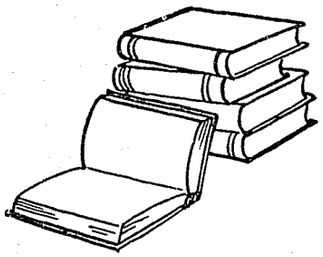
THE B·C·TEACHER



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

VOLUME XVI. OCTOBER, 1936 NUMBER 2

VANCOUVER, B. C.

Our Work Books are Written by Canadian Authors for the Specific Requirements of Canadian Schools

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NOTE: Those Work Books marked with an asterisk were omitted from the new Course of Study in error.

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VOL. XVI., No. 2 OCTOBER, 1936 VANCOUVER, B. C.

THE NEW PROGRAMME OF STUDIES

ELSEWHERE in this issue a valued contributor gives his reaction to the new Programme of Studies for Elementary Grades. The editorial comments here following will be less lyrical, perhaps, but equally friendly and appreciative, and will bear particularly upon the still more recently published Programme for Grades VII, VIII and IX.

Speaking for himself and, as he believes, for the teachers of British Columbia, the Editor ventures to offer to the Minister of Education and his co-workers hearty thanks and congratulations.

There is probably no place between the Pacific and Atlantic where a man could throw up a stone without danger of its falling upon the head of somebody engaged in rewriting a Programme of Studies; but it is much to be doubted whether in any other Canadian province the problem of curricular revision has been faced with such intelligent awareness of basic principles and such wise insistence upon the unity of the whole undertaking as has been manifested by those in authority in British Columbia.

The Central Committee has been confronting difficulties that in the nature of things are almost insuperable and it is important that criticism of the new programme should be based upon a recognition of some of these problems.

What kind of curriculum does British Columbia want?

Most of our schools are badly planned and badly equipped. Should the committee have framed a programme dominated by these considerations and have deleted, however mournfully, those features that presuppose a suitable school plant, adequately furnished? There is probably no school in British Columbia that reflects consciousness on the part of architect or school board that libraries and laboratories are the foci around which educational activities should centre. Should the Programme have accepted this deplorable fact as irremediable, and should it have been framed definitely to meet conditions where library service is impossibly bad and other equipment conspicuously inadequate? Or has the committee done

aright in promulgating a programme that will help to keep continually before the school boards and ratepayers of the province the fact that the pressing educational needs of the present generation of boys and girls call imperatively for buildings and equipment continually approximating more nearly the kind of school plant that may already be found in some few places and that embodies the best thought of those whose training and experience qualify them for the expression of judgment?

Many teachers are hampered by the inadequacy of their own professional and academic background. Should the Programme therefore avoid anything that the mediocre teacher will find beyond his capacities?

Or should the Programme be such as will constitute an ineluctable challenge to the teachers of British Columbia to rise to the best standards that the most advanced educational thought of the day can frame? Is the committee justified in assuming that teachers will be continually improving in knowledge, skills and professional outlook and that they will not be unduly perturbed by the fact that their reach, and the reach of their leaders, continually exceeds their grasp?

How the Central Committee would answer such questions is made abundantly plain in the new Programme of Studies.

Let us be candid as well as appreciative. Mistakes have been made. It would have been possible to have created revising committees in a fashion more likely to guarantee the confidence and approval of the teaching body. One does not read far before seeing abundant evidence of undue haste. In some of the subjects it is quite manifest that the work has not been thought out in thorough fashion. In spots the English is deplorable and in others the meaning could have been better expressed, at all events. The Editor of *The B. C. Teacher* necessarily has certain intimate familiarity with reasons that lie back of this fact and does not doubt but that the blue pencil was used pretty freely; but it was not used freely enough. Indubitably the finger marks of hurry are on the books.

The first sentence in the foreword of the Programme wisely and rightly emphasizes the idea that this course of studies is experimental and that actual trial will doubtless yield suggestions for improvement. This assurance would have conveyed more comfort to the average teacher if the title had been "A *Provisional* Course of Studies" and if the bulletins had been issued in the form of looseleaf folders, to facilitate emendations and to objectify the fact that there is nothing permanent about the Programme, unless, as one may hope, its courage and catholicity.

There are thoughtful teachers who question the infallibility of the Committee's Confession of Faith in the matter of educational aims and philosophy. But even at Nicaea there was a dissenting minority, and in the present case the dissenters will be given abundant opportunity for the untrammeled expression of their views.

The Editor has been assured that certain of the courses are so overloaded as to be unteachable. Let us then rejoice that we are not being called upon to teach courses but to teach boys and girls. An official imprimatur has been placed upon the charter of our liberties. It is no doubt important that courses should be covered if the covering of them does not defeat their own objectives; but it is the attainment of the stated

objectives that really matters. The Programme must be looked upon as the Central Committee intended it to be looked upon: as an outline of suggested activities rather than as a table of prescribed methods and factual subject matter.

An enormous amount of conscientious work has been done by a whole army of collaborators; let us be generous, fair and loyal in relation to them, and by our co-operation ensure the steady improvement of the Programme of which they have provided us with a preliminary draft.

The columns of *The B. C. Teacher* will be available to those who care to use them to this end.

Nobody is under any legal or moral obligation to do more than he can. We may not be able to bring the Programme fully into effect in our particular schools during this particular year. Very well. Let us do the best that we can under the circumstances and have faith that the Big Bad Wolf won't get us.

To those of his friends and colleagues who seem to him to be unduly wrought up over some of the alleged and probably undeniable defects of the new Programme, the Editor smilingly suggests the wisdom of maintaining a relation of juxtaposition between their basic tunic and normally contiguous sections of their epidermis.

EDITORIAL NOTES

IT is the intention of *The B. C. Teacher* to publish in due course an index to its Eighteenth Volume, of which this issue of October, 1936, is the second number. Readers will observe that to facilitate reference the system of pagination has been altered somewhat.

* * * * *

AMONG the articles that we believe teachers will be glad not only to read but to file for future use will be a series of papers dealing with the teacher's relation to the problem of school health. *The B. C. Teacher* records its grateful thanks to the Canadian Red Cross authorities, and to the authors immediately concerned, for permission to reproduce from the Red Cross booklet, "School Health", a number of papers by writers who are outstanding in this field. The first article of this series is by Dr. G. F. Amyot and appears elsewhere in this October issue.

* * * * *

DID you notice that some certain subject, well deserving discussion, has been conspicuously neglected in recent issues of *The B. C. Teacher?* And wonder why? Well, dearly beloved, the reason is that you have failed to send in an article that you jolly well should have written for this magazine.

* * * * *

TO the intelligent correspondent who inquires regarding the meaning of the term "Procrustean bed", the Editor would reply that Procrustes was a famous printer, or printer's devil (authorities differ on this), who insisted that whatever you and your friends might write had to be precisely 48 pages long; or else 64. And if your copy were too long, you had to cut out somebody's lovely article, no matter how your heart might bleed; and when this made the manuscript too short (as it infallibly did, does and will continue to do), you have to manufacture a filler, like this one.

OUR MAGAZINE TABLE

By all odds the best educational weekly that comes to *The B. C. Teacher* Magazine Table is *School and Society* (Science Press, Lancaster, Pa.; $5). The article by Professor Lackey, of the University of Nebraska, on the need for Geographic education in the Senior High School, in the issue of September 12, should be read by all teachers who are directly or indirectly concerned in the current revision of our curriculum in this subject.

* * * * *

The Dryad Quarterly (2s 4d; 6d per copy) is published by the Dryad Press, 22 Bloomsbury Street, London, W. C. 1. The July-September number deals with wools, border designs for embroidery, the making of posters, and so forth. In connection with its publications, this concern supplies craftwork materials to education authorities in the Old Country and elsewhere. Teachers interested are invited to write for the 278-page catalogue.

* * * * *

Many of us find that among our most serious professional difficulties are those which face us when we are dealing with pupils that cannot be described as subnormal, but that are discouragingly dull. *The School Review* for September (University of Chicago; $2.70) offers numerous specific suggestions for teaching dull-normal pupils. The article in question is intended primarily for teachers in secondary schools, but others will find it valuable.

* * * * *

Of the numerous capital articles contained in the September number of *The English Journal* (5750 Ellis Avenue, Chicago; $3.35), the one I found most interesting, from a professional standpoint, is Paul A. Witty and David Kopel's preliminary report on Motivated Remedial Reading in the High School. Teachers of English cannot afford to neglect this journal. The October issue has just come to hand as *The B. C. Teacher* goes to press and has already been read with pleasure from cover to cover. The sensitive and scholarly essay by Professor Hatcher of Ohio University is the outstanding feature. It deals in a masterly way with the reaction of current literature to the tragic frustration of youth in this "Second Lost Generation". If you are not a regular reader of *The English Journal* and if you really care about literature and life, you will be grateful to me should this note induce you to look up this article.

* * * * *

The Journal, organ of the National Education Association, has featured in its September number a series of articles bearing upon better instruction in reading, which teachers in Primary departments and Elementary grades in general will find valuable.

* * * * *

The Social Studies (1021 Filbert Street, Philadelphia; $2.30) is as exhilarating as it is scholarly; which other periodicals that I am tempted to name certainly are not! If you are a teacher of Social Studies, whether of secondary or of university grade, do yourself a favor. Buy, borrow, beg or steal the October issue of this journal of the National Council for the Social Studies and read the first article. You need not stop with that.

However, it will be found to throw invaluable light upon what our universities must proceed to do if they are successfully to prepare teachers for the newer type of school programme and our young people generally for the perplexing world into which their college will presently graduate them.

* * * * *

Each month it is possible to name in this column only a few of the professional magazines that reach our magazine table. Readers are reminded that *The B. C. Teacher* keeps sample copies of almost all of them available for examination at the Teachers' Community Room, at the corner of Hamilton and Dunsmuir streets, and that (in so far as practicable) samples will be sent on request to teachers in any part of the province.

* * * * *

Special inquiries have been received regarding magazines bearing upon the teaching of music, science and health. There is time and space only to give some titles. The *Journal of Health and Physical Education* ($2.00) and the *Research Quarterly* of the American Physical Education Association ($3.00) were dealt with at some length in our May issue, pages 33-35. Both are published at Ann Arbor, Michigan. *Hygeia* (535 Dearborn Street, Chicago; $2.50) is another of the excellent magazines in this field, as also is *Recreation,* the organ of the National Recreation Association, New York. The *Music Educators' Journal* (64 East Jackson Boulevard, Chicago; five issues yearly), which will be found listed in the new Programme of Studies, is spoken of very highly. *School Science and Mathematics* (450 Ahnip Street, Menasha, Wisconsin; $2.50) has been a standby for a generation.

A MESSAGE FROM OUR PRESIDENT

My Dear Friends:

Your Editor has asked me to extend greetings to you all. I do so with a great deal of pleasure. May the coming year be one of contented and happy growth. May your contribution to the life of our people be very real and your reward that very intangible but very worth while consciousness of work well done.

The spirit of adventure is abroad. We are about to do something most of us have longed to do in moments when our idealism has not been subordinate to the mundane necessity of preparing for examinations. Let us adventure boldly in our new curriculum. We have a compass and general guide but no charted passage. If I read aright the intentions of those who are responsible for the new curriculum, and I have every confidence I do, we must not accept the present as final. It is a guide and will be tested and proved and undoubtedly modified where necessary. The new curriculum must grow as we grow. It must never be considered to be the last word in curricula though it might well be considered to be the latest word.

And while the spirit of adventure is abroad so must be the spirit of co-operation. We shall try and test and modify this new curriculum in the same way that we have built up our Federation over so many years. We shall always need that spirit of co-operation.

The Draft Bill Committee has practically completed its work. The referendum will be sent out as soon as we can obtain the list of teachers and their addresses. There will be no unnecessary delay. You will be asked to vote yes or no without prejudice. The committee has done its very best to present a bill suitable to all and it is now a matter of individual judgment as to a final decision.

There are, of course, two opinions represented in our Federation with reference to matters dealt with in the Draft Bill. These opinions revolve around the question of voluntary or compulsory organization. I am asking you at this juncture to be generous and broad-minded in your attitude to those who take an opposite view from you. Nothing can happen to us, as teachers, which we would not have happen, if we stand shoulder to shoulder in any kind of an organization. The spirit of co-operation is the true spirit of a democracy and, whatever the result of the referendum, we must pledge that co-operation.

You will be pleased to know that Mr. Charlesworth and I attended, at their invitation, the Trustees' Convention at Penticton. We were given the freedom of the floor in all discussions and we took full advantage of it. All through the convention there was a fine spirit of willingness to co-operate with the Federation and during this winter several joint meetings will be held to discuss points which might otherwise be an issue between the two bodies. We are, both as teachers and trustees, sometimes

inclined to forget that we are primarily interested in neither teacher nor trustee. Our real interest is in education, and co-operation will always be necessary to advance its cause. I am sure we shall endeavour to keep alive the very friendly spirit evidenced at Penticton.

In due time you will have a report upon the Pensions Fund. There is still some work to be completed before the results of the actuarial examination can be made public. Meanwhile, rumors or no rumors, all monies that have been deposited are intact and there is no chance that anything can happen to them.

Your Appeal Board has functioned very successfully this summer. There were fewer cases and only one lost. This is largely due to the fact that your Federation has definitely established the principle of investigating proposal appeals and recommending whether or no they should be advanced. It is also largely due to your good sense. We are becoming more and more alive to the fact that, especially in small communities, a teacher has two main tasks. The first is obviously to conduct a happy and successful school; the other is to fit into the community. Occasionally, excellent classroom teachers have not been able to co-operate with the community at large. Sometimes it has been impossible to co-operate. There is only one remedy and that is to find another school in a community where co-operation is possible. The realization of this point has also been a factor in reducing the number of appeals.

One thing more. You sometimes wonder how much good a Federation is. While at Saskatoon in August at the convention of the Canadian Teachers' Federation I discovered, among many others, two interesting facts. The first is that, of all the provinces organized on a voluntary basis, we have the greatest proportional membership. The second is that of all provinces, whether organized voluntarily or otherwise, we have the best minimum salary but by no means the best maximum salary. Our minimum salary is a thing to be proud of in comparison with other provinces, as our maximum is something to be ashamed of. How much good must a Federation be then if it is at least successful in seeing that its low-paid teachers are not too low paid? We must give some thought in the future to recognition of service. A minimum salary should not tend to be a maximum salary as it has apparently done in some of our districts.

There are so many things we could do and we should do many if we can preserve that spirit of unity that has strengthened us through the years. It will be my greatest endeavour during the coming months to foster and preserve that spirit.

Yours for the Federation,

W. MORGAN, President.

Forms of government become established of themselves. They shape themselves, they are not created. We may give them strngth and consistency, but we cannot call them into being. Let us rest assured that the form of government can never be a matter of choice: it is almost always a matter of necessity.—Joubert, *Pensees.*

B.C.T.F. AND KINDRED ASSOCIATIONS

THE Consultative Committee was in session on October 3 from 10 a.m. until 6:15 p.m. with a brief recess for lunch.

For a considerable part of this session the Consultative Committee sat jointly with the Draft Bill Committee. In pursuance of instructions given by the Special General Meeting of the Federation, on September 19, careful attention was given to improvement in the wording of various difficult sections of the Draft Bill. That document will be submitted to a referendum of the teachers of the province at the earliest possible date. A serious effort was made to meet the candid criticisms of represenetatives of groups that question the wisdom of the Bill in the form submitted to the General Meeting in September, or that look upon any such legislation as fundamentally objectionable.

When the meeting of the Draft Bill Committee rose, the Consultative Committee remained in session and dealt with much important routine business. Dealing with a communication from the South Peace River Teachers' Association inviting the General Secretary to attend their annual convention at Pouce Coupe, October 30 and 31, the committee authorized this visit.

Preliminary arrangements were made for an immediate interview between the General Secretary and the Minister of Education with reference to the anticipated regulation providing for the attendance of teachers at Fall Conventions. Mr. Charlesworth was also instructed to make arrangements for a very early conference with the Minister and the Superintendent of Education relative to the various resolutions approved at the Easter Convention.

* * *

In accordance with the notice published in the last issue of *The B. C. Teacher,* an important meeting of the Magazine Committee was held at British Columbia Teachers' Federation headquarters on Saturday, October 3. Provisional plans were made for every issue of the magazine during the current academic year. In the schedule adopted at least some provision is made for the treatment of practically all subjects on the curriculum. If any section or special committee of the British Columbia Teachers' Federation is not made articulate through the columns of *The B. C. Teacher,* it will be because such section or committee shall have failed to supply the material which it has been invited to contribute or secure. Any member of the Magazine Committee who failed to be present at this important meeting should get into communication immediately with the Editor to become familiar with the plans that have been approved and with the duties that they entail. The Magazine Board found itself seriously hampered by the fact that, even at this late date, various sections and committees have unaccountably failed to report in writing their representatives on the Board.

* * *

Vancouver section of the British Columbia Historical Association came into being at the meeting held in King Edward High School on October 2. Dr. Robie L. Reid, K.C., presided at the organization meeting. Officers elected include Pro-

fessor W. M. Sage, President; F. T. Aubrey, First Vice-President; Miss U. B. Mercer, Second Vice-President; Miss Helen R. Boutilier, Secretary; K. A. Waites, Treasurer, together with Dr. Reid and Judge J. A. Forin.

The association will proceed with the establishment of sections in all parts of British Columbia, and will publish a quarterly magazine in association with the Provincial Archives Department at Victoria.

* * *

The National Council of Education is undergoing reorganization. Ten national committees are being set up to conduct departments in Education, Arts and Letters, Imperial and International Relations, Visual Education and Geography, Music and Drama, Radio, Science and Economics, and English Speech and Diction.

Among the speakers who will visit the Pacific Coast this winter under the auspices of the Council are Brand Cook, an artist who will deal with modern aspects of England, and Margery Gullan, an author, two of whose books are listed elsewhere in this number in the article entitled "Choral Speaking".

* * *

The Vancouver Branch of the National Film Society of Canada opened its season on September 30, at the Little Theatre, 637 Commercial Drive. By a special ruling, the Dominion Government relieved this society from the payment of duty on films imported by it for exhibition to its members. During the Fall and Winter, the local branch expects to present ten programmes. These will include many English, French, German, Russian, Oriental and other foreign films of outstanding interest, some of them documentory and scientific.

Our Canadian Teachers' Federation correspondent advises us that pension funds in several provinces are experiencing difficulties due to the decrease in contributions and the increase in the number of the retiring. As a result, plans for putting the present pension funds upon a firmer footing are commonly reported across Canada. The one in Manitoba seems to be actuarially sound, according to the Minister of Education.

* * *

The Automatic Membership movement has progressed noticeably during the year. The Alberta law arranges for compulsory membership and gives the Association power to enforce discipline. In Manitoba and British Columbia draft bills have been discussed and early action is expected. In Saskatchewan the Association is now assured of as many members as there are active teaching departments in operation. Trustees in that province are losing their early opposition to the idea. In almost every other province the issue is a live one and preliminary study is being carried on. The Nova Scotia draft bill was published in June.

ELEMENTARY TEACHERS' DEPARTMENT

By H. W. CREELMAN, *President, Esquimalt, B.C.*

AT an inaugural meeting in Vancouver on November 9 last, under the presidency of Miss Williams, the present Elementary Teachers' Department of British

Columbia Teachers' Federation took form. Previous to that time the Elementary Teachers' Branch had functioned actively only at the Easter conventions of the Federation. A provisional constitution was drawn up and it was decided that our department should engage in various forms of purposeful activity along the line of interests peculiar to Elementary School teachers. It was recognized that High School teacher sections in the province had for years been contributing much that was worth while to such features as curriculum revision, and there was expressed strongly at the meeting a feeling that Elementary teachers should follow their lead and take a rightful part in similar activities.

The objectives of the department were set down as threefold:

(*a*) To promote study, research, investigation and exchange of opinions among Elementary teachers throughout the year;

(*b*) To promote the usefulness of conferences of Elementary teachers in convention;

(*c*) To promote the interests of the Elementary schools and of the Elementary school teachers as such.

It was generally considered that the first and second of the foregoing aims should be the outstanding feature of our efforts.

Under the forceful and effective presidency of Miss Williams, this programme was launched and the Elementary Teachers' Department did a great deal that was worth while in 1935-1936. This year we are desirous of a maximum of moral and actual assistance in furthering the work so well instituted by last year's Council and Executive.

Mr. O. J. Thomas was chairman of the Easter Convention Committee responsible for preparing the excellent special programme provided for Elementary teachers. Miss O. Heritage was made chairman of the Research Committee with instructions to plan a programme of work and to collect from the teachers of the province material along the lines of curriculum testing, exchange of ideas, etc. Mr. R. Jenks was made chairman of the Salary Committee with instructions to collect data on existing and past salaries and to work in conjunction with the Central Committee of the British Columbia Teachers' Federation.

The Research Committee drew up a programme under these heads:

"Provision for Individual Differences".

"Experimental Teaching".

"Pamphlets or Bulletins on Lessons of Unit".

"The New Curriculum and the Old Curriculum".

"A Study to Determine What Should Be Tested".

"Marks on the Report Card".

"Bibliography and Lists of Publishers".

Every effort is being made to obtain suggestions and ideas from teachers throughout the province, on any of the above points or on other professional matters which may be of interest to our members.

The aims of the Salary Committee include the following:

(1) To find the general average salary of all city, district,

municipal and rural schools for the last ten years (in five-year periods);

(2) To group all schools into districts, *e.g.*, Fraser Valley, West Kootenay, etc., with a view to finding the general average of each district for the last ten years (in five-year periods);

(3) To find the average salary paid to Third, Second, First, and Academic certificated teachers in order to learn what actual remunerative value it is to teachers to better their academic standing.

The programme based upon the aims is now about complete and represents an astonishing amount of work done by this committee. The tabulations are at present available to any teachers or teacher associations that may wish to know the present salary situation in their own district as compared with others and with the past. Information may be obtained either from the British Columbia Teachers' Federation Salary Committee or from the Elementary Teachers' Department direct.

Our representative on the editorial staff of *The B.C. Teacher* is Mr. F. A. Armstrong of 2044 Quilchena Place, Vancouver. Several members of the Elementary Teachers' Council have already undertaken to assist Mr. Armstrong by contributing or securing articles that have a special bearing upon the interests and problems of Elementary school teachers. The Executive hopes that Elementary school teachers everywhere will co-operate by submitting to Mr. Armstrong so many articles suitable for publication that our generous allotment of space in the magazine will be amply provided for. The Editor is asking for twenty articles, totalling approximately forty pages.

Some have feared that the setting up of Elementary and Secondary departments might tend toward a cleavage between the two classes of teachers but this anxiety does not seem to be justified. A real effort is being made to conduct our work along the lines of dealing with purely professional and non-contentious matters. Our convention chairman is a member of the Central Convention Committee, our Research Committee deals with professional Elementary school problems only, and our Salary Committee chairman is a member of the Central Salary Committee; and altogether the two departments have been quite successful in their co-operative effort to work along parallel lines in their respective fields.

The primary purpose of this article has been left to the last. It is to put before the members of the Elementary Department an earnest appeal that they will forward to the Department criticisms—adverse or otherwise—suggestions for teaching devices, workable testing units, and anything else that they may think will help to make our Department more effective.

You are assured that prompt attention will be given to any communications addressed to the various committee chairmen or to the president or to Miss Margaret Cameron, Secretary, Elementary Teachers' Department, B. C. T. F., Girls' Central School, Victoria, B.C.

Please write. Please write.

Did you get that?

Please write!

RAMBLINGS OF PAIDAGOGOS

THE TEACHER AS ARTIST AND EXEMPLAR

EXEMPLARY teaching has this in common with exemplary fortitude, that it is never separated from nervous strain. It is always entered upon under a sense of obligation and with an awareness of exigency. No matter how long one has taught, and no matter how keenly one enjoys the ordinary business of teaching, there is an unfailing reluctance to perform one's office for the edification of others.

The truth of the matter seems to be that teaching is far more of an art than a science, that its successful practice depends upon a thousand indeterminate and elusive factors. It is the expression of a personality and thereby an individual interpretation of life. It cannot be brought within the compass of a pedagogical rule-book or subjected to a point-to-point analysis. Approach it with rude precision and it straightway loses all its natural lustre—like the butterfly's wing, it cannot endue the touch of a clumsy hand.

In speaking thus of the teacher as artist, naturally I have no bunglers in mind. I am thinking only of those who are authentic craftsmen, who have drunk deep of the Pierian spring, who have a moiety of the Pestalozzian genius. Indeed, exemplary teaching has no worth apart from such as these. Your pedestrian teacher may present a respectable and even unexceptionable lesson, he may move with machine-like accuracy through the most approved procedure and give evidence of the most meticulous thought and industry—he may do all this yet be as sounding brass or a tinkling cymbal. The same is true of every art. Your pedestrian poet—if the expression is not a contradiction in terms—can achieve only a mechanical arrangement of commonplaces, a neat conjunction of elements essentially banal. With his principles of prosody and his vocabulary of rhymes, he can grind you out a parcel of verse that is correct in every particular except the poetic. Your pedestrian painter likewise—patient, industrious creature—will govern his lights and his perspectives by scientific rule and mix his paints with all the exactitude of a chemist. He will impart to his picture every quality save one—a reason for its existence.

I am not suggesting for a moment that the authentic teacher, or for that matter the authentic poet or painter, should be ignorant of the principles that underlie his art. On the contrary, he should be a master in this field also—so consummate a master that the most enlightened theory is implicit in his practice. But I am suggesting that it is possible for these principles to become obtrusive. It is possible for the mere process to become paramount, for means to masquerade as ends.

Let us go a little deeper. It is clearly to be acknowledged that the mastery of the artist depends upon his command of certain subsidiary knowledges and skills. Somewhere in his career he must have reduced these to the level of habit: they must function apart from his primary attention. Lacking them, though he be inspired by all the Muses, he will never be more than a novice, yet possessing them, and untouched by the

divine afflatus, he will never be more than a journeyman. The essence of habit is automatism. The value of habit is its subordination of the lesser in the interest of the greater. Freed from bondage to the mechanics of his craft, the artist is enabled to devote his mind to its creative aspect.

Imperatively needful though habit is, it is nevertheless subject to certain laws that cannot with impunity be flouted. Since its very nature is to function aside from the focus of attention, such focalization forthwith destroys its efficiency. To concentrate the mind upon the act of walking, once that act has been established, will lead to nothing but an awkward gait; to centre upon the pronunciation of words while making a speech will inevitably detract from both style and content. So also with teaching. To hold procedure at the focus of consciousness is to stultify not only the artistic quality of the lesson as a whole but even procedure itself.

Let us return now to the question of exemplary teaching. Whether this be done for the information of a supervisor or for the enlightenment of a group of students, the effect is largely the same—self-conscious straining for correctness. There is a world of difference between teaching and the exemplification of teaching. Indeed we might go so far as to say that a teacher is never at his best before an audience: only his class can see him as he is.

It would be nice to close with a neat method of resolving this dilemma, but so far as I am concerned the solution is still to be sought. Exemplary teaching must go on. Its value to the student can hardly be exaggerated. Yet it is, for the reasons we have examined and doubtless for many we have overlooked, an imperfect expression of the teacher's art.

It may be that to act as an example, even at the expense of one's truest art, is a privilege sufficient in itself. It may also be that through practice the exemplary teacher may form the habit of being himself in all vicissitudes. For my own part, I venture to believe that the former possibility is too solemn to contemplate, and that the latter possibility is too optimistic to be comforting. All that practice is ever likely to do is to make one a little more resigned. One may become habituated to a form of activity, and intellectually convinced of its value, without in any degree enjoying it —as anyone who performs a bending and stretching movement so many times a day as an exorcism of Anno Domini will readily attest.

The case of the exemplary teacher is a hard one—but the discipline may be of service to his soul. This may, after all, be just another instance of the fact that the needs of society must sometimes over-ride the predilections of the individual, that cultural progress is achieved through self-denial in the interests of a wider good. If so, the prospects of the exemplary teacher are singularly bright.

If you have skill, use it—cash it. If you have not skill, get it. It is no shame to be commonplace—the shame is in staying so.—HENRY WARD BEECHER.

LEST WE FORGET

By ISABELL C. CRAWFORD, *Kamloops, B. C.*

O RAIN! fall softly on the meadow grasses
That bend above each breast:
O Wind, that through the Lombard poplar passes!
Lull them to sweeter rest!

O restless Ocean! cease awhile the thunder
Of waves against the shore,—
Perchance They might awake a space, and wonder
If yet the cannons roar!

O Sunlight! set the scarlet poppy blowing
Upon each coverlet:
It is Their badge of honor, though unknowing
They dream of lilacs yet!

O Moonlight! spread your silver cloak above Them,
Shut out the darkness chill!
Sing, Nightingales, that we who used to love Them,
Remembering, love Them still!

"WE HATE MEMORIZATION!"

By MARGARET O. MUIRHEAD, *Kitsilano High School*

THERE are few pleasurable feelings to equal the very real thrill that one experiences when confronted by a class of children whose faces show genuine enjoyment and delight in something which was formerly a piece of wearisome drudgery, dreaded by teacher and pupils alike, and assigned only as a prescribed and therefore necessary evil.

Such was the writer's happy and unexpected experience recently on experimenting with a Grade X class and its efforts to memorize a passage from "Julius Caesar". The selection consisted of the seventeen consecutive lines in which Marullus is roundly unbraiding the "commoners" for their lack of loyalty to Pompey's memory and their too-ready eagerness to welcome Caesar's triumphant return home. The class enters the room to find the passage written on the blackboard and to hear that they are going to commit it to memory within twenty minutes. After appropriate signs of disbelief and a few incredulous smiles at this ingenuous naiveté of their teacher, one boy is appointed timekeeper, and the experiment begins.

The passage has been studied before and therefore a vigorous reading by the teacher—together with a few remarks—is all that is necessary to give a picture of the stage setting, the character and mood of Marullus, and the nature of the "hard hearts of Rome". A second time the teacher reads the passage, but on this occasion he underlines those words which, in the opinion of the class, are to be given special emphasis. At this stage, having impressed upon the pupils that each one of them is to be a Marullus at heart, the teacher leads the class in an oral reading of the passage. So whole-heartedly is the plea for realism answered that, for the sake of adjacent classrooms, the suggestion is now in order that a low and subdued tone can express just as passionate anger and just as scornful contempt as can a high-pitched one. The blackboard eraser then blots out several "key-words" in each line, after which the passage is read again in unison. A second time the brush does its ruthless work, punctuated by the dismayed gasps of the less adventurous spirits in the class. But again, with evident satisfaction and sheer enjoyment, the lines are "read". Presently the first word of each line is all that remains. First the girls and then the boys, with determined faces and scowling brows, vie with each other in reciting Marullus' speech. Righteous indignation and withering scorn reach their height in the line,

"Be gone!"

The long list of single words is finally erased and it remains a debatable question as to whether class or teacher is the more surprised and delighted when a final oration takes place with no assistance whatever. The timekeeper is consulted eagerly. "Seventeen minutes!" Pessimist and optimist rejoice together; the teacher advises that each one test his success by repeating the lines *aloud* on *two* separate occasions between now and

(Continued on next page)

CHORAL SPEAKING

CHORAL speaking as a means of artistic expression is perhaps the oldest communal artistic effort, antedating both the drama and choral singing. It would not be accurate, however, to say that the present day interest in choral speaking of verse is an outgrowth of ancient Greek example, though it may spring from the same root.

It may be doubted whether there has ever been a time when skilled teachers have not found a place for the spoken chorus, and in one form it has indeed been so often and so seriously abused by unskilled teachers as to have fallen into temporary disrepute. This has meant the unnecessary sacrifice of a teaching device of the greatest value. Insofar as the new curriculum restores choral speaking to its proper place, teachers and pupils have cause for gratitude. The little group of teachers responsible for this contribution to *The B. C. Teacher* feel, however, that if the purpose of the new Course of Studies is to be fulfilled, those responsible for instruction in English should be familiarizing themselves with the best expert thought regarding the proper uses of choral speech in the reproduction of suitable poetry and regarding methods that should be cultivated or that should be avoided. This article therefore closes with a brief bibliography.

On the face of it, however, the values of choral speech are manifold. There is a social value, since the choir is a co-operative effort of self-directing individuals, each one responsible for the whole approach to the poem or prose selection studied.

There is disciplinary and character building value, for the shy and self-conscious speaker gains confidence and is freed from inhibition, while

(Continued from page 64)

tomorrow, and announces that a written copy will be asked for during the next lesson—a fact which is now accepted without a murmur! Surely a profitable twenty minutes!

It is the opinion of the writer that the memorization work in literature can and should be made one of the most enjoyable parts of the course. Certain precautions only seem worthy of note. The first step, surely, is to make the class perceive and feel the strength and beauty of the passage to be assigned. This can come, of course, only by an understanding of the substance and an appreciation of the form. The practice of "unison reading" has been found of great value in making clear the dramatic significance of a poem or passage. The teacher's own enthusiasm for the lines must pass over to the class before the former is justified in asking that they be "committed to memory". The very phrase is ominous! If the passages to be memorized are selected and taught with sympathy and infinite care, and if the technique used in assigning them is psychologically sound, the class will find themselves, at the end of the term, the proud "possessors" of lines that will be to them an increasing source of pleasure as the years go by.

the exhibitionist is disciplined to "lose himself to find himself" in group expression.

There is technical value in speech training; voice control, sustained and directed breathing, exactness and nicety of enunciation—powers which may be applied in all the affairs of everyday life in which speech is a medium of communication.

There is artistic value as the members of a choir learn to use their voices with melody, range and variety to express the thought of a poet.

There is literary value, for poetry is meant to be spoken, and only when it is spoken can every value of tone and rhythm have its due emotional effect.

Above all there is joy—the joy of free, uninhibited creative expression. For every child who can sing well a hundred can learn to speak beautifully; for every child who can find pleasure in playing a musical instrument a hundred can find as great joy in learning to use the greatest of all musical instruments—the human speaking voice—in rhythmic choric speech. For every child who can find joy in reading poetry silently to himself a hundred can be introduced to its noble pleasures through the medium of choral speaking.

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The Wine Waiter and the Connoisseur

By Mary Elizabeth Colman, *Vancouver, B. C.*

A LIVELY article in these pages a few months ago pleaded for canons of literary criticism. Just how deplorable is this admitted lack? Is it not rather a challenge to our critical faculties, an opportunity for mental and spiritual adventure than a handicap? Why not cultivate a discriminating palate rather than, through snobbish fear of error, forever depend upon the wine waiter.

A sincere but mistaken original judgment is much more stimulating, sometimes even more valuable, than acceptance of a measuring line—a canon—of appreciation. Judgment, however, implies knowledge: we are all too apt to glorify our pet prejudices by the more august title. How shall a man serve his 'prenticeship to the art of literary criticism; how shall a teacher initiate his pupils in its mysteries?

By habituating his palate to the finest wines the connoisseur in one shuddering sip comes to recognize an inferior product, with one ecstatic swallow a vintage wine. If we are to be independent of literary wine waiters—who after all are sometimes mere scullions in disguise—we must do likewise.

Read, read, read.

Should circumstances deprive one of the rest of the treasures of English literature, with three books only, the finest, most discriminating taste might still be acquired. Who has made Mother Goose, the King James version of the Bible, and the works of Shakespeare his very own, has woven them into the warp and woof of his mind and soul need have no fear of egregious mistakes in literary appraisal.

The nursery rhymes with which every well brought-up child is familiar from infancy are perfect poetry of their kind. Their rhythm is strong and free, their rhyme schemes are rich and bold. Their emotional content is uninhibited and their philosophy disillusioned—for all their apparent childishness, nursery rhymes are strong meat, and no better foundation for the appreciation of poetry can be laid than a robust enjoyment of them. To be deprived of Mother Goose is to suffer permanent loss.

No one can consider himself educated, even in a limited sense, who has not a good knowledge of the King James version of the Bible. Anyone with any pretension to culture must be saturated with it. The Bible in spirit and language is so much an integral part of our literature that who does not know his Bible can never hope to gain admittance to the inner sanctuary of English letters.

Stories from the Bible are included in school readers beginning with the Third Grade. These provide an opportunity to introduce the matchless simplicity and grandeur of the Bible narrative itself. Trace Biblical allusions in secular literature to their source (a concordance makes this a simple matter); where one psalm is assigned as reading treat the class to

several others, recite them if you can, use them for choral speaking. Have a Bible at hand. No teacher of literature can afford to be without one in his classroom.

The idea of reading Shakespeare to boys and girls in the Fifth and Sixth grades has been considered daring. The chief objection advanced is that the plays are beyond the comprehension of children of this age. Of course they are, but it is this deadly notion that we must at all costs "understand" everything we read or hear that is the great curse of the teaching of literature in our schools. Do *you* understand Shakespeare perfectly? Does your lack of perfect understanding mar your enjoyment to any great extent? Great works of art appeal primarily to the emotions, secondarily to the intellect. We school people have exalted the mind and neglected the sensibilities to our infinite impoverishment. "Great poetry communicates before it is understood". This is particularly true of Shakespeare's poetry, as any lover of his can prove with any average Sixth Grade class.

Of course, one must be a lover of Shakespeare—that is a *sine qua non.* At first one must employ a little subtlety because of the unfortunate impression current that Shakespeare is both dry and incomprehensible.

In Grade Five it may be found wiser to use Lamb's Tales, with some of the most famous passages, such as "The quality of mercy", "All the world's a stage", "I know a bank where the wild thyme blows" read from the play. It is the weakness of this otherwise charming collection that it contains practically no direct quotations, and some of the paraphrases are very weak. Well read, the music of Shakespeare's lines will thrill even ten-year-olds—and that's what we want. Shakespeare was no highbrow, he wrote for the masses, for those who nowadays would read the pulps. We should read him for thrills, for delight.

If you can read aloud well, with verve, gusto, drama, try reading a Shakespeare play to your Sixth Grade. "Julius Caesar", the first modern gangster play, is a good one to begin with. The story is fairly simple and straight-forward, the action quick, tense and violent, the characters of Caesar, Brutus, Cassius and Antony sharply contrasted. To create a demand display pictures illustrating the play for several days before you plan to read it. This is sure to arouse interest and bring a request for the story, especially if you have a picture of the murder, or of Antony giving the funeral oration over Caesar's body.

Before beginning the reading take a few minutes to sketch in the historical background, relating it to what the pupils already know about Caesar. Name the principal characters, describing each in a phrase, "Cassius who started the conspiracy because he was of an envious and fearful disposition and hated Caesar for his success; Brutus who really loved not Caesar less, but Rome more . . ." and so on. It is a good idea to have the names of the characters before the class during the reading, grouped as "conspirators", "loyal to Caesar", "servants of . . ." and so on.

Any portion omitted should be briefly related. Do not stop to explain: get on with the play. Where an unfamiliar word may obscure the general

sense, as "drachmas" in Caesar's will, interpolate tersely, "money, as it were seventy-five dollars".

In some places a brief word describing the action is necessary, for example:

Casca: Speak, hands for me! (he draws his dagger and stabs Caesar, the other conspirators do likewise, Brutus last. As Brutus stabs him Caesar gasps . . .)

And in Act Three, Scene Two:

"Kind souls, what weep you when you but behold
"Our Caesar's vesture wounded?" (He lifts the purple mantle and shows them Caesar's naked body with its gaping wounds like red-lipped mouths.)*

Above all keep up the illusion of rapid action and don't bowlderize—if you are afraid of a passage leave it out altogether.

"The Merchant of Venice", "Midsummer Night's Dream", "As You Like It" and "The Tempest" form a group any one or two of which similarly treated may profitably follow Julius Caesar in Grade Six.

With such pleasures are the foundations of good taste laid. So may we give the first sips of rare wine that in time will make a connoisseur who need never suffer the tyranny of the wine waiter.

*To read Julius Caesar in three periods of forty minutes:
First day—As far as Act Two, Scene Two, line 56.
Second day—As far as the end of Act Three.
Third day—The remainder of the play.
Omit at discretion scenes which have little bearing on the main plot; for example, Brututs' conversation with Portia in Act Two. The complicated story of the battle in Act Four is better told than read, but be sure to read the ghost scene.

CHILD VERSUS ADULT NEEDS

There is no essential opposition between the demands of social living in childhood and in adult left. The child who enjoys the best and most meaningful social experience at his own age is receiving the best preparation for his older years. All intelligent adjustment is forward-looking. Children take a keen interest in acquiring the knowledge, skill and experience which they observe in those of their elders who possess prestige for them. This interest gives meaning to much that is beyond their needs of the moment and makes preparation for the future a vital concern in their lives. There is no absolute criterion to determine whether or not any item of subject matter is related to child life. Some important materials, such as language and the rules of health, have an obvious immediate usefulness. These must be given an assured place in the curriculum. On the other hand, a great deal must be included which is beyond the child's present needs but whose meaning can be revealed to him by intelligent teaching. Studies and occupations whose significance can be appreciated only at a much later time should be included only if necessary to prepare for indispensable learning to follow. If they make no appeal to the child's current interest or to his desire to acquire the accomplishments of grown-ups, it is probable that they are inadvisable at that stage of his development.

—From Report of British Columbia Committee on Educational Philosophy.

WHAT THE TEACHER SHOULD KNOW ABOUT COMMUNICABLE DISEASE

By G. F. Amyot, M.D., D.Ph., F.A.P.H.A.

Director of the North Vancouver Health Unit, Lecturer in Communicable Diseases and Epidemiology, Public Health Nursing Course, University of British Columbia

IT has been thought by many that the doctor and the nurse are the only important factors in the control of communicable diseases—that they are the only ones who are expected to be interested.

In order to consider communicable disease in terms of proper control a larger group is necessary. Here for example we may discuss the teacher group, a group made up of teachers who should know the fundamental principles of communicable diseases, who are interested in the application of the measures of control and who are willing and ready to carry out these measures.

A communicable disease is any disease that can be transferred from one person to another, that is, a catching disease.

Many cases of communicable disease occur among children and these cases account for much of the school time lost by children.

To receive the greatest advantage from our advanced and varied educational system, children must be in a healthy and receptive condition. A sick child or a slightly sick child cannot be expected to absorb the educational material available. This is equally true of the child who is absent from school!

A teacher with an understanding of the principles underlying the cause, source and spread of communicable diseases and the method of control of these diseases can do a great deal to prevent their spread among the children in the class room.

Cause of Communicable Diseases

Pasteur, Koch and their followers demonstrated during the latter part of the nineteenth century that the cause of communicable disease was some form of microscopic plant or animal life.

These microscopic plants or animals are grouped as bacteria, viruses, protozoa and are often known as germs or microbes. Micro-organism seems to be a general term which covers the whole group.

There are many thousands of different micro-organisms in existence, but only comparatively few of these are capable of producing disease in man, and these few are said to be pathogenic to man. Many micro-organisms are used in industry and are harmless. Cheese depends upon a micro-organism; cream is soured to make butter by another.

Pathogenic micro-organisms are parasites and require for their existence the environment of a living body which provides adequate food,

moisture, temperature and other necessities. Each disease is produced by one type of micro-organism; tuberculosis by the tubercle bacillus; diphtheria by the diphtheria bacillus, and so on. With a few exceptions these organisms do not live long outside the living body. This fact assists in the control of communicable disease.

Source

Knowing that pathogenic micro-organisms develop and multiply best in or on a living body, we look for the source of our more usual communicable diseases chiefly among living persons.

The most obvious source of communicable disease, therefore, will be the person having the disease, or in other words, the case. The case is infectious to others regardless of whether it be just developing, is mild or severe, as well as during the whole course of the disease.

Moreover there are persons who are apparently perfectly well who harbor the living micro-organisms of disease and are capable of spreading these to others. These persons are called carriers. Of these "Typhoid Mary" is an example. She spread typhoid fever in many of the homes in which she was employed as a cook. There are also carriers of diphtheria and other diseases. Any sick or well person who harbors living pathogenic micro-organisms in or on his body is known as the host of that micro-organism.

Before the case can be of any danger to others the micro-organisms must leave this host and find their way to the outside. After gaining exit from the infected body or the source, they must be carried to a new host before they can be supplied with their living requirements. The causative agents of most of our commoner communicable diseases gain entrance to the new host by way of the mouth or nose. Most of the micro-organisms which leave an infected person are destroyed and only a few reach a new suitable host. Thus the micro-organisms are at a disadvantage in their fight for existence.

As the infecting agent is microscopic, it must leave the body in some fluid that will provide a protection for a short time until a new host is reached.

The causative agent of most of the common communicable diseases leaves the host with the discharges from the mouth and nose. This group includes what are usually known as the respiratory diseases, namely, the common cold, influenza, pneumonia, scarlet fever, septic sore throat, mumps, chickenpox, smallpox, etc.

The intestinal group is so called because the micro-organisms attack the intestinal tract and the causative agent leaves the body of the host in the discharges from the bowel and the bladder. This group includes typhoid fever, para-typhoid, dysentries, diarrhoea, cholera, etc.

In certain other communicable diseases the blood is the substance in which the micro-organism leaves the body. Malaria, yellow fever, tularaemia, African sleeping sickness and bubonic plague are examples.

(Continued on page 74)

MORE LIGHT

By G. G. S.

Dr. Sedgewick, noted writer and professor o
contributes a regular article for the

BAD BOYS, LAZY BOYS AND GENIUS

Sooner or later the schoolmaster was bound to show his cloven hoof in this column. It wouldn't have been quite so soon if the senior member of my low columnar fraternity (Lambda Kappa Phi, Vancouver Chapter) had not lately put his foot in my professional bailiwick. He may discipline me severely for being an impudent freshman. But I am in duty bound to stop or try to stop him from trespassing.

School Grounds. No Thoroughfare'

Dr. Sedgewick

* * *

His chief outspoken heresy is this: "Very frequently . . . he (the Genius, the man great for all time) was a very bad or a very lazy boy at school".

Further, he at least implies a second error, which to most people will not sound very damaging: namely, that the best a good schoolboy can do in after life is to become a governor of the Bank of England or to attain some other transient and negligible greatness. If chances like that are really available, I wish I had been a good boy.

But the gravest inference that all schoolboys (or their fond parents) may draw from my Brother's errors, is that they had better be very bad or very lazy. For then they at least take a long shot at becoming geniuses.

* * *

Dear me, all this is rank sedition that must be quelled at once! If ever it leaks out into the schools, it spells ruin for all schoolmasters.

Just after I joined that drab company many, many years ago, I used to dream, quite deservedly, of hell. My particular brand of hell then consisted of being in front of a class that had complete and permanent possession of my goat.

And now a member of my own fraternity would lift that torture out of dream into reality and make it universal!

Let us hear some law and gospel on this matter.

THAN HEAT!

EDGEWICK

f English at the University of British Columbia,
Editorial page of The Vancouver Sun.

L SERVICE

AND SCHOLARS

EVERY DAY

ancouver Educator.

Education is putting into effect. Take an interest in the great problems of thought that the new course of study presents.

TO THE TEACHERS—The material to be offered daily will be presented with the hope that it will help in some small way to solve your problem of presenting more reading to the pupils. This work, of course, is not authorized for use in the school, but it should help in an indirect way. A large part of the course is built in activity units which must be worked out largely by the pupils finding certain information for themselves. This section will be a source of some of the information they will need.

TO THE PUPILS—Do you know how fast you are traveling while you are sitting still in school?

When the earth turns round, does the air move with it?

Of what use to use is the darkness of night?

Think over these questions, discuss them with your teacher and look for their answers next Tuesday on this page in the story "Getting Ready to Travel".

G IN BRITISH COLUMBIA!

nd educators are planning and doing right personal copy so that you can clip the daily ave. The cost is trifling—60c a month any-1.00, four months $2.00.

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OUVER SUN

Romantics

Neglecting minor fallacies, we may attack the main point: Have geniuses frequently or usually been "very bad or very lazy at school"? None of the records I know of bear any such extravagant testimony.

Consider the great poets contemporary with Shelley, my Colleague's chief exhibit. Being romantics, they are of all geniuses most liable to extremes (like wickedness or sloth).

But Wordsworth was a good if not a brilliant boy at school; certainly he loved his school and its master. Coleridge was a scholarship student. Keats headed his school in his last two or three years there.

Scott "glanced a meteor from one end of his class to the other"; a very familiar phenomenon that no sane schoolmaster ever thinks of calling very bad or very lazy.

Byron, that "enfant terrible" of Europe, was not very bad at Harrow, and only a little more than normally lazy; he got on very well with his master, Dr. Drury; and his aversion to effort resulted not at all from innate genius but from a spoiling at the hands of a neurotic fool of a mother.

Only Shelley is left to be either bad ar lazy enough for the alleged prerequisite of genius. But Shelley was really neither at Eton. The truth is that he was a queer fish, more unpopular with his fellows than with the masters. And, under the latter, he acquired a quite remarkable facility in Latin and Greek.

Even the great romantics would seem to strike a pretty fair school-average.

* * *

Egregious Beetle

Now as for Kipling, cited along with Shelley as a specimen of the youthful bad egg: First, my friend mustn't take Stalky and Co. for literal truth, and second he must read that book again. The young Kipling of its pages was "bad" only in the eyes of Schoolmaster King who called the boy an "egregious beetle" and who richly deserved all the ragging he got. Even in King's own subject, Latin, Beetle was much better than passable.

In short, my Respected Elder has for the moment gone Hollywood. How the movies love to picture Greatness Emerging from a Cloud! Further, he is off his beat, which brings us back to our starting-po[illegible].

I can now confess safely that I have long owed him a drink.

(Reprinted from September 17th issue of Vancouver Sun)

COMMUNICABLE DISEASE—(Continued from page 71)

In still other diseases the discharges from infected wounds, abscesses, ulcers, skin lesions and running ears may carry the causative agent.

Modes of Transmission or Spread

The body wastes or fluids containing the pathogenic micro-organisms have to gain entrance to another body before the disease can be spread. The micro-organisms cannot crawl, walk or fly nor take part in transporting them from person to person. The particular pathway followed is known as the mode of transmission.

This transmission takes place in many different ways, which may be generally grouped as follows:

1. Contact—including:
   (*a*) Direct contact, touching, kissing, etc.
   (*b*) Droplet infection, *e.g.*, coughing sneezing, loud talking.
   (*c*) Articles recently soiled with fresh infected material.
2. Foods:
   (*a*) Milk and milk products.
   (*b*) Water.
   (*c*) Meat and shell fish.
   (*d*) Other foods.
3. Insects:
   (*a*) Mechanical transmission—on bodies, feet, etc., *e.g.*, flies.
   (*b*) Biological transmission—through bites, as of mosquitoes in malaria and yellow fever, fleas in bubonic plague.
4. Soil.

At one time most of the blame for the spread of communicable disease was placed on the outside environment of the case or source. Sanitary methods were developed to control the spread. This control measure did improve conditions in certain diseases, but it was soon realized that there was a more important mode of transmission.

Today, contact, as outlined under No. 1 *a*, *b* and *c*, is known to be the usual route of the spread of communicable disease.

1. (*a*) Direct personal contact or touching is not necessary to transfer a communicable disease.

(*b*) Droplet infection is more important in the respiratory diseases. Here the causative agent or micro-organism is carried in the fine droplets of saliva or discharges from the mouth or nose, when forcibly expelled by coughing, sneezing or loud talking. Any person who may be within a range of six feet from the case or source at this time may inhale these infected droplets before they have an opportunity of being precipitated from the air.

(*c*) Articles recently soiled with fresh infected material are important modes of transmission. Any articles soiled in such a manner, such as hands, glasses, cups and other dishes, knives, forks and poons, linen including sheets, pillow cases, towels, face cloths, handkerchiefs, all clothing, including night clothing, toys, pencils, erasers, pens, rulers and paper,

etc., will transfer for a period of time the living micro-organisms. The longer the time following contamination of these articles the less likely they are to be carrying living micro-organisms.

The time that pathogenic micro-organisms will live away from the host varies for the different organisms.

2. Foods.

Milk and milk products provide a very suitable media for the growth of certain pathogenic micro-organisms, if these are introduced into it at any time between the time it is milked and when it reaches the consumer. The milk and its products are easily contaminated from an early case, a mild case or a carrier who may handle or process it. Many epidemics of scarlet fever, typhoid fever, septic sore throat and diphtheria have been spread by a contaminated milk supply.

Water has been responsible for epidemics of typhoid, dysentry and cholera, but it acts only as a mode of transmission, for the reason that pathogenic micro-organisms do not grow or multiply in water. The contamination usually takes place from human sewage.

Meat, shell fish and other foods may act as modes of transmission from the source to the healthy person.

3. Insects.

Insects carry infection in two ways; (*a*) flies are attracted to sputum and bowel discharges and may collect from these discharges pathogenic micro-organisms. These are carried wherever the fly goes. This is a mechanical transference.

Mosquitoes, fleas and other biting insects which bite persons infected with certain diseases such as malaria, yellow fever, bubonic plague and other diseases, suck with the blood of the person the pathogenic micro-organisms there present. These living micro-organisms are carried in the body of the insect and are injected into the next persons bitten by the insect. This is biological transmission of infection.

4. Soil.

There are certain micro-organisms that change to a new, very resistant form whenever their environment is unsatisfactory for growth. This new form is called a spore and the micro-organisms may live for long periods of time until they come in contact with a suitable host, when they can then begin to grow and produce disease.

These spores are often found in the earth, as in tetanus or lock jaw. Soldiers whose wounds are contaminated with infected earth often develop tetanus. The spores of botulinus bacilli are also found in the soil and may develop in contaminated and improperly sterilized canned goods.

Methods of Control

There are numerous and different methods of control of communicable diseases. Each disease has certain special details which must be consid-

ered. Here will be stated the general methods that apply, and that should be known and used by the teacher. Others will be stated briefly and not discussed.

A teacher is not expected to diagnose the disease a child may have, but should have a knowledge of the signs and symptoms that should make her suspect that the child is suffering from a communicable disease.

Any child who appears to be sick should be sent home immediately and the parents advised to have their own doctor see the child. The teacher should also notify the school or public health nurse, the school doctor or the medical health officer at once. If any of these officials are present in the school at the time, the suspected child should be sent to them. A child who may have, or who is suspected of developing a communicable disease, should never be permitted to come in contact with other children until definite instructions have been received from the proper authorities, stating that it is safe for the child to mingle with others. Only those trained for the purpose should actually make a diagnosis.

Any of the following signs or symptoms should be sufficient warning to the teacher to suspect communicable disease and to exclude the child until he is certified safe by competent authority.

Colds—All children with colds should be excluded from school immediately and should stay away until the cold is better, as colds are communicable and are sometimes the earliest symptom of other communicable diseases.

Rashes—Any redness of the skin, whether blotchy or profuse, may be measles, rubella or scarlet fever.

Spots—Little pimply spots appearing on the hands, face or body may mean smallpox or chickenpox.

Sore throat—Children complaining of sore throat should not be at school.

Cough, headache, vomiting, feverishness, droopiness, etc., are all signs that should be a warning to the teacher. Two or more of these together are still more significant.

Swellings—Any sudden swelling of the glands in the neck should make one think of the possibility of mumps.

Diarrhoea is a common sign of the intestinal diseases.

Scratching may mean scabies or pediculosis.

A school medical and nursing service is provided for the purpose of assisting teachers in all matters pertaining to health and the prevention of disease. It should be used as a valuable asset by all teachers. The establishment of these services does not relieve the teacher, who is in constant contact with the school children, from doing her best to observe her class and to protect them as far as lies in her power, from communicable disease.

Contact transmission can be prevented in the school by:

1. Immediately excluding every child as soon as he shows the first signs of illness. Send the child home with strict instructions that he be isolated until he has been proved to be free from any infectious disease. A sick child excluded from school should not attend Sunday school, shows, Cubs, Scouts, Guides, parties, go to the stores or any other gatherings, but should remain isolated in his own room at home.

2. Placing, in a room or desk, all articles recently handled by the sick child, and not allowing any other child to touch these articles for at least two days.

3. Having the top of the desk the sick child has used, washed off with soap and hot water.

4. Being on the look-out for other children showing any signs of sickness.

5. Inquiring into the reason for the absence of all children away from school.

6. Co-operating with the school health service.

N.B.: Teachers and janitors, who are ill should be treated in the same way as the children.

General Measures

Teach the children:

1. To have a clean handkerchief or piece of face tissue with them always.

2. To cover the mouth and nose with the handkerchief or face tissue every time they cough or sneeze.

3. To wash their hands always after going to the toilet and before eating. In this way micro-organisms may be washed off before the hands are put on the food or near the mouth.

Sanitation of Schools

The following should be provided in every school:

1. Drinking water that is free from contamination. Contaminated water may be made safe by boiling.

2. Milk. Any milk given to children should be pasteurized or boiled, and should never be used in the raw state.

3. Adequate toilets. If dry toilets, they should be fly-proof and of the sanitary type.

4. Adequate hand-washing facilities.

5. Soap and paper towels.

6. Provision for proper washing and boiling of all cups and dishes used by children in the schools.

7. Basements, toilets, cloakrooms, halls, classrooms and grounds should be clean, light and tidy at all times. This develops in the children the habit of cleanliness and care.

Communicable disease provides one useful thing and one only. It is an expensive protector against another attack of the disease. This is called immunity. Many but not all of the communicable diseases produce immunity.

Immunity

Immunity is the power of a living body to resist infection.

Science has given us controllable methods of inducing immunity without the extravagant and destructive method of nature. We can now immunize people against smallpox, diphtheria, scarlet fever and typhoid fever.

The teacher should be familiar with the methods of immunization and encourage all those who are under her supervision to be protected against smallpox, diphtheria and scarlet fever, and in some areas against typhoid fever.

Immunity is one of the greatest weapons in the control of communicable diseases. Due to the mild case, the carriers and the often undependable human element, the source can free itself from all barriers placed about it and can congregate with the well population, spreading infection far and wide.

Children should be immunized during infancy, but it may be done at any time. Parents should not wait for the disease, but should have their children prepared to meet the attack of as many diseases as possible.

When every school teacher takes an intelligent interest in communicable disease and does all in her power to assist in the control of the disease, the loss of time through this cause will be greatly reduced.

Summary

1. Pathogenic micro-organisms, which are parasitic, are the causative agents of communicable diseases.
2. The source of a communicable disease is nearly always another case or a carrier. A mild case is just as infectious as a more severe case, and has a greater chance of spreading the disease.
3. Certain barriers are put up through public health departments to prevent the spread of communicable disease.
4. The teacher can help greatly in the control of communicable disease.
5. Every case or source should be isolated immediately it is known or suspected.
6. Co-operation with the health and school health authorities is essential for good control.
7. Immunization against smallpox, diphtheria, typhoid and scarlet fever is the greatest help in preventing the spread of communicable disease.

In writing this article valuable assistance was received from H. W. Hill, M.D., D.Ph., LL.D. (West.), former head of the Department of Nursing and Health and Professor of Bacteriology and Nursing and Health at the University of British Columbia.—G. F. A.

One Man's Reaction to the New Course of Studies

By F. D. PAQUETTE, *Wardner, B. C.*

A FAMILIAR question among teachers today is "Have you read the new Course of Studies?" As yet my answer must be "Part of it". Exercises to mark and lessons to prepare do not leave much leisure, but my appetite has already been whetted and I shall not rest until I have "read, marked and inwardly digested" the three bulletins that have so recently come into the hands of teachers of Elementary schools.

At first sight my mental ejaculation was "How on earth am I going to wade through all that!" Like many others of us, I was not awfully well pleased at the prospects of being spurred out of my comfortable routine. "Just when I was getting things down to a science!—this". But already the new course has done something to me. I shall never again be content with the old way of doing things, in spite of the fact that all this change is going to mean hard work and earnest ponderings and much painful trial and error. I am a convert! A new spirit is abroad in the educational world of British Columbia; a new purpose and a new outlook. The teacher's objective is no longer to be familiarity on the part of the pupil with certain prescribed facts; ability to pass examinations; and achievements that can be tabulated and measured and recorded in percentages that commonly mean little and matter less.

A wider field and a greater task is unfolded in the pages of our new bulletin: the task and privilege of building lives; of opening the windows of youthful thought; of fitting young minds and bodies to play their part in a changing and complex world; of enabling our pupils to reap the rewards of wider interests, more valuable knowledge and surer self-mastery.

But can we rise to such a challenge? Have we the imagination, the insight and the vision to catch the spirit of the thing? Have we the grit and the industry to master the hard work that teachers must face if this new educational outlook is to be transformed into workaday fact in the schools of British Columbia? Have we the independence of mind to leave old paths, to change fixed habits and ideas—yes, and even to adopt better ideals?

It remains to be seen. Certainly this change will not be accomplished overnight.

However, I see reason to be optimistic. Teachers are a persistent and industrious lot; they have to be. At all events I believe that there will be among us enough who possess those characteristics in a degree sufficiently high to insure the success of the new programme. Fellow pedagogues, how about it?

To dread no eye, and to suspect no tongue, is the greatest prerogative of innocence; an exemption granted only to invariable virtue.—Johnson, *Rambler.*

RECIPE FOR POPULARITY

By JAMES BRAND, *Port Coquitlam, B. C.*

MAYBE it does not much matter whether a teacher in a city school takes the necessary steps to earn the friendship of the ratepayers, and particularly of his pupils' parents. Maybe. Certainly, insofar as the rural teacher is concerned, success or failure depends largely upon his popularity. I suppose that the principles underlying the attainment of public goodwill are pretty much the same everywhere, though there may be variations in the necessary technique. However, in this article, I shall have in mind chiefly the conditions under which the rural school teacher performs his difficult task.

Of course, popularity should be looked upon as a by-product of other things that are perhaps even more fundamental. It is to be remembered, however, that in many occupations wise attention to by-products is a condition antecedent to success. Certainly that is so in the case of the rural teacher.

Popularity, therefore, is something to be honestly earned, but it is something worth earning. To the teacher in a remote, sparsely settled district, it is an indispensible prerequisite to the attainment of that kind of home co-operation which is everywhere acknowledged to be of inestimable value. Unless the teacher is looked upon favourably by parents and other residents of his community, this desired co-operation will certainly not be forthcoming. In its place, adverse criticism of "the teacher" will be a constant feature of discussions in the home or at the general store—the nail-keg parliament. It must not be forgotten that a child is the world's best imitator. If he hears his teacher made continually the object of disparaging critcism, his own attitude will come to reflect popular opinion. The opportunity to secure his respect and admiration will be lost, and in consequence, willingness of spirit and desire to learn will be lacking.

Popularity in any class, clan or nationality, and among either children or adults, depends upon whether one is a congenial member of the community, little or big, with which one comes into contact socially or professionally.

Are you as popular as you should like to be? If not, how can one become popular? Does it imply a willingness on the teacher's part to become a doormat for Farmer Pettibone and Trapper Jones to walk over? Emphatically, no! On the contrary, the local pedagogue, without losing his self-respect, can so adjust himself to his surroundings as to create harmony between himself and the residents of the district. On this basis, by the exercise of tact, good judgment, and consideration for the feelings of others, he may reasonably expect to win admiration and esteem.

He must study his public. Consider the men and women with whom the rural school teacher must live and work. The truth of the saying that it takes all kinds to make a world is very evident in parts of British Columbia remote from the more populous centers. Here one meets a most cosmopolitan people. Take a casual example. Not long ago six young men were seated around the stove of a cabin in the Cariboo. These lads represented six different nationalities, and four diverse occupations.

Whatever be one's surroundings, the goodwill of the people will be

dependent upon adapting oneself to them. This involves a kindly study of that particular corner in which one has been chosen to instil the three R's and a few other things, into the rising generation.

Picture for a moment the young and eager teacher coming fresh from one of our Normal Schools, armed with a valuable supply of books and of the latest theories, but handicapped by unfamiliarity with his new surroundings. Probably he is city-bred, and is now entering a rural community for the first time. He will find life very different, indeed, from everything to which he has been accustomed. The people with whom he must associate are living under different conditions and, as a result, they necessarily look at life from an entirely different standpoint. The population is sparse, and the people are widely diverse in nationality, class, education and interests. In a single district they may range from a university graduate who, for some reason or other, has become a trapper, to the lonely hunter-farmer who has never had opportunity to learn even to read and write. Where the people are so few, it is impossible for one to select his friends as one might do in a more populous community.

The new teacher must realize this, and must be prepared to modify his own ideas and habits, so that he may fit comfortably into community life. He should take an interest in the simple social functions and the daily lives of the people. The secret of popularity is no secret at all. It lies in being unselfish, in learning to make the best of people, in cultivating honest admiration for the work, character and opinions of one's fellows. They will infallibly appreciate such consideration.

Learn to converse with these people about subjects that are important to them. I would go so far as to suggest that the teacher in a trapping district, for example, should glance over the latest fur list. He should be able to discuss in an interesting manner the matters which come uppermost in the lives of the people of the district. He must cultivate skill in putting people at their ease and in inducing them to talk about the things that interest them. Before he realizes it, his host up there on Porcupine Creek will be relating, in inimitable manner, incidents and experiences which would provide an author with a fund of invaluable material. Instead of finding detrimental his association with people whose background is so different from his own, the teacher will find that his own outlook on life is broadening and that he himself is gaining valuable apperceptive equipment.

Above all, the teacher must not consider himself a cut above his associates, by virtue of birth and education. One of the most common and fatal mistakes made by some young teachers is in their superior attitude toward the people among whom they have come to live. Too often they look upon a homesteader, stump-rancher, tie-hacker or trapper with a patronizing air which, of course, will be resented. No one likes to be treated as inferior to his fellows. This brings to mind the incident of the teacher, who, on approaching a fellow teacher at a local social gathering, was overheard to say: "It is good to meet someone of one's own class". Possibly the remark was made only through thoughtlessness, but it soon became a rich piece of gossip, which was retailed over and over again, until the teacher in question was considered a proper snob. A silly attitude of this kind leads to social ostracism, and reduces the chance for professional success. (Continued on page 92)

The Efficiency Of The Peace River Plan

By DR. W. PLENDERLEITH, *Director of Education, Peace River Unit.*

DURING the past year several articles have been contributed to *The B. C. Teacher* in connection with the reactions of the teachers to the Peace River Plan of School Administration.

In this article, it is the purpose of the writer to indicate the effectiveness of the larger unit from the viewpoint of the Director of Education.

The chief problem connected with the larger unit was to determine exactly what degree of centralization would be most efficient in the attaining of the objectives of a democratic school system.

Under the former system of local school boards there was too much diversity of control connected with the salaries, financial support, equipment, buildings, and administrative practices. On the other hand, there was too little diversity and flexibility of the school services connected with the curriculum, the methods used in the classrooms and degree of educational and health opportunities for the children and adults.

When the scheme for the larger unit of administration was being considered by Dr. Weir and Dr. Willis, their chief objectives were to rectify the above defects by providing:

(1) A uniformity of administrative practices connected with salaries, financial support and business routine.

(2) A diversity of school services connected with the curriculum, teaching methods, and the educational process itself.

When the new system was approved by the Department of Education, it provided the maximum degree of responsibility to the teaching staff for the integration of school and community life.

As a result of the changes made in administration, the financial and educational efficiency of the whole unit has been increased to a degree which surpassed even the most sanguine hopes of the Department. This statement is supported by the following facts relating to the schools of the Peace River Larger Unit of School Administration:

GENERAL INFORMATION

Number of districts in Consolidation: 65.
Total Area included in Larger Unit: 6,150 square miles.

ECONOMY

A. *Savings effected up to the present time*:
Actual cash savings are made in the following items:

1. Elimination of secretaries' allowances (for salary, stationery and supplies) at an average of $20 per year per school	$1,300.00
2. Elimination of yearly audit fees at an average of $5 per year per district	125.00

3. Elimination of bank charges on individual school accounts at the rate of $6 per year per account..... 390.00
4. Reduction in insurance rates by using blanket insurance system. Rate formerly 2.4 per cent., now 1.9 per cent. on $65,000. Annual saving..... 325.00
5. By standardizing janitors' salaries at $5 per room per month (former average $6.50) making an annual saving of 102.50
6. By buying supplies in bulk. Saving over last year..... 675.00
7. Buying one thousand cords of green wood during winter time and letting it dry for the following year instead of buying dry wood in September as was the usual custom. This resulted in a saving of..... 500.00

Non-overt Savings:

Ten per cent. increase in general pass lists throughout all grades in this Inspectorate. This is because of:

(*a*) careful selection of teachers by the Department,
(*b*) elimination of weak teachers,
(*c*) adjustment of teachers to positions they can hold most suitably,
(*d*) increased *esprit de corps* by making the entire area a promotion area for the teachers,
(*e*) increased efficiency through decreased mobility of teachers,
(*f*) additional improvement in teaching equipment,
(*g*) adjustment of teachers' salaries on a basis of "services rendered".

The actual saving to the taxpayers and the Government by the 10 per cent. increase in the pass lists on 1,400 pupils in this Inspectorate amounts to 140 x $62, or $8,680.

ENLARGED OFFERINGS:

B. Enlarged educational offerings and improvements made possible by the saving on administration:

1. Free tuition for all students from any of the Consolidated districts who wish to attend High School in any of the larger centres in the Peace River block.
2. The establishment of a Junior High School for the benefit of those pupils who are unfitted for the ordinary course.
3. Establishment of technical courses for pupils of the Dawson Creek High School and adjacent districts.
4. The opening of two new high schools in the area.
5. Free Night School classes being provided at twenty different centres where formerly none were in operation.
6. Additional library equipment amounting to $25 per school was provided.
7. From the saving made, the district has paid its share of the Dental Service which has been given free to more than one thousand school children and many of the pre-school children in the area.

8. From the saving made, the district has paid its share of the Health Unit established under the Rockefeller grant. Under this unit, vaccination and inoculation and disease prevention treatments have been given to all children requiring them. Arrangements have been made to supply spectacles (ordinarily costing $10 per pair) to the pupils requiring them at a flat clinical rate of $3.75 per pair. Arrangements are being made at the present time for clinics in which all those pupils with defective tonsils and adenoids will have the opportunity to have them removed.
9. School buildings have been brought up to a passable standard as far as sanitation, lighting, heating and ventilation are concerned.
10. One old school, which was burned, has been replaced by a fully-equipped, modern frame building.
11. Three schools have been reopened in areas where the schools had been closed through lack of attendance.
12. Four new schools were built to supply the needs of areas requiring educational facilities.
13. Fourteen ice-houses were built to put up ice for drinking water in districts where pupils formerly had to drink slough or polluted stream water.
14. Seven new barns were built to house the horses of children who had to ride to school.
15. Seventeen entries were built on school houses to act as cloakrooms and storage rooms as well as to improve the heating of the schools.
16. Other improvements included the ceiling, papering and kalsomining of the insides of ten schools; reflooring of six schools; repainting of the outsides of four schools; fencing and clearing grounds of seven schools; purchase of additional ground, two schools; purchase of sanitary paper towels, towel containers, toilet paper, toilet paper holders, thirty-two schools; purchase of water coolers and sanitary drinking fountains, forty-six schools; purchase of new stoves, eleven schools; installation of electric lights, two schools.

C. *Actual saving to taxpayers*:

In spite of the above advantages, the cost of education has been reduced as shown in Table I.

TABLE I.

This table has been prepared to illustrate the difference in school taxes in the districts in the Peace River area. The table is based on the assessment roll of the year preceding consolidation compared with the assessment roll of the year following consolidation. The rates are worked out to the nearest ten-thousandth of a dollar.

(*a*) *Increase in Taxation*

Tax rates Increased:	*No. of Districts affected*
1 mill or less than 1 mill	8
1.1 mills to 2 mills	2
2.1 mills to 3 mills	9

3.1 mills to 4 mills	3
4.1 mills to 5 mills	2
5.1 mills or over	0
Total number of districts in which tax rate increased	24
Average increase in tax rate on 24 schools	2.5 mills

(*b*) *Decrease in Taxation*

Tax rates Decreased:	*No. of Districts affected*
1 mill or less than 1 mill	6
1.1 mills to 2 mills	7
2.1 mills to 3 mills	4
3.1 mills to 4 mills	4
4.1 mills to 5 mills	1
5.1 mills to 6 mills	3
6.1 mills to 7 mills	1
7.1 mills to 8 mills	3
8.1 mills to 9 mills	1
13.1 mills to 14 mills	2
18.1 mills to 19 mills	1
Total number of districts in which tax rate decreased	33
Average decrease in mill rate on 33 schools	4.7 mills

(*c*) *Number of districts not affected by change* 4

(*d*) *Maximum Increase in any district since consolidations* 4.7 mills.

(*e*) *Maximum Decrease in any district since consolidations* 19.0 mills.

Average mill rate before consolidation	7.4 mills
Average mill rate after consolidation	6.0 mills
Average reduction	1.4 mills
Range of tax rates before consolidation (1.3 to 25 mills)	23.7 mills
Range of tax rates under consolidation (6 mills throughout)	0 mills

(*f*) In addition to the above schools, there are four that cannot be included in the table of comparisons since these schools were not built until after consolidation.

However, if these districts had been separately assessed under the former system, the following lowering of tax rates would have become apparent:

School	*Rate under old system*	*Rate under consolidation*	*Decrease in tax rate*
East Pine	20.6	6	14.6
Lake View	16.3	6	10.3
Moberly Lake	22.5	6	16.5
Seven Mile Corner	18.2	6	12.2

(*g*) *Saving to Local Taxpayers*

The total saving to the Peace River taxpayers can be judged from the following figures taken from the assessment rolls for the two years preceding consolidation and compared with the figures for the two years during consolidation:

School year	*Total tax levied*
1932-33-34	$64,455.58
1934-35-36	60,139.88
Actual cash saving to local taxpayers effected by consolidation	$4,315.70

(*h*) *Saving to Provincial Taxpayers*

Average cost per teacher to government for three years preceding consolidation (1931-32-33-34)	$755.75
*Average cost per teacher to government for three years following consolidation (1934-35-36-37)	749.73
Saving per teacher to government	$6.02

(*i*) *Saving to All Taxpayers*

Total average cost of education per pupil enrolled in whole province	$68.37
Total average yearly cost of education per pupil enrolled in Peace River larger unit since consolidation	61.82
Saving (per pupil enrolled) in larger unit	$6.55

*Based on 1936-37 budget.

N.B. No. 1: The figures shown above do not include special grants received from the Rockefeller Foundation, the British Columbia Dental Association, the Canadian Dental Association and other public and private bodies who made contributions to the cost of the Health Unit.

The difference between the total cash saving and the actual saving was spent in providing increases in salary and the extra services and equipment shown in Sections "B" and "C".

It is the hope of the writer that the information given in this article will indicate the efficiency of the larger unit of school administration in a typical rural area.

VALUES IN HOME ECONOMICS

By Miss Alice Stevens, B.Sc. (H.E.), *Vernon, B. C.*

IN these days, when school authorities are being subjected to unceasing pressure to reduce the cost of education, there has been a constant endeavour in one quarter and another to have eliminated from our schools all branches of study except the "three R's"; and notwithstanding the fact that conditions of life have changed greatly since the days when the little red schoolhouse dotted the countryside, short-sighted individuals would not only exclude many school activities which have as their object the broadening of the pupil's perspective and the cultivation of a better understanding of life and its needs, together with the best means of intelligently satisfying these needs, but would also close the secondary schools to all who are unable to pay fees toward their upkeep or gain admission through certain scholarships which would be awarded to the most brilliant students as shown by examination results. It is not the intention of the writer of this article to deal at all with the second of these proposed curtailments of educational opportunities. As a teacher of Home Economics, one of the more recent branches of learning to find its way into our Programme of Studies and one of the first to be attacked when the period of stress came upon us, she will deal briefly with some of the real values which are inherent in this subject.

Home Economics helps to train girls for citizenship. It develops good character traits and leisure-time interests. In this work girls acquire interests which persist throughout life. They are doing things they like to do, which always tend towards success. Home Economics training develops ability to judge the quality of industrial production. When a girl has learned to make her own dresses, she is better able to select ready-to-wear garments. She can choose them according to line, style, workmanship and wearing quality with relation to the cost. This subject provides an opportunity for mental and physical growth through the manipulation of various types of raw material.

Cutting out a dress requires all the attention and care that a girl can give; she simply must use her head and reason out every step. The pattern has to be fitted and altered. She has to calculate the amount of alteration and where it is to be made. All the marks and notches must be studied, and the pattern placed with some pieces on the straight of the goods and some on the fold. This requires real head work, and if the girl is not alert, the dress will be spoiled or will fit very badly.

"Stretching the food dollar" is one of the difficult problems of nearly every home-maker today. She finds it very difficult to make her few dollars buy all the things that are required by her family. The little Grade 7 girl, who keeps an account of her pin-money and decides how it is to be spent, is forming money-habits that will remain with her all through life. When her turn comes to be the family buyer she will have much better spending habits than she would have if she had spent her money thoughtlessly as a child.

Will this material wear well? Is it good value for the price? Which lines are best for my type? Does this menu give good food-value in relation to the cost? These questions deal with only a few of the phases of Home Economics. Home management, laundry, home furnishings, budgeting, home nursing, and all topics that concern the home-maker are considered. These include many complex problems.

For this reason the old term, "Domestic Science", which referred only to cooking and sewing, has long been discarded. In fact, it went out with "the horse and buggy". Home Economics includes all the many and varied problems just mentioned, and is a much more comprehensive term. The use of correct terminology by the grade teacher will help keep before the minds of the children the wider scope of the work of this department. and will be appreciated by the Home Economics teacher.

Home Economics teachers can co-operate with the grade teachers in many ways. A lesson on cocoa can be directly related to a geography lesson; so also can a textile lesson. Measuring and working out quantities of material is an arithmetic lesson. Working out calories and food costs is more than 50 per cent a problem in arithmetic. Art and English lessons can also be correlated in many practical ways with Home Economics. Then when it comes to spelling, there are dozens of words that can be stressed by both teachers. To spell "phosphorus" and "carbohydrates" incorrectly is forgivable, but not "egg-yolk" and "dessert".

Home Economics in the schools is an innovation of this century. All phases of home-making used to be taught in the home. For several reasons this has changed. Many of the mothers do not know the newer phases of food values. Often the mothers are not at home to teach the girls and often the girls are not at home to be taught. Then, too, girls like group work and benefit from group instruction. Dish-washing at school in a group of four is much more pleasant than washing a big pile of dishes at home alone.

At the same time, the Home Economics teacher realizes that she has been only partially successful unless the home provides the opportunity for her pupils to apply the knowledge and principles gained at school. This calls for co-operation between the school and the home. Home assignments should be given frequently, reports signed by the parents and checked by the teacher. This tends to throw some of the responsibility back on the home and keeps the parents in touch with the work that is being accomplished at school.

In British Columbia there are courses for girls in Grade 6, 7, 8, and 9. High school matriculation courses offer Home Economics for 15 out of the required 120 credits. Foods or clothing and applied art may be elected, and the CC course divides the credits among all three topics. This matriculation work can also be taken through correspondence courses, by pupils in schools that are not able to offer the matriculation course.

Every girl is well advised to study Home Economics. It will be invaluable in her own home. As a wage-earner, the Home Economics graduate is particularly fortunate. There are many nurses, teachers, and

(Continued on page 90)

Vision and Supervision for Rural Schools

By ELEANOR ORMROD, B.A., *Sinclair Mills School*

PERHAPS no one wonders more than the country teacher why the city schools carry such a list of supervisors. In her innocence she feels that, given access to libraries, able to converse with others in her profession, aided by a principal, and freed from the burden of eight grades, she could perform miracles of teaching. Yet sometimes, realizing her experience has given her self-reliance, she doubts if she would be happy under supervisors of music, art, drill, games, etc.

Yet she knows she would rejoice to be able to turn to someone in authority and ask for advice. Seldom is anyone in her district qualified to give it, nor might it be wise to cause dissension by seeking advice were there anyone there fitted to give it.

Large portions of British Columbia cannot adopt the plan of consolidated schools as tried in many rural areas. But it seems odd that no one has suggested fewer supervisors for the trained, experienced, city teacher and more for her country colleague. Perhaps that might go far in solving our present rural education problems.

Most rural inspectors have enormous districts with some sections almost inaccessible in the winter. This means that, quite unavoidably, one visit a year is all that is managed. Yet suppose a rural supervisor could be appointed for, say sixteen to eighteen schools. Let him or her be experienced in country school life. For book-learned theorists we rural teachers could have little use.

But what help a person responsible for aiding teachers in their projects, for stimulating ideas, for providing judicious praise and helpful criticism; ah, what help such a person could give!

Let us imagine it. Schools are opened and pupils enrolled. Of the sixteen teachers in our district perhaps eight are from the Normal School —filled with high ideals and enthusiasm but lacking any knowledge of rural conditions. Of the rest, some will have lost all ambition. They feel that no one cares much what happens to the pupils anyway. Half the parents think their children potential geniuses, only held back by the teacher's stupidity, and some of the others will have a complete contempt for education in any form. Is it any wonder that some teachers fall into deadly ruts of routine?

But along comes our supervisor with a suggestion for a meeting to be held at a central spot on a Saturday. The prospect of meeting other teachers is attractive and the weather still permits travel. At the first meeting plans are outlined. It is decided to meet every six weeks or thereabouts. It is hoped to obtain some unity of procedure in the district. Those teachers with one-pupil classes are glad to find means of stimulating interest and a way of checking progress. Type tests will be used; and this is to be of great interest to the teachers since she helps in the formation of them.

If one teacher has success in geography, another in music, still another in arithmetic, what can be better than to have these methods shared? It will be the work of the supervisor to be the principal of a very unusual and scattered school. Upon him or her will depend the success of the plan.

Perhaps a display of work could be arranged for the same date as the Sports Day, a most important, and sadly neglected event in rural life. But why go on? Other suggestions will readily come to mind. The good supervisor would be a strong link binding together in unity of aim not only the pupils but also the teachers who, too often, alas, lonely and cut off from mentally stimulating companionship, and too inexperienced yet to rely upon self, turn their work into a dreary rut or fall into careless habits of life and teaching.

It isn't only the soldier who faces the fact that "England's far and Honour's a name". I wish we might have sent to us a helper not only to rally our ranks with a call to play the game, but also to work with us to make the country teacherage, now a lonely spot, certainly unhonoured and unsung, a real post of honour, and its occupant as much a guardian of the state as any uniformed stalwart.

VALUES IN HOME ECONOMICS—(Continued from page 88)

stenographers who are unemployed. Their chosen fields of labour are all overcrowded. The girl trained in Home Economics possesses an advantage when applying for a position as teacher, dietitian, journalist, or as an assistant in a business house.

Unfortunately, girls who wish to take advanced training in this work must go outside the province to get it. Courses leading to the degree of B.Sc. (H.E.) are offered in the Universities of Alberta, Manitoba, Toronto and McGill and in most American universities. But for school-age girls more vocational courses might well be provided. Possibly the greatest need is for training as domestic workers. There is no doubt that many girls enter into household service with very little previous training and have little idea of what is expected of them. On the other hand, it appears that many of their employers are unreasonable in the demands made upon their help and appear to be quite insensible of the social needs of a young girl. Consideration on the part of both employer and employee for the rights of each other and better training for the girls who propose to enter domestic service would go far to lift the social stigma attached to what is really an honourable occupation.

In these days of depression and adjustment the challenge thrown out to Home Economics teachers must be taken seriously. The girls of today will be the women of tomorrow. They must be trained for the work they will have to do and to take their places as citizens of our country. Because of its contribution toward both of these objectives, Home Economics has justified its position as an integral part of our school programme.

When you know a thing, to hold that you know it; and when you do not know a thing, to allow that you do not know it: this is knowledge.—Confucius, *Analects*.

WHAT WE ARE READING

A Short History of English Life and Labour; Ellis Hope; Copp, Clark Co., 1929. A really social history of England with all chapter headings indicating social trends and movements rather than reigns of monarchs and dynasties. An excellent treatment of such subjects as "The Manorial System", "Beginnings of the Modern World", "The Medieval Church", "Towns and the Guild System", "The Industrial Revolution", and "Forces Outside Parliament" (writers, trade unions, education). There is also a useful series of questions and exercises on each of the thirteen chapters. —O. M. SANFORD.

* * * * *

The Scientific Study and Teaching of Languages, by Harold E. Palmer; (George G. Harrop and Co., London).

Most teachers, even if they are not instructors in foreign languages, will have vivid and painful memories of the futility of most of the work commonly done by language students and even the non-specialist may be interested in the newer methods of approach.

Harold E. Palmer is an authority of international distinction on the teaching of languages and the author of at least eight or ten important books on different phases of the subject. The book named above is so full of ideas that will be helpful to language teachers that it is impossible to do it justice within the brief limits of a review in these columns.

Palmer emphasizes the necessity of clarifying one's objective. To learn to speak a language as a native speaks it, to understand it when a native speaks it, to read it with intelligence and write it with accuracy are goals which demand different methods of approach. He believes that there is no one and only method, but is convinced that certain general principles may be deduced from his own very extensive investigations.

Learning sentences or phrases by heart is the sound basis of all linguistic studies. Every sentence ever written or uttered has either been memorized in its entirety or else has been composed of smaller units so learned. All units learnt by heart integrally he describes as "primary matter", while "secondary matter" consists of units built up or derived by the pupil from such primary matter. The derivation of such secondary matter must not make of language-learning a sort of guessing contest. The proper assimilation of integral units of primary matter tends to the exclusion of errors and to the relief of the student from the burden of abstract calculation and gives learning immediate utility.

The meaning of a given unit may be conveyed to the pupil by translation, definition, context or association. Each of these methods may be superior to the others in given circumstances.

Training the ears is of primary importance. An infant can readily pick up new sounds but this power is often lost at a very early age. On the other hand, the ears of the older students may be opened by means of phonetic instruction, and use should be made of his greatly increased visual powers. Palmer declares that it has been conclusively proven that the pupil trained in the use of phonetic symbols is a better speller than others.

The first term should be devoted largely to easy exercises in subconscious comprehension, commands, articulation exercises, exercises in use

(Continued on page 92)

IN MEMORIAM

A MULTITUDE of teachers are included among the many people throughout British Columbia and beyond its borders, who learned with sorrow of the untimely death of Mr. P. H. Sheffield on the sixth day of this month. Though still in his early prime, Mr. Sheffield had had wide and varied experience as a teacher, inspector and administrator. He was the kind of man to whom difficult jobs naturally gravitate, and to whose hands difficult jobs may be intrusted without anxiety. His gifts as a diplomat and his capacity to make and enforce wise decisions were demonstrated in his handling of the perplexing and varied problems that faced the educational authorities in British Columbia in their efforts to insure to young Canadians of Doukhobor parentage the elements of Canadian education. More recently it had fallen to him to lay the foundations of more efficient and modern administrative methods in the new Larger Unit created by the consolidation of the school districts of Matsqui, Sumas and Abbotsford.

In the death of Mr. Sheffield, the Department of Education has lost a gifted and trusted lieutenant, and the teachers of British Columbia a valued friend.

* * *

ON September 1, at New Westminster, occurred the funeral of Robert W. Fraser, who was Vice-Principal of the Central and Principal of the old West End School when Vancouver was younger. Before retiring, four years ago, Mr. Fraser was in the employ of the Dominion Government as Chief Statistician of Immigration.

WHAT WE ARE READING—(Continued from page 91)

of phonetic symbols, and similar instruction. The author gives in detail his first eight or nine lessons in this stage, and many pages are devoted to suggestions for more advanced work. In free composition, if the mistakes exceed 10 per cent., the teacher is simply giving opportunity for perpetrating and perpetuating blunders. "If the first and second stages have been conscientiously treated by an expert method-maker, a competent teacher and an average pupil, the third stage will take care of itself".

The book is characterized by the use of many polysyllabic works, unknown to the dictionary, but in spite of the author's idiosyncrasy in this connection, teachers will find it well worth while to spend some time in the study of this important book.—OLIVE E. J. COUSINS.

RECIPE FOR POPULARITY—(Continued from page 81)

This has been a long sermon, but one more thing remains to be said. A teacher entering a new district should remember that first impressions are lasting. If he shows friendliness, he will find himself among friends. Obviously, he can be a social asset to the community. He will be accepted as such if his manner is simple and natural and courteous, and he will then find that the burden of proclaiming the Gospel of the Department of Education will be decidedly lightened. His interest in his daily round will steadily increase if he creates and lives in an atmosphere of harmonious co-operation. Otherwise, he will presently find all joy in his work sapped away by petty, childish complaints and riticisms—his own and other people's.

CORRESPONDENCE

Editor, *The B. C. Teacher*: Cobble Hill, B. C., October 6, 1936.

Through the columns of *The B. C. Teacher* I wish to address the teachers of the smaller high schools and those doing secondary work in superior schools.

Last year the Rural High School Section circularized the teachers of schools with which it is directly concerned. The general opinion of the teachers was ascertained under two heads: (*a*) comment on present situation, (*b*) recommendations. Among other things the question of salaries was dealt with.

This letter is not the place to attempt a review of the material submitted but it is apparent, however, that a highly objectionable inequity exists in connection with salaries of the teachers concerned and that the problem is to secure a greater degree of equity and justice in the matter of the distribution of the money paid out in salaries.

The suggestion is brought forward that now is the accepted time to begin action on this problem. Financial and newspaper reports state that business conditions are very definitely improving (see Vancouver *Province*, Saturday, October 4) and that costs of living are very definitely increasing. This problem should be the next major problem to receive the full attention of the organized body of teachers.

Fall conventions are now being held. They provide an excellent opportunity for rural secondary teachers and teachers of all smaller high schools to get together, and, by resolution, bring their case to the front.

J. M. THOMAS,
Chairman, Rural High School Section.

* * * * *

1995 West Fourteenth Avenue,
Vancouver, September 27, 1936.

Dear Dr. Black:

This is to congratulate you on the September issue of *The B. C. Teacher*, especially on your editorial "British Columbia Stand on Guard!" It needed to be said, and you have not minced words. We are fortunate to have you to speak to us and for us.

Yours cordially,

M. E. COLMAN.

Joy in one's work is the consummate tool without which the work may be done indeed, but without which the work will always be done slowly, clumsily, and without its finest perfectness.Phillips Brooks, *Sermans.*

HIGHLIGHTS OF THE SEPTEMBER NEWS

P. M. DRAPER, in the annual Labor Day speech of the Canadian Trades and Labor Congress, reaffirmed labor's belief in Canadian democracy.

* * *

On September 23 the appointment of W. E. G. Murray, son of a pioneer British Columbia school teacher, as general manager of the Canadian Broadcasting Corporation was announced.

* * *

Minister of Finance Dunning has announced new Canadian public loans of $100,000,000 to be floated during the next ten months; $73,000,000 to be used for refunding. A debt increase during the past year of $160,000,000 brings Canada's total public debt to near the 1½ billion mark, it was announced on September 28. Interest on this debt amounts to $135,000,000 the largest item of annual expenditure.

* * *

A census taken during September showed fewer than 1,000,000 on relief in Canada as compared with 1,500,000 at the peak in 1933.

* * *

Premier King, Senator Dandurand and Labor Minister Rogers formed the Canadian delegation to the League of Nations Assembly. Speaking at Geneva on September 29, Premier King urged the end of sanctions, advocated conciliation in Europe, and declared "Canada will not enter war without the full consent of Parliament".

* * *

A. S. Leese, veterinary surgeon, and editor of the bi-monthly anti-Jewish *Fascist,* was sentenced to six months in Old Bailey for libel on September 21, and his printer fined twenty pounds.

* * *

Lloyd George, recently returned from Germany, declared Anglo-German accord to be of the utmost importance.

* * *

The Bank of England will pay the British Treasury £163,000,000, according to an agreement made five years ago when Britain went off the gold standard. This sum represents the increased value of the bank's gold reserve.

* * *

"I swear that I will bear unbreakable allegiance to Adolph Hitler and yield unconditional obedience to leaders appointed by him over me" is an oath required of all German citizens of South West Africa, even though naturalized British subjects, according to a blue-book of the Union of South Africa.

* * *

President Azana of Spain, on September 4, called Francisco Caballero, a Socialist, to head a new cabinet in which six of the 14 departments were headed by Socialists and two by Communists. Francisco Franco, rebel leader, in order to hold gains already made, was forced to adopt a radical policy which he announced on September 6 in a 27-point programme which included repudiation of capitalism and nationalization of public services, to the great consternation of many of his military and capitalist backers. Rebel forces took Irun on September 13, Maqueda on September 21, Toledo on September 27, thus relieving the rebels in the Alcazar, and at the month-end were concen-

trating upon Madrid. While most countries, including Germany and Italy, accepted a "hands off" policy, neutral sources attribute much of the rebel success to Italian and German air aid and the publication by the German government of a message from the Spanish rebels on September 5 amounted to an admission. Premier Blum of France resisted demands for intervention and in Britain representatives of three million trade unionists expressed their sympathy for workers and loyalists of Spain by standing in silence but approved the Government's "hand off" policy on September 10, while the Government ordered official investigation of atrocity charges on both sides. Portugal refused to adhere to the "hands off" agreement until September 29 after she had used land batteries to suppress a mutiny in her own navy.

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The Franco-Polish Alliance has been revised and strengthened and a loan of $150,000,000 advanced to Poland, it was announced September 7.

* * *

About 20 arrests occurred in an Italian munition factory on September 8 because notices on the walls praised Spanish loyalists. Henry Gorell, chief of an American press bureau in Rome, was ordered to leave the country on September 13 because of a story officially denied that high Fascist officials had been arrested for Communist activity.

* * *

General strikes tied up the textile mills of Lille and the docks at Le Havre from September 9 to 17, when owners of the former defied Government efforts to enforce the 40-hour week.

At a convention of 8000 Nazis at Nuremberg, Chancellor Hitler on September 9 announced regaining of colonies as his next goal and on September 13 declared he was ready to fight Bolshevism and said if he had the Urals, Siberia and the Ukraine he could make "a paradise on earth". At Geneva on September 28 Litvinoff replied with the demand that the League use more than entreaties in resisting such "illegal and senseless demands".

* * *

The French Chamber on September 28 approved the Government policy of a 29 per cent. devaluation of the franc in accordance with a stabilization agreement already reached with Britain, United States, Belgium and Switzerland announced a similar devaluation on September 29, while the Netherlands announced she could no longer continue her present policy. This virtually ended the "gold bloc". The British Government approving the "statesmanlike action" of Blum followed it up on September 28 by beginning secret negotiations in an attempt to reduce tariff and other artificial barriers to world trade.

* * *

Saavedra Lamas of Argentina was almost unanimously elected president of the League Assembly on September 21. An attempt to unseat the Ethiopian delegation so that the Italian delegation might return was overwhelmingly defeated. Anthony Eden on September 25 announced Britain favored amendments to the Covenant to enable the League to intervene at the earliest stages of a dispute and to separate it from the post-war treaties; he also urged steps to restore international trade and an inquiry into access to raw materials.

The Soviet Government on September 9 absolved Bukharin and Rykoff of counter-revolutionary activities but on September 27 removed the latter, last, except Stalin, of Lenin's Government and former Premier of the Soviet Union, from his position of Commissar of Communications.

* * *

Italy resumed large-scale military operations in Ethiopia on September 6 after three months of comparative inactivity, in an attempt to round up "rebels".

* * *

Derailing of a two-engine freight train, an invasion of Arabs from Iraq and Syria, and cutting the 1200-mile Iraq pipeline are among the highlights of the news from Palestine. The appointment of Lieutenant-General Gill to supreme military control on September 7 with reinforcements of 15,000 fresh troops was preliminary to announcement of martial law for that country on September 29.

* * *

Professional strikebreakers told a United States Senate Committee on September 23 that, hired as "guards", they had stirred up violence to discredit striking unions. A federal grand jury on September 24 indicted City Marshal Peacher of Earle, Ark., for violating United States anti-slavery laws by making false arrests to get laborers for his farm. The final report of J. B. Eastman as federal transport co-ordinator presented on September 30, on the eve of a Pacific Coast shipping tie-up, criticized shipowners for inadequate attention to labor problems, prevention of employer-employee co-operation, and providing unsatisfactory working conditions and hiring methods.

—J. E. G.

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