—which is what anyone might expect of a school-master! But he will be pleased to consider in extenuation that my indicative mood is due to the fact that I have an argument to present, and that no one can argue successfully without being a bit dogmatic. I may be wrong, but I would be a witling to admit it.

To return, however, to the point, from which I have irrelevantly and subjectively strayed, let us accept as a premise that intelligence varies in degree throughout life. Whether the I. Q. is constant and immutable is another matter altogether and has no bearing on the present discussion. It is common knowledge that we begin life at a low intellectual level and frequently end in much the same place. Between infancy and senility we go through a stage of development and a stage of deterioration; somewhere between the two extremes we reach our mental zenith.

Now to apply the touch-stone of relevancy. Anyone who has had to do with an infant knows that he is characterized—among other things—by a wandering mind. He is swayed hither and yon by vagrant stimuli, and is notoriously wanting in the power to make a sustained flight. A bright color, a sharp sound, and he is immediately off on a new tack. Nothing, except perhaps a strong physical need, is capable of holding his attention for more than a moment.

Throughout childhood and youth there is a steady development of relevancy, a steady increase in the capacity to keep to the point at

issue, a steady enhancement of the power to select the germane and cogent. It becomes less and less easy for red herrings to be drawn successfully across the trail of the individual's mental processes.

Naturally, this development is seldom or never complete. In the most intelligent men there occur areas of inconsistency and even of credulity. There are places where persistence wavers, where discrimination is distorted, where objectivity is at a low ebb. Jove himself is said to nod from time to time. But in the main, it is true that a man's intelligence is manifested, whatever its calibre, by the pertinence of his speech and the orderliness of his actions. His intellectual quality is evidenced by his direct and inexorable pursuit of an idea.

Coming at last—as we must all some day come—to old age, he would be a strange and exceptional old man who would affirm that his mental powers have known no diminution. At that point of his career when he is best fitted by experience to reason effectively, nature has blunted the tool with which he must work. The straying of his mind from the immediate problem, his tendency toward reminiscence, his lessened span of attention—all these bear witness to loss of relevancy and a waning of the intellect. There is no suggestion, of course, that all men become senile in old age. Senility in its accepted sense is just the extreme degree of that mental deterioration to which all men are subject.

By way of illustration—being of the opinion that the argument for relevancy as the criterion of intelligence is irresistible and in need of no further expansion on my part—I close with one of the best utterances of that insinuating lady, Sairey Gamp. She is addressing Mr. Mould, the undertaker, and is making reference to the fact that his daughters are charming and marriageable.

“Oh yes, you do know, sir!” said Mrs. Gamp, “and so does Mrs. Mould, your ’ansome pardner, too, sir; and so do I, although the blessing of a daughter was deniged me; which, if we had had one, Gamp would certainly have drunk its little shoes off its feet, as with our precious boy he did, and arterwards sent the child a errand to sell his wooden leg for any money it would fetch as matches in the rough, and bring it home in liquor: which was truly done beyond his years, for every individle penny that child lost at toss or buy kidney ones; and come home arterwards quite bold, to break the news, and offering to drown himself if that would be a satisfaction to his parents.—Oh yes, you do know, sir. There’s something besides births and berryins in the newspapers, an’t there, Mr. Mould?”

And that, very emphatically, is that!

THE WISDOM OF THE HUMBLE

“Lor’, chile, when yuh ain’t got no education, yuh jes’ got to use yo’ brains”.—Quoted in *The Atlantic Monthly* and *The Readers’ Digest*.

HEALTH SERVICES UNDER THE LARGER UNITS OF ADMINISTRATION

By DR. J. S. CULL, *Director, Peace River Health Unit*

TO obtain the proper perspective of the health services of the Peace River Health Unit in this Larger Unit of Administration and to appreciate the benefits accruing therefrom, it is advisable, I think, to give a brief resume of conditions as they existed previous to 1934-35.

At that time there were two part-time Medical Health Officers acting as School Health Inspectors, one north of the Peace River and the other south. These physicians visited the schools once a year and examined the pupils, sometimes rather hurriedly, and in the great majority of cases without the parents being invited to be present for the examinations of their children. Where defects were found notes were sent home to the parents but little or no follow-up work was done to stress the importance of early remedial treatment. As a result, really very little actual medical service was brought to the child except where the conditions found were particularly pressing. Dental attention for the school child was a thing almost unknown until the summer of 1934 when a service of this nature was rendered to certain sections of the district. The reports of the School Health Inspectors regarding the school buildings, equipment, environs, sanitary arrangements, etc., were forwarded to the various School Boards, but owing to the lack of co-operation from these, the improvements that were made, based on the Inspector's recommendations, were few and far between.

The weakness of the system lay in two directions: First, in the traditional lack of co-operation from rural School Boards; and secondly, in the employment of part-time School Health Inspectors. The first has been most successfully remedied by the Consolidation Scheme under the Official Trusteeship of Dr. Wm. Plenderleith, while the second has been corrected by the installation of the Health Unit. It might be interesting to state briefly why the old system of health supervision has fallen down: because there has been no one continuously on the job to carry out those measures which are necessary to prevent illness and death; those in charge have often not received the necessary training and they do not have the time to devote to Public Health with their other duties. It is constantly found that the Health Officer who is paid very little for his services is necessarily obliged to devote his time to the practice of his profession in order to make a living. He consequently pays little attention to Public Health. It does not pay him to do so. If he were a full-time Health Officer his entire time and energy would be devoted to the prevention of disease in his community. It is not the part-time Health Officer who is at fault but the now-antiquated system.

After the Consolidation Scheme had been in effect in this district for one school year a considerable sum of money had been saved in the operation of the schools and was set aside for health purposes. This, together with a grant from the Rockefeller Foundation and the Provincial Board

of Health, was instrumental in bringing into being the present full-time Health Unit. If the above saving had not been made by the consolidation of school districts it is doubtful if the school and pre-school children here would ever have enjoyed the health services which are at the present time being presented to them.

The actual organization of the Health Unit took place during the summer of 1935 and the staff started work on September 1st, 1935. The personnel of the unit consists of a full-time Director, who is Health Officer and School Medical Inspector for the Peace River District; four full-time Public Health Nurses who carry out a generalized public health nursing programme, including school nursing. No routine bedside-nursing is carried on by the Health Unit staff. In addition to the above there are three part-time co-operating nurses, located in the more isolated parts of the district, who take charge of the school nursing in these areas. The full-time personnel co-operate with these other nurses in an attempt to give as full a nursing service as possible to the people and children of these more distant parts. The population served is estimated as 9000, with 1400 school children, and approximately 1000 pre-school children.

All full-time members of the staff have Unit cars for summer travel and arrangements are made for the use of teams and drivers for winter travel.

These members have all received training in Public Health, as has also one of the co-operating nurses.

To the best of my knowledge, this is the only Health Unit in Canada operating under the dual head of the Departments of Education and Health. This is, without doubt, the ideal system, for, after all, health and education are really inseparable—each being necessary to complete the other.

The actual work of the Unit began under most auspicious circumstances. Two full-time dentists were appointed for two months and almost the full time of the staff was taken up during September and October with the organization and operation of Dental Clinics. This service was free to school and pre-school children and did not apply only to those school districts under consolidation, for arrangements were made with the other School Boards and eventually all the children of the Peace River District were given the opportunity of having complete and thorough dental treatment by a competent dentist. Nothing of this nature applying to the whole district had ever occurred before, and you may well imagine the benefits resulting therefrom. The continued neglect of dental attention in this part of the province had caused the loss of many six-year permanent molars, and a very serious condition of abscesses from badly decayed temporary teeth. The neglect and loss of the six-year molars we found in a large degree to be due to the inability of the parents to recognize these to be permanent teeth. Many deciduous teeth had been extracted from three to five years before they were replaced by permanent ones, causing lack of development in the jaw bones, and resulting in irregularity of the permanent teeth and, in some cases, facial distortion.

In former years absence from school because of toothache was quite

common, but this year many of the teachers have been remarking with enthusiasm on the improved attendance.

Below is listed a general summary of the work that was done during the two months that the Dental Clinics were held. These clinics are to be an annual event and they alone will ensure a marked improvement in the general health of the children.

	<i>No. of Patients Treated</i>	FILLINGS			<i>Prophy- Extrac- tions</i>	<i>lactic Treat- ments</i>
		<i>Amalgam</i>	<i>Cement</i>	<i>Porcelain</i>		
South of the Peace River	659	749	136	113	834	476
North of the Peace River	346	633	61	15	289	338
Totals	1005	1382	197	128	1123	814

Number transported by Unit personnel, 250; males treated, 522; females treated, 483.

The district nurse makes periodic visits to her schools and examines the children, weighs and measures them, and always is alert for the presence of communicable disease. If a child is found to need medical attention the Health Inspector is acquainted with the fact either at once or at the time of the regular medical examinations. If the parents are on relief and they are not in a financial condition to pay for the treatment considered necessary, use can be made of a fund which has been set aside under the Consolidation Scheme to assist cases of this kind; the parents in these cases usually paying 50 per cent of the cost of the treatment. The 50 per cent of the cost may be given in wood, ice, janitor work or other school services that may be required.

It is expected that arrangements will be completed this summer whereby those children suffering from diseased tonsils and adenoids will be able to have surgical attention.

Where glasses are urgently needed for the preservation of the pupil's eyesight, and the parents are unable to pay, the Consolidated Fund is again made use of.

Preventive treatments, such as vaccination, inoculation against diphtheria and scarlet fever, iodine tablets or tincture, etc., are available for all school children desiring them.

I would like to quote from the article on "Health" by Miss Dorothy Johnson (*B. C. Teacher*, April, 1936): "Health teaching should be directed at the parent"; "Medical examinations are often hasty, and recommendations are not followed up". I quite agree with her, but would like to say that these criticisms do not apply in this district and should not where any full-time Health Unit is established. We make a particular point of inviting the parents to be present at the time when their children are examined as this makes an excellent occasion on which to discuss and talk over many health matters, and to advise the parent directly in regard to the care of his or her child.

A considerable length of time is spent on the examination of each child and we feel that we get better results in this way than by just making a hasty examination. It is one of the duties of the district nurse to follow up any recommendations that are made at this time and to strive continually to show the value of these. I quite agree that much of the value of the medical examination would be lost if this work were not done.

Below are listed some of the figures taken from the Statistical Report ending December, 1935:

Visits to schools.....	340
Physical examinations	514
Average per cent of parents present.....	63 per cent
Children inspected by nurses.....	2722
Notes to parents.....	66
Home-school visits	203
Quick inspections for contagion.....	763
Exclusions	57
Examined at office.....	62
Class room talks.....	123
Consultations with school officials.....	248

This brings me to the school building itself. In this connection I may say that the buildings in this area are inspected from a health standpoint. Where poor or improper lighting is found, or different sized desks are required, poor ventilation or poor heating exists, a report is forwarded to the office of the Official Trustee stating the facts of the case.

Under the old system one could have sent reports indefinitely to the school boards and little or no action would have resulted. But now things are different and in this Larger Unit of Administration, "Action" is the word of the day. When a report is forwarded, the defect or condition is remedied in very short order.

As a result of this, the supply of drinking water, toilet facilities, cloak-room facilities, lighting, heating and ventilation have all been markedly improved. In the majority of schools in this district the desks are fixed to strips rather than to the floor. Thus they can all be moved over to one side of the room and this tends to overcome the criticism of lack of space during a physical education period.

When one realizes that all these changes and improvements, and increased health services have come about as a result of the adoption of the Larger Unit of Administration, one cannot be other than in favor of such a system. Little or nothing of this nature existed before, and I doubt if anything of a similar nature could be brought about in rural districts without the adoption of a similar Consolidation Scheme. It is a pleasure to work under such a system, and as the months go by and we see the improvement being wrought in the health of the children, I feel that the Department of Education is to be complimented for the introduction of such a plan. I trust that the benefits of the Larger Unit system will be extended to other rural districts.

THE PRIMARY CLASS

By KATHLEEN A. FROMEY, *Powell River, B. C.*

IT was only after several years of experience that I began to enjoy teaching primary work. In the beginning I felt rather lost and found it difficult to secure proper guidance in building up a satisfactory technique to meet the many exacting requirements of this particular branch of pedagogy. Little by little, as my experience widened, I learned to meet the exigencies of the daily grind through original expedients which have tended to lend enjoyment to work which at one time had brought me to the verge of despair.

It is superfluous for me to mention that patience and kindness form the beginning of success in dealing with the little people in the beginners' class; but I would crave the reader's indulgence to press the importance of these elements. Patience will be repeatedly tried, and will often threaten to break; and kindness will suffer similar strain. It takes a strong conviction of the necessity of maintaining a serene front to enable one to withstand routine trials, but a break leads to increasing annoyances. In addition to patience and kindness one should be seized with the fact that these small citizens are rightfully entitled to courteous treatment, and it is one of the rewards of extending this courtesy to them that they respond in their turn with a delightful natural courtesy to their teacher.

Originality plays an important part in primary work. The laying down of a strict schedule is to be deprecated. It is necessary, of course, to have an outline of the work which has to be covered, and to know exactly where you are going; but little children find a hard and fast schedule irksome and tiring, and there are days when it is impossible to carry out projected plans on account of the "atmosphere" of the class. It is then that an elastic scheme becomes helpful, and a variation from the routine very often saves the teacher from the experience of losing the attention of her class. Originality means a creative imagination also, and the teacher who is lacking in these qualities will find primary work burdensome.

The dramatic instinct is strong in most young children, and the primary teacher who is herself dramatic in temperament, and to some degree also in training, will find wonderful scope and enjoyment, as well as an excellent medium of teaching, in developing and encouraging dramatization, both as a means of instilling knowledge, and as a recreational element for her class.

Some musical training is essential, and a taste and love for music is an invaluable adjunct to the primary teacher's qualifications. It makes it easy for her to provide an accompaniment for singing and games, thereby adding zest and enjoyment to these pursuits. Rest periods are made really restful by appropriate music, and in writing, story-telling, and dramatization, music can be made to lend color and interest which can hardly otherwise be attained. Through music also the teacher may be enabled to introduce some variety to the daily routine, and classes where the teacher is gifted in this line are apt to progress rapidly and smoothly, and to offer classroom behaviour of outstanding quality.

I have already mentioned the importance of variety, and I would like to stress this point as being one of the most important things in primary work. It is equally important to the class and to the teacher. For the primary teacher to prepare a programme for the following day, and to rigidly adhere thereto destroys all the freedom and ease and enjoyment of the classroom. I believe that the teacher should be possessed of qualities which enable her to lay aside her programme on the spur of the moment without seeming to do so, according to her own mood and the mood of her class. Work must be made to meet moods or its fails to attain its object; and moods are very important elements in a primary classroom: moods of teacher and of class, as well as moods of weather and season, all have to be taken into consideration; and in classroom, as elsewhere, moods change rapidly, and a fixed and rigid programme is a practical impossibility. In older classes the pupil may be bent to conform to the schedule, but in primary work the schedule must be bent to conform to the needs of the moment. Harmony must obtain, and the teacher and her class have to remain *en rapport* even if schedules have to be discarded.

One practice which I have found of immense interest, and of great help to the class and to myself is to allow competent pupil leaders to take complete charge of affairs in the classroom for short periods. I have found much amusement in watching the behaviour of the "teacher", a little mirror of my own actions, and I have been intensely gratified to observe the decorum and attention of the class. It is my practice to take my stand at the side or back of the room, well out of observation by the class, and from there to observe the little drama. Many times I find it difficult to maintain my gravity, but it has been a constant source of delight to me to see the manner in which these little people are able to conduct their affairs. There is never any lack of attention, and never any attempt on the part of the class to take advantage of a rather novel situation. In my classroom for the past several years this procedure has been part of our daily work, and I am satisfied that it has been of great benefit to the pupils. There is nothing that I know of better qualified to awaken pride of behaviour, and to stimulate the dramatic element than this simple procedure; and no teacher need be apprehensive about instituting its practice in her class. Classroom leaders, I have found, can take charge of classes in reading, story-telling, dramatization, rhythmic, phonics and singing. I find that children rapidly learn to imitate their teacher, and when they are given a legitimate opportunity to do so, it affords them keen delight. I have found also considerable originality amongst such leaders, and it has surprised me often to see them introduce methods of their own which had both force and reason.

I would conclude by offering this advice to anyone contemplating primary work. Do not allow yourself to be discouraged. Treat little people with respect and courtesy, and meet them half way, and they will come the other half. Develop your own original way of teaching, but keep in touch with the march of the profession by attendance at primary teachers' courses at intervals during summer vacations. Above all find some outside interest to distract your mind and faculties when out of

(Continued on page 22)

AUGUST NIGHT

By MARY ELIZABETH COLMAN

THERE are hours that lift the spirit
Into realms of ecstasy,
Yet are compound of simple things.

In such an hour I lay quite straight and still
Upon my cot beneath a maple tree
Watching the stars bloom one by one:
Arcturus, gentle herdsman of the night,
Antares of the stricken heart,
And Vega with her lovely lyre.
The August night was poured
Like new drawn milk into the clearing;
A salty wind brushed first the maple leaves
And then my face with small exploring fingers;
I smelt the bracken and the bruised wild mint:
A gentle melancholy note,
Mere pebble of sound, sank into the night
And there, upon a nearby stump,
Beside a huckleberry bush,
A small brown owl, his amber eyes
Fixed on me solemnly.
Then suddenly a twig snapped,
And another,
There was a breaking of bracken,
A rushing of delicate hooves,
And there, beside that miracle—
A white-starred dogwood tree—
A doe, arrested in mid-motion
As though the moon had frozen her
In an enchanted immobility;
She stared at me; I stared at her,
Stilling my very breath;
Slowly she turned her head;
The liquid motion led my gaze,
And before my ravished sight
A slender dappled fawn
Hesitated from his ferny shield. . . .

Such hours wound and heal,
Companion,
Yet make loneliness more desolate.

(Continued from page 21)

school. Try and have something which lends enjoyment in its practice as an outside hobby, and take plenty of amusement. Do not spend your evenings working at school work: forget about it, and go to school fresh and enthusiastic in the morning.

JUNIOR RED CROSS

By RUTH WITBECK, Provincial Organizer

AN 11-year-old girl came into my office a few months ago. I noticed her Junior Red Cross badge and said "Oh, and when did you join the Junior Red Cross?" "Oh", said her mother, "Are you the Red Cross lady? Do you know that since Mary joined the Junior Red Cross she has the windows open both top and bottom every night and nearly freezes the rest of us out!"

"My children have decided they would like to join the Junior Red Cross", wrote a teacher of a class of fourteen pupils, Grades I to VIII. "They have decided to call themselves the Cleandale Juniors. The name 'Cleandale' certainly does not fit at the present time but we have hopes of getting a waterbucket, wash basins, individual drinking cups and proper windows in the near future, and the children show signs of wanting to make themselves cleaner". . . . Here is the next letter, from the secretary of the branch: "We want to thank you for the badges and other supplies which you sent us. There are three more pupils coming and we will need badges and health cards for them. We are cleaning up the school grounds. We have painted the insides of the window frames and we have used one of the posters you sent us to cover a space where the window is supposed to be".

"Miss Jones", said one Junior, "I can't keep my Junior Red Cross badge any longer. I will have to give it back". "Why, John", replied his teacher; "I don't want to take your badge from you unless I have to". "Well, I can't keep my health rules any longer, Miss Jones. The boarder moved away and took the toothbrush".

And so, Junior Red Cross brings to the children in the schools an incentive to practise the rules of healthy living.

The following excerpts, written by the children themselves, tell still another story of the Junior Red Cross:

From a class of seven pupils, Grades I to VIII:

"... We have started our work to obtain funds. The three older girls are sewing aprons, which we intend to sell at thirty cents each. The boys made match boxes with fret-saws, and the two small girls are making pot-holders. Altogether we should send in around two dollars at the end of June for the crippled children. Our pamphlet and magazine arrive regularly and are greatly enjoyed. . . ."

From a class of fifteen pupils, Grades I to VIII:

"... We were very pleased to receive our Red Cross pennant. The girls have made some baby clothes from flannellette and have knitted some garments. We are keeping them on hand to give to any poor children who need them. . . . The boys have made some window boxes, in which we are going to plant flower seeds. We have also brought house-plants to put in the windows. . . . Every morning the doctor and nurse take a health score for each pupil. . . ." (Cont. on page 26)

THE NEW EASTMAN HISTORY HAS BEEN OFFICIALLY A

WEST'S WORLD

Revised and rewritten by S. MACK EASTMAN

Formerly Professor of History

DOCTOR Eastman is well qualified to present an up-to-date study of world history. In his capacity as Secretary at the International Labour Office at Geneva he has been close to the heart of international councils, and from such close knowledge can rightly judge the successes and failures of the agencies working for a better world understanding. As a lecturer to the educational institutions of Canada, he has been able to discuss with educationists throughout the country the requirements of a model textbook in world history.



World Progress lives up to its name in every way. It is a true history of world progress, giving the student not only a perspective on all factors that made the world what it was at the beginning of the twentieth century, but emphasizing and weighing in the balance all those things that have crowded the years of the twentieth century with momentous events.

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CHICAGO

AUTHORIZED FOR SASKATCHEWAN

WORLD PROGRESS

AN International Labour Office, Geneva, Switzerland,

University of British Columbia.

The treatment of the war falls into two parts: The General Characteristics of the War, and the Political, Naval, and Military History of the War. Preceding this account of the actual war period is a chapter on Origins of the War—a careful, summarized study of the origins, remote and immediate, which constituted the dynamic elements in world history in the pre-war period.

The last part of the book (six chapters) is an extremely scholarly treatment of the meanings and trends of history since 1919. Such chapter heads as Nationalities, New and Renewed; Three Great Dictatorships; Reparations and War Debts; League of Nations; Hague Court, and International Labour Office, show that the important issues of the present generation are covered.

The new, fresh illustrations and the mechanical set-up of the page make a book that is bright and attractive, and thoroughly in keeping with the up-to-dateness of the text narrative.



WORLD PROGRESS

CHICAGO

SAN FRANCISCO

From a city branch of thirty-eight pupils, Grades V and VI:

"... I am enclosing money order of five dollars for the Solarium. You will also be pleased to know that our branch has helped to buy spectacles for an old man who was badly in need of them..."

From a class of twenty-six pupils, Grades I to VII:

"To accompany this letter we are sending a quilt to be given to some orphanage or destitute family. . . . The boys have made a few toys. . . . An Easter card was given to Emil, who is still in the hospital, although he is improving. . . . We have made programmes for our Junior Red Cross meetings".

And so Junior Red Cross members learn to be of service to their less fortunate fellows.

Sixty-six Junior Red Cross branches in British Columbia prepared and sent portfolios to Juniors in foreign countries for exchange. The friendly letters included as an introduction to these books show the practical way in which Junior Red Cross interests its members in children of other lands.

Thus attitudes of friendliness, not of prejudice and hatred, are built up among Junior Red Cross members.

The Junior Red Cross proves a practical channel for its three aims: "Good Health, Service to Others, and International Friendliness"—three aims which are among the highest of all education.

The Provincial Departments of Education and Public Health fully endorse the Junior Red Cross, and time is allotted in school hours for Junior Red Cross meetings. There is no charge for membership, the only cost to the branch being fifty cents to cover the branch subscription to the magazine. All administration costs are born by the Senior Red Cross Society.

Junior Red Cross has had a phenomenal growth since its inception in 1915, not only in British Columbia and Canada, but throughout the world. It numbers 16,000,000 members in schools in fifty-two countries and is the world's largest children's organization.

The increase in membership during the past three years in our own province is interesting:

1933-34	301 Branches	7,223 members
1934-35	402 Branches	11,889 members
1936-36	529 Branches	14,247 members

With even greater interest on every side, this coming school year promises an even larger increase in Junior Red Cross membership and activity. Information, suggestions, and samples of material may be obtained from Provincial Headquarters, Canadian Red Cross Society, Belmont House, Victoria.

The life and work of the school should be so arranged and conducted as to bring about the fullest possible socialization of each child.

—From Report of British Columbia Committee on Educational Philosophy.

A Parent Reports On Correspondence Courses

By J. SUGDEN, *Francois Lake*

UPON leaving the district where two of our children had been attending school, my wife and I settled in a part of the province where there was no school. The children were at once enrolled for correspondence courses conducted under the auspices of the Department of Education. The oldest child was in the fifth grade and the other in the second grade.

We noticed at once that the Correspondence Instructors insisted on a high standard of work, and it was a considerable time before the children overcame the careless and untidy habits acquired in the school they had just left. Though making fair progress, they were often discouraged and it was difficult to keep them interested. The teachers were always ready to criticize but they seemed to us to be in those days somewhat tardy with their praise.

When they started their courses we decided that the children would have to study and keep at their work just as if they were attending an ordinary school and that they should turn in at least one lesson a week in each subject. Our experience shows that, if a pupil is to make satisfactory progress, it is necessary that the parents co-operate to the fullest extent with the director and teaching staff of the correspondence school. When pupils seem unduly slow with their studies, the responsibility probably lies with the parents. Discipline is as necessary in the home as in the public school.

About this time the Correspondence Branch issued a new style of lessons and the courses were greatly improved in many respects.

The teachers at Victoria take a personal interest in all their pupils. Through letter-writing and exchange of ideas, the children get acquainted with their teachers, and this helps wonderfully with their studies. They are encouraged with praise where praise is due, and spurred to better efforts through gentle criticism. The children are put on their honour with regard to their work, and there was really no occasion for cheating or shirking.

Up to the fourth grade it was important to have a home instructor, acting under instructions from the correspondence school. But after that it was entirely possible to get along practically without help, apart from that supplied by the teachers of the courses. We found that competition was not necessary in order to keep children interested in their studies, but the sending out of the best lessons to other pupils gave an understanding of what was really possible. The reading of good books was encouraged and the writing of reviews of the different books they read gave the children a better understanding of them.

Our youngest child commenced his school studies when he enrolled as a pupil in the correspondence school and he was in the third grade when he withdrew from it. The older children gave him any necessary help and he made good progress.

When again we moved into a district possessing a public school, the children were sorry to part with their correspondence teachers. These instructors had won their interest to such an extent that the children felt as though they had been with them every day.

They were now enrolled in a public school with a highly efficient and experienced teacher. I had always worried a little as to how the children would fit in if they again had an opportunity to attend an ordinary school, and after a month I made careful enquiries as to how the work of my children compared with that of other pupils in the same grades. The teacher reported that they had been admitted to the same grades as in the correspondence school, and that they averaged up well with their fellow students. This was especially true in the case of the child whose whole previous schooling had been in the correspondence school. The teacher said that the groundwork had been thorough, and that the child had a good understanding of the studies of his grade.

Our experience with correspondence courses has been a pleasant one. They certainly are wonderful things for children in outlying districts. The system may have some weak points, but poor economy is not one of them. I feel justified in expressing the opinion that under Miss Isobel Bascoby's leadership the Correspondence Branch has attained a standard of efficiency as high as that of any school in America.

THE SCHOOL A NATURAL LIVING SITUATION

The method of social adjustment is by living. The school should be a natural social group, without unnecessary external control or artificial standards of conduct. There should be a maximum of free and spontaneous group activity, and an opportunity for natural leadership to express itself in informal as well as in organized ways. Children's purposes, interests, and preferences should come freely to the surface, and while they cannot be the final determiners of the school programme, they should at least be the point of departure and the source of motivation. Children are essentially ambitious and anxious to conform to the adult world. So long as the set-up is intelligible to them, there is no difficulty in directing their purposes toward desirable ends.

—From Report of British Columbia Committee on Educational Philosophy.

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On Your Use Of The Summer Vacation

By W. GILMOUR CLARK, Silverdale, B. C.

I HAVE before me a rather remarkable document which each and every teacher in my rural municipality received back in June, 1935. It reads:

"Exception having been taken by the ratepayers of this district to teachers on the permanent staff taking positions in other gainful occupations during the summer vacation, the Board of School Trustees wishes to place on record its disapproval of such use of the summer vacation and requests the teachers to refrain from such action".

That is the resolution verbatim which the C—— School Board passed at a special meeting, a resolution raising several important and controversial questions. For example, almost immediately the teacher demands "What right, legal or moral, has a School Board to adopt such a motion? On top of that, what is a 'gainful occupation' and how may I avoid getting into one or falling into one, as the case may be? Again, suppose that I find to my horror that I have unwittingly been employed in a gainful occupation. What am I to do? What will the Board do?"

You smile at being *unwittingly* employed in a gainful occupation?

Wait a minute. Perhaps that isn't so silly as it sounds. Let us consult the dictionary first to find out just what a "gainful occupation" may be and so as not to be accused of any misrepresentation. "Gainful" might safely be interpreted as an adjective meaning "full of gain". Therefore a gainful occupation is *ipso facto* "an occupation full of gain", and "gain" is listed as meaning "advantage, profit, increase in value, or resources". I hope you will pardon the rather drawn-out method of deduction and not accuse me of hair-splitting. It is really very necessary. We cannot safely proceed to answer any questions unless we are absolutely sure of what we are speaking. The question clarifies itself and we find that we are referring to "an occupation full of advantage, profit, increase in value, or resources".

Now to go on. What did *you* do with *your* summer vacation? You weren't engaged in any gainful occupation? You're sure of that. Well, we shall see.

Let me pick at random a half-dozen teachers of my acquaintance and analyze their use of the holiday.

Here is the principal of a large high school who lives on his country place during the summer. He has twenty acres of bush land, so he cuts, hauls, and sells a neat little forty or fifty cedar piles. Profit in that? At eight cents a foot, I should say so.

Here is a young musician who plays four or five nights a week with a dance orchestra and works in a few afternoons of symphony—at two dollars an hour.

Now the teacher with a flair for writing who manages to dash off fifty thousand words and to convince various editors that one-quarter of them are good enough to print. At a conservative average rate of a cent a word that makes a neat little sum.

Consider next the teacher who spends two or three weeks marking Government Examination Papers at five dollars a day. Gainful? Well, rather.

Here is the city high school teacher who also has a country place. It will keep him busy on week-ends well into the Fall carting the garden produce home for winter consumption. Profitable? Not if you refer to hard cash, but if you consider next winter's grocery bills—oh, yes.

Now the art master of national repute who daubs a couple of canvasses during July and August. The pictures *might* just adorn a section of his attic, but more than likely they will end up in an art gallery as they have done before. He probably paints for pleasure but the profit creeps in.

"Oh", you object, "but I didn't do any of those things, and besides, I think you have deliberately *picked* those people".

But I haven't picked them in that sense. They are all within the radius of my acquaintanceship, within a district that you could cover with the end of a pencil on a map of North America. That's just the point.

Would it seem illogical now to conclude from the diversity of profitable employment in this centre that all across the United States and Canada a multitude of teachers are engaged in similar occupations which possess the virtue of being pleasant as well as profitable? I think it would not.

But you didn't do anything like that. Yes, I know. You said that before. Perhaps not. If not, then you were the exception rather than the rule. I have only drawn to your attention the least obvious of occupations which are definitely gainful. I have by no means exhausted the list. Did you by any chance do some coaching, sell your raspberry crop, play the stock market, write advertising copy, bet on a horse, compose a piece of music?

I think it is fairly safe to assume here that a large percentage of the "vacationing" teachers *are* turning their hand to lucrative employment. You will please note that I do not mention the all too obviously gainful occupations such as working in factories, survey expeditions, driving buses, government committees, and a host of others.

Under ordinary circumstances I might with bravado resort to the vernacular of the street and say, "So what?" but when one receives a nasty little jolt in the form of the above *billet doux*, I, quite timidly, venture to ask the Board, "Please, why not?"

In fact, I think I shall go further and ask the taxpayer, for he is the man whom the Board quotes as having taken "exception" to teachers accepting gainful summer employment.

Let us visualize a short interview with a highly intelligent taxpayer. He approaches me while I am working in a jam factory.

Taxpayer: "You should quit this job".

Myself (in astonishment): "For goodness' sake, why?"

T. P.: "You are taking the place of an unemployed man".

Myself: "But I am unemployed, too".

T. P.: "No, you're not. You're just on a vacation. Is it fair that you should invade the labour market when you are supposed to be on a holiday—with pay at that?"

Myself: "My dear fellow, that is a myth that has not, I see, been entirely exploded. Our School Act says very clearly 'in ten equal instalments'. While I admit that some teachers are still on the twelve-payment plan, I believe that the most of them receive no cheque from July until October".

T. P. (scratching his head): "Oh, I didn't know that. Well, anyhow, you are not truly unemployed for your job is coming up again on September 1st".

Myself: "When your mill closes down for a couple of months in the winter time do you purposely refrain from taking another job because yours is coming up again in two months?"

T. P.: "But that is different. Yours is a yearly salary spread over ten months. It should be sufficient to carry you over the two months that you are not working".

Myself: "I wish it were. How much do you make an hour?"

T. P.: "Forty cents".

Myself: "Eight hours a day, twenty-five working days a month, twelve months a year. Your annual income would run about \$960 or about \$80 a month".

T. P.: "Yes, but—".

Myself: "The Annual Report will tell you that I make \$860. That is really quite high when you know what some teachers in poorer districts are making. Divide that by *twelve* and you get \$71.67 a month—less than \$71.67 a month—less than you get. Do you save much?"

T. P.: "Well, no".

Myself: "I find it hard, too. I certainly don't like to use up on summer living expenses all I do manage to save in the rest of the year".

T. P. (gruffly): "I should think it beneath your professional dignity to work in a factory".

Myself: "Honest labour is not undignified".

T. P. (after a moment): "How can you manage to rest when you exhaust yourself here? Isn't that what you are supposed to do?"

Myself: "You mean rest mentally, I presume? I am of the opinion that the most beneficial rest to the brain is derived through hard physical labour. I take great pleasure in building up my muscles during the summer months and I feel tremendously healthy".

T. P.: "Well, anyhow, I don't think you should be working".

And so we take leave of our taxpayer, having tried sincerely to convince him that we have a right to work, but with a sneaking suspicion that he remains *unconvinced* though he can't just place his finger on any weak point in our argument.

Suppose that we do leave our job on his advice and solemnly swear to avoid any "gainful occupation" whatsoever. If we write, we flood the literary market; if we farm, the price of potatoes goes down; if we play in an orchestra, a saxophonist must walk the streets; in short, the whole labour market is extremely competitive and we must stay off it.

Well, what can we do?

"Summer School", you shoot at us without hesitation. "Summer School. Go to Summer School".

But how can I go to Summer School when I have already told the taxpayer that money was a primary consideration?

All right then, suppose I have the money. I save it, or borrow it, or steal it. I can't go to Summer School *every* summer until I am superannuated.

Some day I shall have a string of degrees longer than my name. Some day I shall have gobbled all the "new" theories of education until I have a professional stomach-ache. Some day I shall reach a limit to my extra-curricular qualifications with certificates enough to make me everything but a bellboy.

What then?

I can loaf. An ideal suggestion and one which certainly avoids any difficulties about a "gainful occupation". Have you ever tried loafing—just plain, ordinary loafing—for two solid months? You are almost assured of a nice chronic case of mental stagnation. Heaven preserve me from plain loafing.

What else?

Travel. Very good, if you have the money.

Hobbies. By my hobby is writing, and my friend's is music, and his friend's is farming, and his friend's is painting, and his friend's is wood-work, and there's no fun in any of them unless you make them pay a little. Well, I shall collect stamps.

Yes, there are alternative occupations which cannot by any stretch of a taxpayer's imagination be called gainful, but as an annual programme and as a prescription for *all* teachers they are sadly impractical.

Let us stop at this point to consider the conclusions at which we have arrived. There are, we know, thousands of teachers who turn their summer vacation into profit; some of these thousands do so from financial pressure; others do so in the pursuit of pleasure to be derived from hobbies and perhaps unwittingly are employed in gainful occupations; and there are only a few alternative occupations which cannot definitely be labelled "gainful".

Which brings us back to our original question—"What right, legal or moral, has a School Board to adopt such a motion?"

I waive the legal right for I believe it to be non-existent. A careful search of the School Act under various sections and subsections entitled "powers of trustees, etc." offers not the slightest clue to any legal right to enforce this motion.

As to moral right, that is a different matter. As servants of the almighty taxpayer the Board has probably shown a neat bit of diplomacy here. One feels almost sure that carbon copies of the motion would be held under the excepting noses with some such exclamation as, "There. Now we've fixed them. We've told them where to get off at".

And at the same time they would wink a figurative eye at the staff as much as to say, "We're sorry to have to do this, but, after all—".

Yes, after all, the taxpayer rocks the civic cradle.

Unfortunately, then, or fortunately, as you prefer, we are forced to the conclusion that we are the victims of a diplomatic bluff; that it is an appeal, rather, to our sense of fair play; that in so far as our occupation is not too obviously gainful, the motion is to be taken with a pinch of professional salt. Does someone care to test the validity of it?

How can Youth Develop Co-operative, Harmonious Relations among the Races of the Earth?

REFERENCE has been made in *The B. C. Teacher* to the interesting essay contest under the auspices of the New History Society of New York, in which the youth of Africa, Australia, Canada and New Zealand were invited to answer the question at the head of this paper. The first prize of \$300 has been awarded to a 21-year-old South African Negro of the Xhosa tribe, Mr. Wycliffe Mlungisi Tsotsi, who teaches in the little town of Butterworth at the southern tip of Africa. Both the second prize, \$200, and the third prize, \$100, came to Canada, being awarded, respectively, to Miss Laura Elizabeth Chapman, B.A., of Saskatoon, and to Mr. Leslie W. Cosier, a 19-year-old student resident in Toronto. With congratulations to these winners, *The B. C. Teacher* would associate similar congratulations to Mr. Barry Mather of Vancouver and Mr. George Hubert Cockburn of Squamish, who were awarded honourable mention.

At a time when racial prejudices and antagonisms are rampant in South Africa and when systematic effort is being made to segregate the Negro as of intrinsically inferior race, it is particularly interesting to read Mr. Tsotsi's contribution to the debate. His scholarly essay is remarkable both for its self-restraint and generosity and for the nervous force of the writer's English. If Mr. Tsotsi represents a permanently inferior race, one will have to revise many of one's definitions. Of course the fact is, as all competent students of psychology and anthropology very well know, that within every race there is an amazingly wide range of mental capacities, distributed in accordance with the principle of "the normal curve". It is possible to compare the intelligence of individuals, but for any similar comparison between races data are conspicuously lacking.

In his paper Mr. Tsotsi points out the chief basic cause from which racial antagonisms have sprung. He says:

"The initial settlement of the continents of Asia, Africa and America by Europeans was mainly due to economic considerations. These countries being undeveloped, afforded vast fields for exploitation. The Europeans fought and annihilated or subjugated the original inhabitants of these countries. Where the aborigines persisted they were turned into hewers of wood and drawers of water for the white man. Hence arose the anomaly of White Capital and Colored Labor which has far-reaching psychological effects. The relation of white and colored became that of master and servant".

He touches the Japanese question also:

"The effective Westernization of Japan has tended to elicit the suspicion of Europe and America, who feel the pinch of economic competition. In several countries economic barriers have been set up against Japan, where goods are produced comparatively cheaply. Consequently, a vague sense of impending danger from the Far East, resulting in hatred of the Japanese as individuals, is preying upon the public mind in the West".

Mr. Tsotsi feels that the European nations have assumed a trusteeship in the East which, in latter years they have interpreted as permanent tutelage. They have erected barriers between their own people and their chosen wards. In South Africa Europeans and non-Europeans cannot dine in the same restaurants nor rub shoulders in trains. Public halls and libraries are reserved for the whites only. Powerful groups advocate territorial segregation. Needless to say, this lack of contact has resulted in profound ignorance of each other on the part of racial groups—an ignorance which intensifies racial ill-feeling.

When he speaks of means to be employed for the bringing about of better relations between these two sections of humanity, Mr. Tsotsi advises that all books and films which preach racial domination be boycotted and that those which demonstrate the advantages of co-operative action be encouraged to wide circulation, and that statements which aim at intensifying racialism be publicly denounced. Finally he touches on religion, saying:

"Christianity has had a profound influence for good in human relations. But hitherto it has often wavered from its principles under plausible rationalizations and sophistications in order to accommodate sectional propensities. The failure of European Christians to unite in opposition to the Great War revealed that there were loyalties which exacted stronger demands than those of religion. Racial domination is sometimes justified as the ordination of God, and the curse of Ham is brought to witness. It is incumbent on youth to break the fetters of tradition and to unite in creating a universal religion, in which all men are sons and daughters of the living God. Religion then shall not remain merely a personal thing. It shall be a living force adjusting the everyday relationships of men".

Mr. Tsotsi sums up with words that are becoming increasingly familiar in the ears of the present generation:

"From each according to his ability; to each according to his needs".

SUBJECT MATTER AS A SYSTEM OF IDEAS

Any item of subject matter has meaning for a pupil only as it helps him to solve problems that are real and challenging to him at the time. Problems are difficulties in thinking. They may arise from his practical activity with real things, or from his attempt to grasp the sense of what is going on about him. However they originate, and whether or not the solutions are used in any practical way, all problems concern the meanings of things. A child's system of meanings and ideas becomes more and more independent of immediate concrete objects as he matures. The ability to work in the imagination and build up abstract thought structures is an essential part of education. Any attempt to limit a curriculum to that which has an immediate practical application only, is to overlook this important fact. Practical projects form the starting-point of learning and the first stage of method, but they are not the goal of education.

—From Report of British Columbia Committee on Educational Philosophy.

SIXTY PER CENT.

By WINIFRED M. NEW, *Soda Creek, B. C.*

THE Business Man met the Teacher on the street. "How's that boy of mine getting on?" he asked.

"Pretty well", replied the Teacher. "He should pass. He made sixty per cent. in his Arithmetic Test yesterday".

"Sixty per cent.", repeated the Business Man, "and what would I say to a bookkeeper of mine whose balance was sixty or even ninety per cent. correct!"

A passing acquaintance claimed him, and the Teacher went thoughtfully on her way. As she walked into the Savings Department of her bank she found herself wondering: "Suppose my passbook is made up even at a ninety per cent. accuracy!" She went to pay a bill and considered, "Suppose my account total or my change shows an error of ten per cent.!"

Still she pondered. Was she doing the right thing by her pupils in the standard she was encouraging? Yet if an accuracy of 100 per cent. was insisted upon, how many pupils would or could make the grade? Was it reasonable to expect it?

After much cogitating she evolved the following plan. Her next test was composed of ten questions. The first six were fundamental, and reasonably within the ability of even the weakest satisfactory pupil in the grade. For a pass she required 100 per cent. accuracy in these six questions, each of which was worth ten marks. The other four were more difficult, including operations that would be re-taught or at least thoroughly reviewed in the next grade, also interesting problems for those of a mathematical turn of mind. The correct solving of these four, while not essential for a pass, determined the standing of honor pupils.

In one sense, sixty per cent. of the whole was still a pass, but the attitude of the pupils towards accuracy was certainly different.

Some books are to be tasted, others to be swallowed, and some few to be chewed and digested.—BACON.

CURRENT EVENTS

The Second Volume of **WORLD AFFAIRS**, a monthly magazine edited by successful teachers of **CURRENT EVENTS**, will begin with the September (1936) issue. This will contain a **SUMMARY OF IMPORTANT EVENTS** since the last issue of the first volume (June, 1936). \$1 per year; 10 cents per issue. Special price for quantities.

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NEWS, PERSONAL AND MISCELLANEOUS

IN MEMORIAM

TEACHERS throughout British Columbia were deeply affected by news of the tragic death of Frederick Charles Leigh, who was killed in a highway crash on June 27 while motoring to the coast to visit his parents and to attend the summer session of the university.

Coming from Calgary in 1922, Mr. Leigh attended schools in North Vancouver until 1931, when he enrolled in Senior Matriculation classes at King Edward High School. The following year he was a student at the Vancouver Normal School and, two years after the completion of his training, took his first teaching position at Pachelqua, near Lillooet. In September last he was appointed to the staff of Kelowna Elementary School, where his happy disposition and thoroughly likeable personality made him most popular with pupils of all ages.

Both Kelowna and North Vancouver deplore his loss to the community, for the absence of his enlivening influence in choral, church and young people's activities will be felt keenly. Disconcerted by his sudden death, those who knew him have been quite unable to understand why such a young, happy, promising life should be taken away at a time when it was approaching its greatest usefulness.

To his parents and to his sister, Betty, teachers everywhere in the province extend their deepest sympathy.

* * *
When with tragic suddenness the call of death came to Chester E. Somerville, last June, we lost from

our numbers a brave and simple-hearted man, indomitably persevering, sympathetic but not self-pitying, obedient to his particular vision.

During the Great War that vision led him into the service of the wounded. When (as in our naivete we supposed!) the War was over, he set himself to the weary task of overtaking the handicap of lost years of academic and professional studies and in due course he graduated from the University of British Columbia. Of late years he was a member of the Kitsilano staff. As a teacher he was specially concerned for and interested in those children who seem predestined to failure in the race of life unless indeed someone who understands befriends them. Similarly, in the wider world of society, he was interested, for example, not so much in the punishment of criminals as in the prevention of crime. The frustrations suffered by the unemployed constituted for him a challenge to which it was impossible to close one's ears.

Once a soldier and always a good fighting man, Mr. Somerville was essentially a man of peace. He was convinced that the ills of society will find their remedy not in violence and class antagonisms but in an intelligent application of the principles of Christianity. To the discovery of ways and means for the social application of such principles he was eager to contribute of his best in every form. He was always ready to learn from those who had something worth teaching and to follow with loyalty leaders

whom he believed to be facing up to the problem of building Jerusalem in this "fair and pleasant land".

For his bereaved kiddies and their mother, the hearts of his colleagues are sore.

* * *

In California, early this summer, occurred the death of Mr. Edmund Caspell, for many years a member of British Columbia Teachers' Federation. His professional experience began in Ontario. After service in other Vancouver schools he became principal of the Simon Fraser School in 1905, remaining on duty in that position until his retirement in 1933.

* * *

After over forty years of faithful teaching, of which 27 years were spent in the service of the schools of this province, Mr. J. R. Pollock, in June last, retired from his position as principal of Dawson School, Vancouver, which he has held for a quarter of a century. Mr. Pollock is a life member of British Columbia Teachers' Federation and enjoys in conspicuous degree the respect and goodwill of the teaching body.

* * *

On August 31st our old friends, Mr. D. M. Robinson, B.A., and his colleague, Mr. J. A. MacIntosh, B.A., retired on pension after long service in Vancouver Normal School. Now as they watch the game from the sidelines, we still actively engaged in it will expect and welcome the advice which their experience and ripe scholarship qualify them to give.

* * *

Congratulations are due and offered to Mr. A. F. Matheson, B.A., principal of University Hill School,

Vancouver, who has been elevated to the dignity of Inspector of Schools, with headquarters in Kelowna. His old friends in the Interior will be glad to welcome him back.

* * *

Similar honors have been conferred upon Mr. Harold McArthur, B.A., who last term was principal of the Junior High School at Nelson. Inspector McArthur's headquarters will be at Kamloops.

* * *

Another invaluable member of British Columbia Teachers' Federation to be taken from us by the kindly hand of an appreciative government is Mr. C. G. Brown, who henceforth will be the Inspector of the schools of Burnaby.

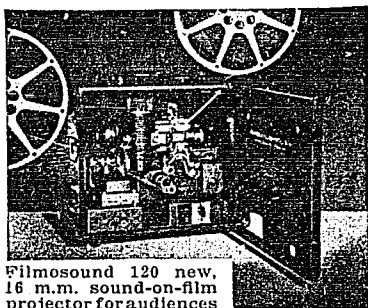
* * *

Mr. A. R. Lord, B.A., and Mr. T. R. Hall, B.A., have been promoted from inspectorships to the posts respectively of Principal and Assistant Master of Vancouver Normal School. *The B. C. Teacher* congratulates both them and the Normal School itself.

* * *

The disturbed state of Europe has had various repercussions in the educational field this past summer. The International Federation of Teachers' Associations, which, as announced in *The B. C. Teacher*, was to have convened at Prague was compelled, at almost the last minute, to transfer its place of convention to Geneva. Proceedings are summarized in the July-August *Feuille Mensuelle d'Information* of the International Federation, just to hand,—which henceforth is to be issued in English as well as in French. The next conference of I. F. T. will be held in Paris, July 20-30, 1937.

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The Fifth International Conference on Public Education, under the auspices of the International Education Office, also convened this summer at Geneva. There were delegates from 38 governments, from the League of Nations, the International Labour Office and the International Institute of Intellectual Co-operation. The International Education Office has just issued a 200-page report on "Legislation Regulating School Buildings" (price, 4 Swiss francs) with data furnished by 37 countries.

* * *

The dissolution of the German Association of Secondary Teachers is officially announced. This association, established in 1904 for the defence of corporative and professional interests of its members, was the only one among the associations of the German teaching body which had not already been absorbed by the National-Socialist Federation, and the latter has now forbidden its members to maintain affiliation with the independent association. What remained of German academic freedom has received another deadly blow.

* * *

Immediately prior to the outbreak of civil war in Spain, the Association Nacional del Magisterio Primario,—the counterpart of our own Federation,—published a manifesto reading in part as follows: "The terrible tragedy developing in Spain compels all citizens to take sides. . . . Even professional organizations of a non-political character, like the A. N. M. P., cannot avoid doing their share in the bloody struggle. . . . The Executive of the National Association of Primary Teachers has therefore placed itself at the disposal of the legitimate government".

The English bill for the raising of the compulsory school age, after a stormy history, was given Royal Assent early in August. It provides that the school-leaving age be raised to 15 for all children who do not obtain "beneficial employment" as defined by the Act.

* * *

The September Bulletin of the Ontario Secondary Teachers' Federation reports that 897 men are included in its insurance group, and that steps are being taken to make the group insurance plan increasingly attractive to women. Two thousand of its members are protected by the Federation Sick Benefit Fund. It is high time that a greater number of the members of British Columbia Teachers' Federation were taking advantage of the cheap insurance available through the efforts of our own Insurance Committee. A special committee of the Ontario Federation has been studying the matter of personal loans to teachers and it is giving approving publicity to the services offered in this connection by the Canadian Bank of Commerce.

* * *

It is not too early for Canadian teachers, and particularly for British Columbia teachers, to commence laying plans to attend the convention of the World Federation of Education Associations which is to take place at Tokyo in August, 1937. Much preparatory work has already been done by numerous committees, including many educators of international distinction. British Columbia Teachers' Federation has the honour of being represented on the executive of the W. F. E. A. by Mr. Harry Charlesworth, who is one of the vice-presidents. He will be glad to supply information to teachers who have

any thought of visiting Japan and attending this notable conference.

* * *

LECTURES ON FOREIGN LITERATURE

Many teachers resident in the Greater Vancouver area have for the last two years been taking advantage of the Wednesday evening lectures delivered under the auspices of Vancouver Public Library. This year Professor Sedgewick will speak on the modern element in literature, September 16, and on the place of the King James Bible in English literature, September 23. Dr. Sage will discuss the Koran, October 7, and Rabbi Cass the Talmud a week later. Professor Clark will devote the evenings of October 21 and 28 to Dante. Professor G. W. Humphrey of the University of Washington will be the guest speaker November 4 and 18 and December 2, treating of Spanish ballads and epic tradition, Spanish drama of the Twentieth Century and Spanish-American literature in 1900; while his colleague, Dr. Carlos Garcia-Prada, on the alternate Wednesdays, November 11 and 25 and December 9, will deal with Cervantes and his Don Quixote, with present tendencies of Spanish prose fiction and with contemporary literature of Spanish America. On January 6 Professor Evans is to speak on Paul Valery and a week later on claims of French poetry. Dr. Tipping will review some contemporary women novelists, January 20 and 27, and Miss Greig of the University of British Columbia will present her views on French-Canadian literature, February 3 and 10. The balance of the season will be devoted to Danish and Swedish literature. On March 3 Dr. Isabel MacInnes will speak of August Strindberg,

and on the other Wednesdays from February 17 to March 24, inclusive, Professor Boving will offer a series of lectures on George Brandes and J. T. Jacobsen; Contemporary Danish literature; Selma Lagerlof; Verner von Heidenstam; and, closing the season's programme, Swedish poetry.

Time, Wednesday evenings at 7:30. Place, Moose Hall, 635 Burrard Street. Fee, \$5. Mr. E. S. Robinson, Librarian, Vancouver Public Library, acts as honorary treasurer of the Adult Education Committee that has been planning this intriguing series of lectures.

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Dr. W. A. Riddell, of the Department of Chemistry, Regina College, was recently appointed to the staff of the Pacific Fisheries Experimental Station in Prince Rupert to fill the position of Research Chemist left vacant last fall when Mr. Frank Charnley was appointed as head of the Canned Salmon Inspection Board.

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On Labor Day, British Columbia Library Association, in convention assembled at Victoria, celebrated its

twenty-fifth birthday. Among the non-librarians attending by special invitation was Dr. Norman F. Black, editor of *The B. C. Teacher*, whose services in the interest of library efficiency throughout the province are well known to those who care. It was during his regime as chairman of the Provincial Library Commission that British Columbia library survey occurred, probably the outstanding survey of its kind to date anywhere in the English speaking world. Among its practical consequences have been the Fraser Valley Library Demonstration and the resulting organization of self-supporting large area library units in the Fraser Valley, in Okanagan Valley and on Vancouver Island. Mr. Norman Lidster, his successor as chairman of the Library Commission, was elected president of British Columbia Library Association for 1936-1937.

* * * *

There are 20 Vancouver teachers on the exchange list this year, more than for many years. Seven of them have exchanged with Eastern Canadian teachers, 11 with teachers in the British Isles, one with a South African teacher, and one with a teacher in the United States.

If the man thinks about his physical or moral state he nearly always discovers that he is ill.—Goethe.

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\$5,000 will be distributed among the winners in prizes, ranging from \$1,000 to \$50.

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The time seems to have arrived for a universal plebiscite of this character. *The B. C. Teacher* joins the New History Society in its hope that a multitude of those who have the cause of peace at heart will voice their demands in so unequivocal a manner that they cannot be ignored by the statesmen of the world.

For application blanks and other information bearing upon this contest, teachers and others are invited to write to *The B. C. Teacher* or to The New History Society, 132 East 66th Street, New York.

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WHAT WE ARE READING

WE are advised by Professor Robert Pooley of the University of Wisconsin, president of the National Conference on Research in Elementary School English, that our reference some months ago to the work being done by this conference produced an "extraordinary response" from readers of *The B.C. Teacher*. These and other British Columbia teachers will be interested in learning that the fourth annual bulletin in this series, entitled *Research Problems in Reading in the Elementary School*, edited by Professor Durrell of the School of Education, Boston University, is now available. It reviews the present status of research relative to Reading Readiness, Primary Reading Problems and Middle Grade Reading Problems, and includes a bibliography of 112 items, together with critical reviews by various experts. Names such as McKee, Gray and Gates require no comment. Any teacher desiring a copy should send 50 cents to Mr. C. C. Certain, Secretary, Box 67, North End Station, Detroit, Mich. A new bibliography of unpublished studies in elementary school English, 1925-1934, may be obtained from the same source; price 25 cents.—N. F. B.

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The Carnegie Library Demonstration in Prince Edward Island, 1933-1936, is an inspiring 52-page report covering the activities of the Director, Miss Nora Bateson, her staff, and the several library committees during the three years of this notable experiment. In 1932, a survey by Dr. Lomer, of McGill, showed some 34,500 volumes available from three libraries, two of which were in Charlottetown. In 1936, besides the headquarters, there are 20 branches and two deposit stations distributed over the Island, with 23,517 registered borrowers and an annual circulation of over 261,000. Some 42,000 volumes have been added to the book stock. The Chief Superintendent of Education, Dr. H. H. Shaw, does well to commend, in his introduction to the report, the "splendid administrative skill and organizing ability of the Director".

Miss Bateson is well known to teachers and librarians in British Columbia, and *The B.C. Teacher* joins many other friends in offering hearty congratulations upon the success of her work in Prince Edward Island. * * * * *

Summary of Reports on Modern Foreign Languages, with an index to the reports, compiled by Robert Herndon Fife, Chairman of the American Committee, 1923, and of the Canadian Committee, 1924.

The Summary of Reports on Modern Foreign Languages acts as a guide to the seventeen volumes published by the American and Canadian committees. These publications are a result of their investigations, which began with a conference in 1923, under Dr. F. P. Keppel, president of the Carnegie Corporation, followed by a survey made by both nations of the teaching of modern foreign languages.

This extensive undertaking was made possible by a Carnegie Gift of \$75,000, obtained through the efforts of Dr. F. P. Keppel. The Committee was able to send out thousands of questionnaires to universities, to

secondary schools, to principals, to teachers, and some graduates of the various colleges, who had majored in modern languages. Many tests and experiments were set up in the various provinces and states, so that the condition of modern language teaching was revealed. Later, another \$10,000 was added for the publication of the results.

The volumes issued by the committees contain a vast amount of research and experimental material, including hundreds of pages of statistics, together with large numbers of tables and charts. They are the work of many authors.

The American and Canadian committees working on these surveys set up international co-operation between modern language teachers on this continent. Modern language problems are national, but, as regards the technique of teaching, both countries have a common task.

The reports show deficiencies in teacher-training, in both nations. They urge that the teacher-training institutions be brought under university control as far as modern languages are concerned. They propose the establishment of experimental work in phonetics, creation of modern language libraries, and the editing and publishing of modern language texts in Canada.

All the reports agree on a transfer of emphasis from grammar and translation to reading for comprehension, as the basic ability in which achievement is to be sought. They point out that reading for comprehension brings more lasting value to the learner than the cultivation of any other ability, and that almost any student can attain it. Dr. G. T. Buswell extended his experiments in Reading to the modern language department and proved, that in teaching for reading ability, habits greatly superior to those produced by the eclectic or grammar-translation methods are established, and these habits affect the reader in any language. Dr. Buswell goes on to say that it matters little whether the language material be presented to the eye or the ear of the learners, what is more important is that it should be put before him so that it stimulates new effort, and provides him with an activity which he himself desires to master.

The Alpha tests showed essentially the same picture in Canada as they did in the United States—a general deficiency in command of the fundamentals of the foreign language, in vocabulary, grammar, and in reading for comprehension, together with the same overlapping of classes and misplacement of students.

The author's conclusion from the various publications is that the Canadian results are no better than those of the United States, and that, therefore, it would seem that the path of progress for the two countries must lie in the same direction. That is to say the aims are:

- (1) Recognition of the primary importance of the reading objective, and concentration of effort in its attainment.
- (2) Teaching of grammar as a function in sentence structure and not for its own sake.
- (3) Use of Standardized Objective Tests for the improvement of class organization, for the marking of progress, and for the diagnoses of individual weaknesses.

- (4) Selection and careful grading of curriculum, together with a widening of the horizon of the administrator and teacher, to include acquaintance with the foreign civilization.

The Summary gives the reader a brief but clear analysis of each report so that one sees the highlights of conditions as they were found; the author also adds the suggestions of the committee in each case. Such a work is especially useful at the present time, in view of the changes in curriculum which are now under consideration, for it gives that breadth of vision which collaborators in the making of a curriculum ought to possess.

IVY T. HENSON.

* * * * *

A Companion to Shakespeare Studies: edited by Harley Granville-Barker and G. B. Harrison. Cambridge University Press 1934, pp. 408, Index and appendices.

Such a mass of criticism has been written on Shakespeare that the conscientious teacher or Shakespeare-lover is often lost amid unnecessary textual comment, pedantic erudition, and conflicting interpretation. The famous Variorum edition, for example, in undertaking to summarize every important comment, makes the reader feel that there is indeed a very small rivulet of Shakespeare meandering through unending thickets of explanation. Yet recent research into Shakespearean problems and Shakespearean times brought light to many obscurities, and a livelier understanding of the whole background of the sixteenth century theatre.

One feels grateful to the editors of *A Companion to Shakespeare Studies*: for they have not only cut a pathway for the ordinary wayfarer through this wilderness of criticism, but they have also surveyed the whole territory and provided the traveller with an intelligible map for his guidance. The book consists of fifteen separate articles by various outstanding scholars. There are, of course, chapters on the life of Shakespeare; the theatres; the sources of the plays; the contemporary drama; and Shakespearean English. Mr. Granville-Barker has contributed a most illuminating article on Shakespeare's dramatic art. The national and social background of the times are described by Mr. G. B. Harrison and Mr. M. St. Clare Byrne in such a way as to bring to life many a casual reference of the text. A very interesting section is contributed by Mr. Harold Child on Shakespeare in the theatre from the Restoration to the present time. The description of some of the curious adaptations of Shakespeare's plays made in the 18th century not only make interesting reading, but give new point to the more recent productions of Benson, and Granville-Barker.

The contributors to this volume have been persuaded by some means to refrain from filling their pages with their own pet speculations or with flagellations of rival critics. The book shows throughout, restraint, objectivity, and conciseness. As a result, while readable and lively, it contains a surprising amount of well classified information. It would be very desirable for either the school library or the teacher's shelf.

E. H. LOCK.

CORRESPONDENCE

(*The B. C. Teacher* is glad to give space for the following letter received by Miss Norris, who, in 1935-36, served us as President of the Canadian Teachers' Federation.—EDITOR).

Buckingham Palace,
February 15th, 1936.

Dear Madam:

I am commanded to convey to the members of the Canadian Teachers' Federation the sincere and heartfelt thanks of the King, Queen Mary and the members of the Royal Family for the kind message of sympathy in their great loss contained in your letter of January 24th.

His Majesty appreciates deeply the loyal assurances which accompany this message.

Yours very truly,

(Signed) WIGRAM.

The President,
Canadian Teachers' Federation,
Montreal West High School,
Montreal West, Quebec.

* * * * *

The University of British Columbia
Department of History
Vancouver, Canada, June 19, 1936.

Dear Dr. Black:

I just wanted to send you a note of appreciation for the June number of *The B. C. Teacher*. It was a good little magazine before you took it over but I think you are making it better. The Art and Music sections are a real advance and I was much interested in that account of the history of music in Vancouver. Keep up the good work.

Yours sincerely,

WALTER N. SAGE.

A HIGHLY esteemed correspondent has written the Editor on behalf of the staff of an important school, protesting the failure of *The B. C. Teacher* to publish an obituary article and requesting that it appear in this issue. The Editor is sorry not to be able to acquiesce. The member of the Federation, in whose memory the sketch concerned was written, died six months before the present Editor took office. Though immediate steps were then taken to secure a suitable article an unfortunate delay occurred, for which neither *The B. C. Teacher* nor the friend who ultimately wrote an appreciation was responsible. However, in the opinion of the Editor, the delay had by that time become irremediable. An obituary conspicuously postponed defeats its own friendly purpose. The present policy of *The B. C. Teacher* is to refuse publication of memorial articles unless they—or data for them—are submitted within three months by colleagues immediately concerned.—EDITOR.

HIGHLIGHTS OF THE SUMMER NEWS

CANADIAN Parliament ended a long session on June 23, after repealing the infamous Section 98 of the Criminal Code. The Dominion has agreed to spend \$30,000,000 as a stimulus to employment, in addition to \$40,000,000 for Federal works projects.

* * *

Premier Bracken's Liberal-Progressive Government has decided to carry on in Manitoba with only 23 out of 55 seats, after failing to arrange a coalition with either Conservatives or Social Credit. On August 5, Alberta issued its first stamp-bearing "prosperity certificates"—250,000 of them at a face value of \$1 each. Maurice Duplessis' National Union defeated the Liberal party in the Quebec elections in August by 77-13 seats.

* * *

King Edward unveiled the Canadian Memorial at Vimy Ridge on July 26, in the presence of 6000 Canadian pilgrims.

* * *

Premier Van Zeeland of Belgium was elected president of the League of Nations Assembly on July 1st.

* * *

Leon Blum, Socialist, became premier of France on June 4. Immediately a series of strikes involving about a million employees occurred all over the country. On June 11th and 12th the chamber approved measures granting workers paid vacations, exempting war veterans from certain taxes, restoring pay cuts of government employees, providing for collective labor contracts and establishing a 40-hour week. On June 15, La Rocque, chief of the Croix de Feu, announced he would lead 700,000

followers into political action, but on June 18, orders were issued dissolving the semi-military leagues. Clashes between right and left have occurred frequently. On July 16 the government was authorized to take over control of the Bank of France, agreeing to refrain from inflation.

* * *

With the Archduke Otto, pretender to the Austrian crown, near the Austrian border, the Little Entente, on June 7, warned against restoration of the Hapsburgs and union with Germany. On July 11, agreement was reached with Germany whereby the two Teutonic nations undertook not to interfere with each other's internal affairs, Austria, however to bring her policies into line with those of Germany. Russia's reply to this was to announce the building of a railway into Czechoslovakia. Nazi demonstrators, as the Olympic torch was carried through Vienna on July 29, caused slight friction between Austria and Germany.

* * *

Mussolini, on June 9, relinquished three cabinet positions, but still retains Internal Affairs, War, Navy, and the Air portfolios. German army officers would be exchanged for Italians of similar rank for training purposes, it was announced on July 13. At the war games on August 27, Mussolini admonished all Italians to raise larger families, and on August 30 warned he could mobilize eight million men in a few hours after a simple order.

* * *

The Soviet Government on August 14 accused Leon Trotsky, exiled

in Norway, of seeking to foster rebellion and jailed 16 alleged accomplices, all of whom were sentenced to death on August 24, and executed the following day. Norway refused to expel Trotsky after he had agreed to refrain from revolutionary activities August 26.

Premier Van Zeeland announced on June 17, settlement of a widespread strike of Belgian miners on the basis of a minimum wage, paid vacations, government guarantees of union liberties and a 40-hour week. On June 24 he introduced into parliament a 5-point labor reform including the above with obligatory unemployment insurance.

The Dardanelles Conference recessed on June 17 without conclusion, but on July 21 a Turkish battleship and four submarines re-occupied the Dardanelles, demilitarized 13 years ago by the Lausanne Treaty.

Civil war broke out in Spain on July 16, when angry Royalists quit the Cortes. Juan March, reported the wealthiest man in Spain, was charged with backing the militarist-fascist revolt, while great gains have been claimed by both government and rebels. The rebels have been greatly aided by the Italian and German planes. France has concerned herself to prevent the spread of the trouble by inducing leading European nations to declare neutrality and refrain from giving in to either side. On July 29 the government ordered confiscation of Catholic schools, colleges, and universities. Atrocity charges have been frequent from both sides. Every form of labor organization has rallied loyally to the government which still finds itself hard pressed by Moroccan mercenaries.

Premier Metaxas, on August 4, established a military dictatorship in Greece on what all opposition parties declared to be the flimsy excuse of an alleged Communist plot.

Deaths of important personages during the summer included those of G. K. Chesterton, June 14; Maxim Gorky on June 18; Dr. S. Parkes Cadmon on July 12; Leo Bleriot, first to fly the English Channel, on August 2; Lincoln Steffens, American author and lecturer, on August 9; and Governor Floyd B. Olson of Minnesota, Farmer-Labor governor.

Native chieftains were eliminated from Ethiopian government by an Italian order of June 1. The League of Nations, on July 15, halted economic and financial sanctions. The nearest approach to recognition of Italy's new conquests came on July 25, when Germany cancelled her legation in Addis Ababa and formed a consulate instead, but insisted this was not an official recognition. Ten Italian aviators were killed in an Ethiopian ambush early in July, for which "mass reprisals" were ordered on July 8. On July 9 "bandits" (Ethiopian troops) cut the railway from Djibouti. Guerilla warfare still continues. Britain ordered warships withdrawn from the Mediterranean on July 6 and a week later Italy started withdrawing troops from the Egyptian frontier of Libya.

The guerilla warfare of Arabs against Jews and British forts continued throughout the summer. The general council of the world Zionist organization meeting in Geneva during August, under the presidency of Rabbi Wise of New York,

feared suspension of Jewish immigration to Palestine as the greatest danger facing Jewish people. The Mandates Commission report on Palestine on August 19, emphasized the impossibility of securing from Britain any information about the Arab uprising or any promise that such information would be forthcoming.

Intent on a war with Japan, armies of the Canton government started to move northward on June 4 into Hunan province. The movement spread into Kwang-tung and Kwang-si. Attempts of the Nanking government to stop the movement, which Nanking officials declared was fomented by Japan, threatened to plunge China into civil war on June 24. Meanwhile, Japanese armies entered Peiping, and the outskirts of Shanghai, in considerable numbers, seizing strategic points and launching punitive expeditions. Dr. Hu Shih, noted Chinese educationist declared, at the Institute of Pacific Relations on August 24, that the Japanese "seemed determined not to tolerate any government that may have a chance to unify and solidify China".

Japanese government on June 24 refused to accept the London Naval Treaty of March 25, signed by Great Britain, United States and France. On August 17, Japanese delegates to the Institute of Pacific Relations proposed a treaty with the United States and Great Britain to guarantee independence and neutrality of the Philippines. Clashes between the Japanese-Mauchukuan forces and bandits on August 19, and the execution on August 24 of nine members of a "secret Soviet shock battalion" threatened new troubles in the Far East. Japan's new armament program involved

the expenditure of three billion yen in the next six years.

Military elements expelled civil members from the ruling junta of Bolivia on June 21 and announced the army alone would rule the country. On August 20 it ordered "syndicalization" of all employers and employees.

The National Revolutionary party was victorious throughout Mexico on July 5. Among numerous strikes was that of 3000 employees of the Canadian-owned Mexican Light and Power Company, which closed down industries employing 60,000 and left Mexico City's 500,000 in darkness. The government threatened to take over the company before the 10-day strike ended.

John L. Lewis' Committee for Industrial Organization received a huge impetus on June 4 when the Amalgamated Iron, Steel and Tin Workers decided to organize the 500,000 steel workers into one big union. It caused a rift in the American Federation of Labor when Lewis' twelve affiliated unions refused to appear before the executive for trial for "insurrection". On August 5, ten still adhering were ordered suspended unless they quit Lewis in 30 days. They decided on August 10 to disregard the order.

The Democratic Party has entered the presidential campaign backing President Roosevelt and his New Deal, whose latest important step was the order of June 30 that the United States Government buy only from firms complying with the 40-hour week and other labor regulations. Chief opposition is expected from Governor Landon of Kansas, Republican nominee, who is demanding "free enterprise".

—J. E. G.

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- October 12—The Seven Ages of Man; Dr. John M. Ewing, Vancouver Normal School.
- October 19—Kipling; Dr. Robie L. Reid, K.C., Barrister and Solicitor.
- October 26—Mining Opportunities in British Columbia; Dr. W. B. Burnett, President British Columbia Chamber of Mines.
- November 2—Burns as an Educator (illustrated); Reverend Andrew Roddan, Pastor, First United Church.
- November 9—The Economic Cycle; Professor G. F. Drummond, University of British Columbia.
- November 16—Modern Trends in the Fields of Social Service; Dr. George F. Davidson, Vancouver Welfare Federation.
- November 23—Theory and Practice of Government—(a) State Sovereignty and the Citizen; Mr. Howard S. Coulter, M.A., LL.B., Barrister and Solicitor.
- November 30—Economic Position of British Columbia; Dr. W. A. Carrothers, Chairman, Economic Council of British Columbia.
- December 7—Canadian Poets and Poetry; Mr. A. M. Stephen, Canadian Poet.
- December 14—Theory and Practice of Government—(b) The State and the Individual Subsequent to the Treaty of Versailles; Mr. Howard S. Coulter, M.A., LL.B., Barrister and Solicitor.

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