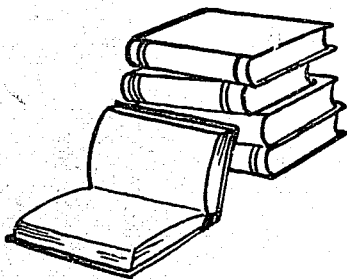


THE

B · C · TEACHER



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

VOLUME XVI.

JANUARY, 1937

NUMBER 5

EDITORIAL: Do We Mean It? — Obiter Dicta — Our Magazine Table.

BRITISH COLUMBIA TEACHERS' FEDERATION AND KINDRED ASSOCIATIONS

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DR. SEDGEWICK ON THE NEW CURRICULUM

WHAT THE TEACHER SHOULD KNOW ABOUT TUBERCULOSIS

READING, WRITING AND REALIA — FOR EVERY CHILD, EVERYWHERE
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ALAS, POOR CHEMISTRY — NEW ERA IN THE TEACHING OF ART
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WHAT WE ARE READING: Griffith's "Introduction to Educational Psychology" reviewed by Hugh M. Morrison — Gibson's Northland Songs — The National Home Library Foundation — A Literary Map of Canada — Stephon's "Classroom Plays".

WORLD NEWS.

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VOL. XVI., No. 5

JANUARY, 1937

VANCOUVER, B. C.

DO WE MEAN IT?

"HEALTH is the first objective of education".

These are the introductory words under the heading "Courses of Study" in the new curriculum for British Columbia, our official confession of faith. Are they true? Should they be true?

If your schoolroom or mine provides an approximately representative cross section of the population of this province, a very slight study of available statistics will reveal some of the catastrophic consequences that are going to befall members of that particular class because you and I, in the by and large, are content to talk platitudinous and hypocritical blather instead of taking the necessary steps to promote and protect the health of the rising generation.

One, two, three, four, as the case may be, of the smiling care-free children that will face you and me tomorrow morning in our classrooms are going to die, quite needlessly, of tuberculosis. Look around the class. Very likely you can already name in advance one or more of the probable victims of ignorance and bad habits. In your school and mine is everything possible being done to prevent this horrible wastage?

One, two, three, four, as the case may be, of the smiling care-free children that will face you and me tomorrow morning in our classrooms are going to die, quite needlessly, of cancer. What about it?

Several of your pupils and mine, who may escape dramatic and conspicuous disease, are getting ready to go through life enfeebled and ineffective, because, owing to unhygienic habits now being confirmed, their engines will be hitting on only one cylinder. Very likely the names of some such children—toward whom you and I stand *in loco parentis*—come immediately to mind. Are our consciences clear?

Even scientists are still deplorably ignorant regarding the casual



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other, correctly lighted, only two
children failed!

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processes that are involved, but it is evident to every one of us that physical health is closely bound up with mental health.

In your school and mine, which is treated as the more important and significant,—symptoms of mumps or symptoms of social maladjustments? The ripened fruit of such maladjustment will be reaped by a mathematically calculable proportion of our boys and girls.

Some of the fruit of preventable or remediable social maladjustment now in process of confirmation among students in our schools will be eaten by inmates of our prisons. Some of the fruit will be eaten by members of the pitiful and repugnant procession of patients crowding government clinics for the treatment of social diseases. Some of it will be eaten behind the locked doors of asylums. It is well to reflect upon where we should look, twenty years from now, for the results of neglect of the physical and mental health of the boys and girls now in our respective classes.

It is not merely a question of neglect. The facts are worse than that. There is no thoughtful and well-informed reader of this editorial who does not know respects in which the schools make positive contribution to mental and physical ill-health. This will continue to be true until all teachers are seized of the fact that whether they are teaching science or social studies or English or foreign languages or anything else in the curriculum, their primary objective is the physical and mental welfare of their pupils. When that principle is grasped, there will come profoundly important reforms in class organization, in disciplinary methods, in procedure for testing capacity and attainment, in reports to parents, and in many other aspects and incidents of school life.

The promotion of health is everybody's job and should be operative every day and all day long. That does not mean however that we should continue to minimize the importance of formal instruction and properly directed exercise. The schools of British Columbia could with advantage absorb tomorrow double the present number of experts in health and physical education.

Are you lucky enough to be employed in some one of our most modern and best equipped schools, where the staff includes highly trained instructors who specialize in health education?

If so, your pupils probably get one whole teaching period a week for physical education, and during a brief section of the school year they probably have rotating periods once a week—surrendered under protest by teachers of other subjects—for formal instruction in what we hopefully designate as a course in Health.

Play is an excellent thing for the health of children. But is not an excellent thing to play with children's health.

The writer is quite well aware that schools probably never before were as healthy and happy as they are today. He knows that school principals and school nurses and school doctors and specialists in physical education and a great army of ordinary classroom teachers are trying hard to make things better still. He knows that the results being achieved are encourag-

ing even if exceedingly inadequate. He also realizes, however, that the present epoch of exceptional education readjustment is one outstandingly favorable for effecting reforms that would bridge the chasm separating accepted theory from actual practice in the matter of school health.

We cannot do everything, but we can do more than we are doing.

The *B. C. Teacher* hopes that among those at present engaged in the revision of the course of studies for senior high schools there are teachers who are doing valiant and successful battle for such recognition of the importance of education for health as will place it at least on a par with instruction in geography or in mathematics or in Latin. We shall not be doing our duty to the children of our province until to the attainment of "the first objective of education" they each devote at least one period a day.

Until that time comes, if anybody tries to tell the editor of this magazine that health is the first objective of the schools of British Columbia, he will have to resort for fitting comment to the vocabulary of disillusioned youth of a Lost Generation.

His silent reply will be "Oh yeah?"

OBITER DICTA

IN accordance with the instructions of the Executive Committee the editor reminds his readers that January 31 will be the last day upon which ballots can be mailed in connection with the referendum on the Teachers' Professional Bill.

SOME members of the Magazine Committee have been conspicuously effective in securing articles dealing with the special problems of their departments. Others have yet to be heard from. How should an editor designate a department that never says anything? Would one be right in assuming that the teachers in that department must be dumb?

TO the Canadian Red Cross and Dr. David A. Stewart we are indebted for an article on what the teacher should know about tuberculosis. Dr. Stewart has performed many services for Canada. Probably the most important of them has consisted simply in being David A. Stewart.

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OUR MAGAZINE TABLE

The articles in the January issue of *The Classical Journal* (George Banta Publishing Co., Menasha, Wis.; \$2.25) that will most interest high school teachers are probably Frederick W. Horner's report of an alternative course for pupils who will not continue their classical studies far enough to attain reading ability in Latin and George Depue Hadzits' paper on the future of the classics in the college. I hope to be able to return some time to a discussion of one or both of these essays. They are important. "We can no more dispense with Latin and all that it stands for", says Professor Hadzits, "than the biologist can ignore evolution. . . . Liberal culture rests upon such knowledge, . . . a liberal culture that includes a genuine understanding of our own language, literature, religion, philosophy, art, social and political history; a liberal culture that recognizes the continuity of human endeavor and is rich because of that knowledge that escapes the evils of isolation which come from inadequate knowledge of the past. This ideal of a liberal culture no university can afford to neglect, much less ignore". Professor Hadzits has practical suggestions to offer for the salvaging of this rich cultural heritage, now in such serious jeopardy. He deprecates mandatory regulations in this connection and would rest his case upon the possibility of so enriching the first years of the college course in Latin as to create a new tradition of voluntary election.

* * * * *

International Pedagogical Information, published monthly in English, French and German editions, is a publication of great promise. The October number contains an article by the French Under-Secretary of State for Leisure Time and Sport. (Query: when shall we have a minister with a title like that in Canada?). Notes on Science and its Teaching inform us that, in reply to a claim for academic freedom based upon the international character of science, Dr. Gross, leader of the Office for Racial Politics in the Nazi Party, declared the principle of the internationality of science to be erroneous. The purpose of German science is to assist the German people in their struggle to regain economic and political power.—It is impossible, in the space here available, even to list the topics of international importance upon which *I. P. I.* supplies data.

* * * * *

It is relatively dull living in British Columbia. At all events it is much more exciting in New York. Here teachers do not look upon Trustees as their natural enemies even though teachers' salaries are not all that they should be. Neither do classroom teachers have to be continually fighting for elementary human rights in their relations with administrative officers, the school boards and the general public. Neither have we any powerful associations whose loyalty renders mere teachers suspect to treason. Consequently, *The New York Teacher* always provides interesting reading. If anybody wants lessons in teacher-baiting, he should meekly study educational news from the American commercial metropolis. It makes a British Columbian gasp. The population of New York seems to consist of 100 per cent Americans, "furriners", Jews, Negroes and school teachers, in order of decreasing dignity.

If you are employed in an elementary school and are not yet familiar with *The Grade Teacher* (411 Fourth Avenue, New York; \$2.50) you will be doing yourself a favour if you examine a copy.

The November issue of *School Arts* (Schools Arts Magazine, Worcester, Mass.; \$3.25) interested me very much indeed. The Editor, Pedro J. Lemos, Director of the Museum of Fine Arts, Stanford University, strikes the keynote in his editorial on American Art and almost all the rest of the magazine is devoted to illustrative Indian work or to articles showing how Indian motifs may be used to advantage. A good piece of work. The December number of this same magazine has also come to hand and been examined with pleasure. Have all you folk who are teaching Art familiarized yourselves with this publication?

The Canadian School Journal (Fort Perry, Ontario; \$1) in its November number offers its readers the most interesting and valuable issue that it has produced to date. The magazine devotes this month almost exclusively to various phases of the problems incidental to Larger Units of School Administration. Popular objections are freely explained and the arguments in favour of Large Administrative Units are well marshalled. Teachers, trustees and ratepayers in sections of British Columbia where large scale consolidation of existing school districts is under consideration will find it to their advantage to study this number of the *School Journal* with considerable care. Single copies may be purchased for 10c.

The Instructor (F. A. Owen Publishing Co., Normal Park, Dansville, N. Y.; \$2.50) supplies its readers with 76 big pages of attractive material in its December issue. I hope that many of our British Columbia teachers will play Santa Claus to themselves this year by ensuring the regular arrival of *The Instructor* at their classrooms during 1937.

Among the many journals that, like *The B. C. Teacher*, are the organs of teachers' associations the following are regular and welcome visitors to Our Magazine Table: *Washington Educational Journal*; *The News Bulletin*, published by the Department of Classroom Teachers of the National Education Association; *The Bulletin*, published by Ontario Secondary Teachers' Federation; *The Bulletin*, published by Saskatchewan Teachers' Federation; *The Teachers' Magazine*, issued by the Provincial Association of Protestant Teachers of Quebec; *The A.T.A. Magazine*, organ of our Albertan colleagues; *The Educational Review*, official voice of the teachers of New Brunswick and Prince Edward Island Federations; *Pennsylvania School Journal*; *The New York Teacher*; *The A. M. A.*, published by the Association of Assistant Masters in Secondary Schools in Great Britain; *Seattle Grade Club Magazine*; *The Educational Courier*, organ of the Federation of Women Teachers Association and of Ontario Public School Men Teachers' Federation; and many others.

One of the most recent and welcome additions to our Exchange list is *The Journal of Chemical Education*, the official monthly publication of the Division of Chemical Education of the American Chemical Society (20th

and Northampton Streets, Easton, Pa.; \$3.50). Science teachers who are sufficiently awake to realize that things in their particular world did not stop happening at the moment of their graduation must find scholarly journals of this type exceedingly valuable.

* * * * *

The Social Studies (1021 Filbert Street, Philadelphia; \$2.00) has provided its readers with very interesting reading in its December issue. Professor Schuyler's article on Indetermination in Physics and History is very thought provocative. Information that will surprise many relative to immigrant contribution to crime on this continent is provided by J. F. Santee of Oregon, who makes out a good case for the foreign-born. An article on Objective Measurement in High School Civics, a general survey of the educational literature of the year and comments upon the final report and recommendations of the commission on History (College Entrance Examination Board) all demand and reward careful reading.

* * * * *

We are sorry to note that financial difficulties have forced Manitoba Teachers' Federation to cease publication of *The Manitoba Teacher* in its customary form and to substitute an eight-page News Letter. It is apparently the present policy of Manitoba Teachers' Federation to issue such a News Letter semi-annually. Teachers in British Columbia do not feel very affluent but during the depression they have generally suffered less—or been less obviously victimized—than have the rank and file of their Manitoban brethren.

* * * * *

The University of Toronto Quarterly (University of Toronto Press; \$2; 3 years for \$5); is a publication at once readable and scholarly, always welcomed by thoughtful readers throughout Canada. In the last number for 1936 Wilfred Gibson, himself in the foremost ranks of contemporary older poets, reviews in urbane style the English poetry of this generation. Sir Robert Falconer deals with an alleged visit of St. Paul to the tomb of Vergil and compares the outlook of the two men. Herbert L. Stewart discusses illuminatingly the relations between Fascism and the Machiavelian theory of the state. The possibility or impossibility of Canadian isolationism as a national policy is studied by Professor Corbett of McGill. In an essay entitled "The Theme Song of American Criticism", an American professor of literature offers an intriguing reply to the question as to why great writers are apparently so conspicuously rare on this continent. Professor Wright of Manitoba University offers suggestions as to how modern mechanical agencies of communication might be capitalized to rescue democracy from its present dangerous plight. Other valuable articles include one by Professor Lower on problems of French Canada and another by Basil R. English on Pindar and the Problem of Freedom. Teachers who are not familiar with this important quarterly should rectify that defect in their equipment.

* * * * *

As usual, sample copies of magazines mentioned in this column will be placed by *The B.C. Teacher* in the Vancouver Teachers' Community Room, or, upon application, will be forwarded for examination by teachers resident in other parts of the province.

B. C. T. F. AND KINDRED ASSOCIATIONS

CONSULTATIVE COMMITTEE

A MEETING of the Consultative Committee was held on Monday, December 28th, 1936. Ten members were present, and Mr. R. P. Steeves was present by invitation.

Plans for the presentation of convention resolutions to the Department of Education were reported.

The announcement regarding the British Columbia Teachers' Federation Scholarship was revised to read as follows:

"A scholarship of \$50, given by the British Columbia Teachers' Federation, will be awarded at the close of the Summer Session to the Summer Session student who, having been an active member of the British Columbia Teachers' Federation for the three years previous to the granting of the scholarship, completes in that session the third year of his university work with the highest standing in that year. To be eligible a student must have taken his entire third year at the University of British Columbia Summer Session in Extra-Sessional Classes, or by reading courses. Application must be made to the Registrar not later than the last day of the Summer Session Examinations".

A request from Dr. Willis re co-operation between teachers and inspectors to formulate a fitting ceremony on the occasion of the Coronation of King George VI was acted upon and the following committee was appointed:

Messrs. J. M. Thomas (Cobble Hill), H. W. Creelman (Esqui-

malt), H. K. Manuel (Chilliwack), S. V. Griffiths (Burnaby), and J. H. Hall (Vancouver).

After a general discussion on Inspection, Reports, and the New Curriculum, it was decided to approach Dr. Weir with the object of establishing more definite and uniform inspectorial standards.

EDUCATION WEEK

On Monday, December 14th, a meeting of the British Columbia Teachers' Federation Education Committee was held.

A very representative group was invited to be present, ranging from the Minister of Education, through the University, Normal Schools, Inspectorate and teaching staffs to the Editor of *The B. C. Teacher*.

Seventeen persons were present, and letters of regret for inability to attend were received from Dr. Weir, Dr. Willis, Dr. Klinck, Mr. V. L. Denton, and Mr. H. N. MacCorkindale.

Mr. H. Charlesworth was appointed as Director of Education Week. In his financial report it was pointed out that of the total expenditure of \$228.91 last year, \$128.91 was borne by the British Columbia Teachers' Federation, and \$100 by the Education Department. No account was taken of the expense incurred through time devoted to the work by the office staff and General Secretary.

A committee was selected to assist teachers in preparing topics for the week. Dr. Wm. G. Black and Messrs. A. R. Lord, H. H. McKenzie and J. R. Mitchell form this committee and will assist on application.

Mr. R. H. Bennett was appointed
(Concluded at foot of next page)

Vancouver Secondary School Teachers

For some time past the Executive of Vancouver Secondary School Teachers' Association has felt the need of keeping members fully informed regarding its activities and policies. Despite urgent appeals to attend important meetings and frequent staff representative reports, some members appear to know very little of such important matters as the Draft Bill (which has been studied and discussed for two years!) Moreover, Secondary teachers are faced with other drastic and far-reaching changes, such as a lengthened school day, which demand immediate action if they are to have some voice in determining the nature of these changes. The foregoing reasons justify the decision of the local Executive to keep in close touch with all members by means of bulletins. In this way the officers hope to keep Vancouver high school teachers fully informed as to the problems with which the profession is confronted. In return, the Executive ask all members to keep it fully instructed in regard to the attitude and policy they wish adopted from time to time.

It is no doubt flattering to receive the reply which is sometimes given, that teachers have complete confidence in their elected officers, and

do not wish to be bothered with details. It is essential, however, that such officers proceed with assurance that they are carrying out the clearly expressed wishes of a well-informed membership, fully prepared to support its Executive.

At the Executive meeting of November 17, Mr. Cock reported the following recommendations of the Provincial Salary Committee: (1) That basic salaries remain untouched; (2) that increases be given annually; and (3) that the British Columbia Teachers' Federation try to secure salary restorations.

Mr. McKie of the Problems Committee reported rumors that the Department was considering a lengthened school day; that Mr. Morgan had arranged a meeting between Mr. MacCorkindale and the General Secretary to discuss the matter; and that Mr. MacCorkindale has asked the views of this association. He also stated that the Problems Committee was investigating the effect of a longer school day on (a) pupils' health; (b) after school jobs; (c) elimination of homework; (d) extra-curricular activities; (e) teaching load; and (f) school board budget. The Executive concurred with Mr. McKie's recommendation that a B. C. T. F. delegation be sent to interview Dr.

Chairman of the Radio Publicity Committee.

To assist Local Associations in obtaining speakers for local meetings the following committee was appointed: Mr. H. Charlesworth (Chairman), Mr. H. H. McKenzie (Inspectorate), Prof. R. England

(N. B. C.), Mr. G. H. Deane (Inspectorate, Victoria), Dr. N. F. Black (Editor, *The B. C. Teacher*), Mr. Wm. Gray (Inspectorate, N. Shore). This committee was asked also to consider arrangements for films, slides and other visual materials.

Weir for details. When an answer was received a general meeting would be called to discuss the matter. Information was asked for re Pension Act, retiring age, etc. The President promised to secure details and to submit them to a general meeting for discussion.

On December 10 the Executive met again. A report was made to it concerning the Pensions Act and a meeting with Dr. Weir. The Minister of Education had promised to give at an early date a written reply to the representations of the association. A full report of business transacted at the first meeting of the new B. C. T. F. Executive and of incidental debates, with special reference to Secondary school interests, was provided by Mr. Keenan.

ELEMENTARY DEPARTMENT

At a recent meeting of the executive of the Elementary Department, Miss O. Heritage, chairman of the Research Committee, reported fully on the work of collecting material such as criticisms of the programme of studies, units of work, successful teaching devices, etc. The committee has on hand at present a number of contributions which will be listed in the magazine from time to time.

Following all the work done by this committee up to date Miss Heritage's resignation came to the executive as a distinct disappointment. She explained, however, that her other many duties have interfered with her ability to carry on further, and her resignation was accepted with regret. Mr. Wm. McMichael, 1269 Tattersall Avenue, Victoria, has taken on the work, and it is under his chairmanship that a letter is being sent to all members urging them to use the

committee freely as a means of intercourse and of exchange of experiences among members interested in carrying out in practice the ideas and ideals of the new curriculum.

It was decided to suggest to the Elementary Department Convention Committee that provision be made on the programme of the Easter Convention for an assembly of the Central Research Committee with representatives of various study groups as set up in the local associations.

Miss Peck of New Westminster visited the meeting and told of her investigations, extending over a number of years, on the subject of and studied report cards used in the Report Cards. Having examined Canadian provinces, various other parts of the British Empire, and the United States, Miss Peck recommended the advisability of developing a report card suitable for British Columbia needs but she suggested the wisdom of offering no such card to the Department for permanent institution until it had been used experimentally in a few selected schools.

Mr. J. S. Wilson, our Vice-President from Prince Rupert, provided a most worthwhile feature of the meeting when he summarized some of the difficulties of the teacher far from the lower mainland. He presented a list of problems and questions. All these were discussed and some were answered. The list has been referred for further discussion to the research committee.

PROVINCIAL SALARY COMMITTEE

At its December meeting the British Columbia Teachers' Federation executive appointed Mr. J. M.

Thomas of Cobble Hill chairman of the Provincial Salary Committee in place of Mr. A. S. Towell, who had resigned. Instructions to the committee were to deal at once with the salary question as it pertains particularly to rural district high and elementary schools. The committee is to bring in a report prior to the Easter Convention with specific recommendations (1) as to salaries and schedule in rural schools, and (2) as to method of financing. The committee will welcome constructive comment and suggestions from any teachers or organizations within the Federation and especially from teachers in rural schools. Opinion regarding the following points should be offered: (1) Basic salaries; (2) Annual increments; (3) Maximum salaries; (4) Principals' and Vice-principals' salaries; (5) Retention of place on schedule when changing schools; (6) By whom should increments be paid?

Rural teachers should not need urging to respond to this invitation to deal with a problem of such importance to themselves. The committee has a limited time in which to prepare its report and prompt action must be taken by those who desire to avail themselves of the opportunity to present their opinions. Communications should be addressed directly to the Chairman of the Committee.

O. V. T. A. CONVENTION

The Seventeenth Annual Convention of the Okanagan Valley Teachers' Association, held in Kelowna, was the largest ever held in this section of the province. All valley points were well represented, as well as many centres far beyond the constitutional boundaries of the association.



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This year those serving on the Convention Committee were Mr. F. T. Marriage, chairman; Mr. L. B. Stibbs, Mr. W. J. Logie and Mr. A. W. Jones, secretary. Conveners of committees were Miss A. McLeod, Mr. Tom Chalmers and Mr. P. J. Kitley.

The first meeting, to which the public was invited, was held in the Junior High School Auditorium on Thursday, October 22. President J. C. Loomer introduced the speaker, Dr. Kaye Lamb, Provincial Archivist, who gave an illustrated address on C.P.R. Construction History.

Friday was given over largely to sectional meetings, most of which had special reference to the new Programme of Studies. Mr. J. N. Burnett, Inspector Matheson, Dr. H. B. King, Dr. Lamb and Professor Ira Dilworth addressed the Secondary Teachers' section, while Miss Bollert, Mr. Henry Hill and Inspector Calvert spoke at meetings of interest to teachers of Elementary grades. All sections gathered to hear Professor Dilworth and Dr. King. Two luncheons were arranged, one for visiting inspectors and principals, the other for the purpose of a Round Table Discussion with Inspectors Carter and Calvert. In the late afternoon rural teachers met at a successful informal tea at the newly-opened Okanagan Valley Union Library at the invitation of Miss Page, chief librarian. After the banquet, at which Mr. T. R. Hall, former Okanagan inspector, was presented with a silver tray in recognition of his 13 years of service, the annual dance was held in the Royal Anne Hotel.

Saturday morning was given over to Round Table conferences for nurses, teachers of Home Econ-

omics and Senior High School teachers and also to addresses by Inspectors Manning and Matheson. At the annual meeting held in the afternoon, Mr. W. R. Pepper of Vernon was elected President for 1936-37.

Transportation charges were pooled, the rate of \$2 being set for the purpose. To this and to the widespread interest in curricular changes is attributed the large attendance of 250, which is a record for this association.

SECONDARY SCHOOL COUNCIL

A meeting of the Council of the British Columbia Secondary Teachers' Association was held in Vancouver on December 21st. The session, commencing at 9:30 a.m. lasted until 6 p.m. Mr. J. K. Keenan, president, welcomed to the meeting 16 executive officials and six visitors.

Following a few introductory remarks by Mr. Keenan, the Council considered several important items of correspondence. These dealt with the preparation of an outline of the senior high curriculum, and recent resolutions from the English and Science sections dealing with the number of periods per week allotted under the new curriculum to these studies. Resolutions submitted by the sections concerned were referred to the appropriate sections of the 1937 Easter Convention.

As soon as the question of curriculum revision was introduced, verbal broadsides became the order of the day. The absence from the revision committees of members definitely representing the B.C.T.F. was deplored by several speakers.

A major item of the morning discussions, arising from the President's report, was that of salaries, particularly those paid in rural areas. Representatives from such districts emphasized the unsatisfactory conditions obtaining at present and pleaded for action which would be more effectual than the continual drawing up of statistical surveys and the expressing of pious wishes. It was reported that the teachers of at least one rural area intended entering into independent salary negotiations with the Department of Education.

Following luncheon, at which the members were addressed by Dr. Sedgewick, the Council once more attacked the salary problem. A special Salary Committee, made up of teachers from rural and small urban centres, was appointed: Mr. Bryan Thompson, Trail; Mr. E. R. G. Richardson, Comox; and Miss G. I. Mockridge, Cloverdale.

Mr. F. Hardwick, member of the Editorial Board, officially representing the provincial Secondary School Teachers' Association, complained of a dearth of information concerning the activities of local Secondary bodies. One member revived the now familiar suggestion that sample examinations be included in *The B.C. Teacher* from time to time. To date the limitations of space in the magazine have effectually prevented putting this proposal into practice.

Resolutions concerning junior matriculation, scholarships and the teaching of economics were introduced from the Okanagan Valley Association and the Central and Upper Island Convention. It was stated that the Principals' Association of Vancouver, in collaboration with the University of British Columbia, had already instituted an

economics course in senior matriculation. The meeting referred the economics resolution to the provincial Social Studies section.

In order to familiarize provincial Secondary teachers with the workings of the British Columbia Secondary Teachers' Association, the Council approved the mailing of copies of the tentative constitution to all members of the organization.

The meeting considered reports from nine section chairmen. Mr. Gibbard suggested that texts taken off the authorized list be purchased by school boards and left in school libraries as supplementary reading material. The attention of the Council was drawn to the fact that the Senior High School Social Studies Revision Committee is at present composed in the main of persons no longer engaged in teaching.

From the report of the Science section came the warning that a grave danger threatened the successful introduction of science into Grades VII, VIII and IX, as a result of the lack of proper equipment and of properly qualified teachers.

The Council learned that the Geography Revision Committee disapproves, at present, of the authorization of any particular textbook, as no text available covers the proposed course. One representative, who was considering the position of the small school, wondered if there was a danger of jumping from the "frying-pan" of textbook teaching into the fire of the "note-dictation" method.

Other chairmen reported their activities in connection with phases of curriculum revision, salary problems and administration.

Mr. Keenan, completing this part of the agenda, agreed to call to-

gether subject section chairmen at an early date to consider the arrangement of section meetings at the Easter Convention.

Late in the afternoon the weary group reached the final items of new business, relating chiefly to such matters as the reform of the present junior matriculation examinations; the setting up of permanent curriculum committees, and special meetings of out-of-town delegates at the British Columbia Teachers' Federation Executive meetings.

Following considerable discussion the Council approved a resolution requesting the Department of Education to form a committee of representatives of the Department, the University and the B. C. T. F., to consider the reform of the junior matriculation examinations. It was hoped that this committee, if formed, would consider the needs of both small and large high schools.

Difference of opinion occurred on the matter of special meetings of out-of-town members at B. C. T. F. Executive sessions. The Secretary-Treasurer feared that such a procedure would assist the formation of a sort of caucus.

The meeting heartily endorsed a resolution looking towards the formation of permanent revision committees, the members of which would retire and be replaced in rotation; this committee to be in continuous control of all matters of curriculum revision and textbook selection. The resolution also approved at least a 50 per cent representation on such committees of teachers belonging to B. C. T. F.

A few minutes before six o'clock the Council appointed Mr. J. Gibbard as chairman of a committee to select corresponding members on curriculum revision committees.

The meeting then adjourned.

THE LOST ART OF READING

By GEORGE H. GRIFFIN

READING, as a fine art, flourished from about the middle of the fifteenth century to the opening of the twentieth, or from the time the genius, Gutenberg, set up his press until Bud Fisher thrust upon a blasé world his "Mutt and Jeff". Reading since the Mauve Decade has steadily declined. If you are skeptical try to sneak the coloured supplement of Sunday's newspaper and see what happens!

Just as Gutenberg put the stopper on the meistersingers, minstrels, troubadours, and their gay company, so has the comic strip artist thrust out, swiftly and triumphantly, the noble art of reading. Early books were works of art; they cost much money and still do. They were the treasured possessions of the few. Books are still being printed today. Their total wordage appals one. Everybody writes them. And such books! Thrillers, mystery stories, reams of verse (not poetry), crime novels, gangster novelettes; all to satisfy our taste for sensation. We read them but not for beauty of English. Save the mark! We wish to be entertained pictorially; to experience vicariously the thrills we seek in vain in our humdrum lives.

Pictorial writing needs no explaining. The author who sets out to write a crime novel must pack his story with swiftly moving pictures in words. Good English, subtle phrasing, word beauty are not for him.

What does reading as a fine art mean? To appreciate reading we must clarify our viewpoint. As teachers are we to extol the bookworm, or are we to educate our boys and girls so that they can enjoy the nuances of Lyly's "Euphues"? Are we to bring forth a race of literary snobs, or are we to cultivate a love for good English, the English of Shakespeare, of Scott, of Stevenson, of Galsworthy, of Housman, of our virile Canadians? We are certainly not hampered by lack of material. Six centuries ago reading was limited to the privileged few, who, living behind grey cloister walls, possessed the skill and opportunities to enjoy reading.

It is not difficult to foster a love for good reading. If you doubt this, put it to the test. Go to the library, select a few books, prose as well as poetry; read them and, as you read, select choice titbits. Take care, however, to choose books within the mental scope of the children. Set aside a time for sample reading. Read to the class those titbits you have chosen. Stir the youngster's literary curiosity, whet his reading appetite, and then hand him the book. The effort will repay you.

It's up to you, but don't cram good books down young throats, for that is not what Bacon meant when he wrote "Reading maketh a full man". Or was it Bacon? What does it matter anyway!

Ho! hum! Let's go to a show. Which? What does that matter, either!

There is a magic in the memory of schoolboy friendships; it softens the heart, and even affects the nervous system of those who have no hearts.—Disraeli (Earl of Beaconsfield), *Endymion*.

Rhythmics in The Primary Grades

By M. V. CARTY, *Moberly School, Vancouver, B. C.*

"It is democratic to give every child an opportunity to make the most of himself through suitable environment, according to his inherent capacity".

"On with the dance, let joy be unconfined" . . . surely this ageless phrase does not confine itself to the enthusiastic 'teen age nor the exuberant adults who find such delightful pleasure in the dance?

The most natural thing in the world for a child to do is to run, skip, jump and swing. In these movements we have the very foundation of all rhythmic activities; the only vital difference being that in organized rhythmics, the teacher strives to have all pupils respond in unison.

Someone has aptly defined rhythm as the "ordered movement which runs through all beauty". True rhythm comes from within; it is the outward expression through movement of what a child really feels.

Who could resist the desire to skip and frolic to the strains of "Pop Goes the Weasel", or what child on hearing the delightfully simple melody of "Swinging in the Swing" would not wish to push that imaginary swing high up into the swaying treetops? Just hum a few bars of Brahms' beautiful "Lullaby" or "Slumber Boat" and watch the natural reaction of the pupils; in no time, boys and girls alike are moving in unison to a rocking, waltz rhythm.

One could go on indefinitely quoting examples to prove that the natural thing for a child to do is to express himself rhythmically.

Whether it be the time-worn "Mulberry Bush", "Dickory, Dickory Dock", "Wee Willie Winkie", or some more expressive rhythmic activity—the inborn desire is there to sing and dance joyously and happily.

Watch a group of primary children together when some music starts; do they not long to express themselves by clapping, waving their arms in rhythm or stepping to the beat of the music?

Singing games, rhythmic activities, imitative exercises and simple folk dances can turn many a dreary Friday afternoon into a veritable Pantomime.

So why not supply the eager but somewhat starved child with a well balanced diet of RHYTHMICS? Find a musical yet simple little dance, such as "Turn Around Me" or "Danish Dance of Greeting" for an appetizer, improve the menu daily, increasing the "courses", and after a carefully selected diet of several months' duration, the children will emerge from your Primary room happier and healthier in mind and body because they have learned to live, love and laugh in a world enriched for them by self-expression through PRIMARY RHYTHMICS.

"The world's a very happy place,
Where every child should dance and sing,
And always have a smiling face,
And never sulk for anything".

Dr. Sedgewick on The New Curriculum

THE chief goal of the new high school curriculum should be to teach students how to feel, not how to think, stated Dr. G. G. Sedgewick when addressing the December council meeting of the British Columbia Secondary Teachers' Association. Choosing as his topic, "Aspects of the New High School Curriculum", the speaker gave his listeners a few opinions as to the probable relations of the course to the pupil and the teacher (good, bad or indifferent); made a plea for a genuine recognition of the arts; and ended with an assurance that the University was in sympathy with the aims and ideals of the revisionist groups.

A difficult period ahead was promised Secondary teachers when the new curriculum is introduced. The teaching body would feel an increase rather than a decrease, in the load it must carry and a closer correlation between the subjects of study and the extra-curricular activities would be demanded. Dr. Sedgewick suggested that it might be necessary for teachers to make a careful scrutiny of certain of these out-of-school-hour pursuits in order to assure themselves that fundamental duties of the school were not being subordinated.

The speaker paid particular attention to "what the new curriculum was trying to do". In his opinion the doctrine of individual differences had been with us for some time—in fact, it was now platitudinous to refer to it; but unfortunately the doctrine had never been put into operation. The chief danger attending the new curriculum was that, in an attempt to meet these individual differences, the school might sacrifice certain basic studies such as English Composition and English Literature. Dr. Sedgewick felt that the study of English should be more or less the same for all; and, furthermore, that literature was for all students, not for a select few.

A fervent hope was expressed that the arts would be given "a proper and decent place" on the curriculum. The absence of the arts in a properly integrated form was the great and crying defect of our present curriculum. Dr. Sedgewick emphasized the importance of the training of the emotions through the arts; we had too many thinkers of the Iago type.

The meeting listened with interest to the speaker's views on the position of General Science in the new curriculum. Unification of the sciences on the high school level was highly desirable if the student was to leave the Secondary school with a coherent understanding of the relation of science to the various branches of human activity. The intensive study of particular sciences should be made only by advanced students. (We hope no confidence is being betrayed by referring to Dr. Sedgewick's statement that a course in Generalized Science is being considered for certain groups of students of the University).

Dr. Sedgewick concluded his address by stating that, under the direction of bad teachers, there would be an added danger of confusion; better executive ability would be needed; the tendency to place too little stress on the acquisition of information might be accentuated; and too

(Concluded on next page)

For Every Child, Everywhere

By EDITH ARMSTRONG, *Vancouver, B. C.*

THE Home and School or Parent-Teacher movement had its beginnings in Canada in several places about the same time. Vancouver, London and Toronto all had organizations working under different names but with one object—the welfare of the child.

The first association in British Columbia under the parent-teacher name was organized at Craigflower on September 8th, 1915, in the oldest school in the province. Our Provincial Federation was formed April, 1922. In 1935 there were 88 associations in British Columbia, affiliated, with a paid-up membership of 3290, and many more adherents.

Ontario reported parents' organizations working in the schools as Art Leagues, Mothers' Clubs and Education Associations as far back as 1896. On March 2nd, 1916, nine of these formed the Toronto Home and School Council and on May 6th, 1919, the Ontario Federation of Home and School Associations was organized. Manitoba formed a Provincial Federation in 1935 and Nova Scotia in June, 1936.

On August 11th, 1927, the World Federation of Education Associations Conference met in Toronto. There were about 7000 registered from all parts of the world. On the same day the Home and School Section met at an all-Canadian luncheon with representatives from every province and a Canadian Federation was formed.

Since organization the Canadian National Federation has met biennially in Toronto, Calgary, Port Arthur, Vancouver and, last year, again in Toronto.

On August 12th, 1927, the International Federation of Home and School Associations came into being. The following countries were represented on the Executive: United States, Japan, Switzerland, Ireland, Austria, India, Germany, China, France, Denmark, Hawaii, England, Mexico, Belgium and Canada.

Following this first meeting in Toronto, others have since been held in Edinburgh, Scotland; Geneva, Switzerland; Denver, United States; Dublin, Ireland, and Oxford, England.

Thirty-three nations are now in affiliation.

many extra-curricular activities might militate against the most efficient functioning of the school. These were dangers against which wise provision must be made if the new curriculum is to fulfil the hopes and wishes of those responsible for it.

It was evident that the small, but representative, audience appreciated the manner in which Dr. Sedgewick turned on "light" rather than "heat" in his treatment of a very perplexing problem.—F. C. H.

WHAT THE TEACHER SHOULD KNOW ABOUT TUBERCULOSIS

By DAVID A. STEWART, M.D., LL.D., *Medical Superintendent,
Manitoba Sanatorium*

TUBERCULOSIS is an age-old disease and as much a social as a medical problem. It is not found among primitive nomadic peoples until carried to them. It likely had its beginnings whenever a race or clan began to live in houses without knowing how. When our Indians suddenly, and unprepared, stepped out of savagery and teepees into houses, tuberculosis began to decimate their race. One can, or rather can not, imagine the horrors of the earlier heaps of cave-like houses, nested and huddled within encircling walls in early hill-top towns, enclosing people and animals and dead ancestors, with no water supply or proper sewage disposal, and little attempt at any kind of sanitation. Man is a poisonous animal, and it is small wonder that pestilences smote such concentrations of foul-living humanity in the glaring sun by day and in dank mists by night.

The protections of primitive peoples against disease were the cleanness of their open spaces, their habit of moving away from accumulated dirt, and, most of all, their isolation. When there was no travel, no trade, no contact, any one community had few diseases, and was well accustomed to these few. When commerce or war broke isolations, diseases were exchanged between community and community, until now they are internationalized, almost universalized. It was because primitive people had a sense that new diseases, like new brooms, sweep clean, that strangers were taboo. If they were not killed on sight they were brought into the tribe by ceremonial processes of fumigation or cleansing or shaving that suggested disinfection.

It is often said that tuberculosis is a bad phase of civilization; it is rather a phase of bad civilization, and should steadily disappear as civilization becomes wiser and better. It is one of the germ diseases that Pasteur taught us can all be banished from the earth. There may still be remote, inaccessible bits of the earth's surface where white men have not yet carried it, but in all ordinary communities it is endemic, like the poor—another unnecessary element in inadequate civilizations—always with us. It is very different from diphtheria or bubonic plague or smallpox which come suddenly, run rapid, deadly courses in individual and community, and disappear. Tuberculosis can come suddenly, but does not go suddenly, though the progressive lessening of its ravages in forward-looking communities has been one of the marvels of the past half-century.

Communities and races vary greatly in the amount and spread of their tuberculosis, and their resistances to it. In fresh races it can sweep as an epidemic, and has wiped out whole populations, as in islands of the Pacific. In Manitoba, "treaty" Indians, a little over two per cent. of the whole population, have 31 per cent. of the tuberculosis deaths, and all people of Indian blood, less than five per cent. of the population, nearly 50 per cent. of the deaths. In rather remote areas like the Celtic Islands of Scotland,

Western Ireland, Northern Norway and Sweden, new roads, new ways of travel, new intercourses with the outside, have been paralleled by increases in most infectious diseases, including tuberculosis. Isolation has some elements of safety, and there is a price to pay for getting into the sweep of the wide-world currents.

Tuberculosis prevalence, which has many and complex variants, is measured roughly, but inadequately, by its death rate per 100,000 people. In Canada, in 1932, this ranged from a high in three provinces of 100 or over to a low in one province of barely over 25, while the average for Canada was 68 deaths out of every 100,000 people.

But a death rate, as has been said, is not a complete measure. The people who have been sick, or are sick, with tuberculosis, are many more than those who will die of it. And the people who have been infected by it are many more than those who have ever been sick with it, or ever will be. In all the ramifications of our complex modern life we can easily become infected without knowing it. Reaction to a tuberculin test does not prove disease now present or active, but only that at some time and in some way there has been infection and implantation. In most cases this will never be followed by symptoms of actual disease, but it may.

The number of reactions to tuberculin tells more about the community than about the individual. If the reaction rate is high, the community is likely to be pretty thoroughly infected with tuberculosis. Twenty-five years ago nearly all the older children in schools reacted to tuberculin, and in some cities, both in America and Europe the same is true still. In the provinces where anti-tuberculosis campaigns have been more energetic, reactions are becoming fewer. In 1921, in Saskatchewan, in a representative school, 51 per cent. reacted; in the same school in 1934, 14 per cent.

The first thought about disease control was naturally how to make sick people well. Fifty years ago the Sanatorium came into use as a special type of hospital, or at first more camp than hospital, for the care of tuberculosis. The essentials of cure were rest under good conditions, with fresh air, good food, etc. Now, surgical and semi-surgical methods help local rest of diseased parts of the body and thus very greatly promote healing. A sanatorium has grown to be, therefore, a well-equipped hospital. The more specialized the treatment that is available, the more reason for the sick man to leave his home for treatment and cure. In a good and well-equipped Sanatorium his chances are at least doubled and he ceases to be a spreader of disease in his family and community. Treatment is much more effectual than a quarter century ago.

But if the first thought about disease is trying to cure the sick man, the second is trying to keep the men, or the child who is the father of the man, from getting sick. Prevention is better than cure, and proverbially cheaper also. And tuberculosis is essentially a preventable disease. I have already quoted Pasteur's dictum that all germ disease can be banished from the earth; needless to say, more by prevention than by cure. From the point of view of the state, to cure the individual is the smaller matter; to prevent infection the larger matter.

Then how can we clear up an infected community?

In the first place we must get away from the idea that the only tuberculous people are those who are known to be sick. With the tuberculosis resistance of our race and age the disease can be, and usually is, quite advanced before the sick person is convinced that anything much is wrong with him. The symptoms appear gradually and insensibly, and one may be almost hopeless before he goes to the doctor. It is insidious, or "in-sitting", like a hunter in his hide, with arrow on bowstring, waiting. In a hundred middle-aged men investigated, the disease had lasted an average of more than eight years before they thought they were sick enough to call the doctor. Advanced tuberculosis can exist without any noticeable symptoms.

How then are we to find where it is?

Fortunately, methods of finding disease and differentiating one kind from another are improving every year. By careful examination, including an X-ray film, *which is absolutely necessary in these cases*, we can find tuberculosis that is very near the beginning. But where are we to look for it among the eleven millions of Canadian people, most of them quite well, thank you. A thorough-going examination of everybody once a year, you suggest, with all necessary X-ray and laboratory tests? That is still out of the question, and will be for a long time to come. And yet, if tuberculosis is to be found early, it must be by examining with X-ray films people who do not think they are ill at all. How do we look for the people with other diseases? In a smallpox epidemic, who would be suspected, and examined, and watched? Naturally those who had been in contact with smallpox. So we find early tuberculosis by examining those who have been in contact with open tuberculosis. Mr. A. was found to be very definitely diseased and quite ill last week, and was sent to the Sanatorium. This week, or very soon, his father, mother, brothers, sisters, children, hired people and close associates should all be examined, and all with X-ray films. Most of them may never have felt better in their lives. So much the better, but feeling and looking well are both consistent with definite tuberculosis, even late tuberculosis.

Such a centre of tuberculosis infection will seldom be investigated without finding one or more people, often children, with definite signs. Perhaps the disease may be already healed, or just beginning, or very slight, or otherwise comparatively safe looking and not a danger, nor likely to be a danger to others. Such may not need definite treatment, but they do need to be found out, watched closely, examined from time to time with good facilities, and guided by good judgment and experience.

This plan of finding people who have disease but do not know it, starts with the known case, the known source of infection, and follows clues throughout the whole circle of contact. Another plan is the survey plan. If the tuberculin test is given to all the children in a school, perhaps ten, twenty or thirty per cent. may react, showing that they have already been infected. If younger children, five, six and seven years of age, react, the source of infection must be fairly recent, very different from the possibilities, say in a man of fifty. All children who react should then be examined, with X-ray films, and their family groups, fathers, mothers, grandparents, brothers and sisters, and certainly strangers within their

gates. The relatives are examined, not because they are relatives, but because they live closely together as house-mates. The "hired girl" must never be forgotten, and can as easily be either source or sufferer as any of the family. There is no doubt that tuberculous teachers can and do infect their pupils. There are definite proofs of such infection, though perhaps the usual degree of contact is not close enough for much infection, if the teacher is careful.

Known tuberculosis can be made partly safe, but when it is unknown, and therefore not taken care of, it is always dangerous. An extra number of tuberculin reactions in any school or part of school should mean examination of all personnel, pupils, teachers, janitors, everybody—and with X-ray films, of course. When three or four boys were found tuberculous in a town band, the source was found in a tuberculous bandmaster who would take the instruments one by one and show the boys how to play. A little girl's tuberculosis, from which she died, was contracted from the hired girl, with whom she slept. Tuberculosis in a young woman showed up twenty years after an aunt, still living and fairly well, had visited at the home when sick. Advanced "galloping", hopeless, disease was found in a girl in her teens who had been dressing a discharging wound in her mother, which proved to be tuberculous.

Besides infection from people, there is infection from tuberculosis in domestic animals, chiefly from milk and milk products, and there is avian tuberculosis among domestic fowl also. Milk should be procured from as clean sources as possible, if possible from tuberculin-tested herds. But no matter where it comes from, it should be pasteurized.

While there is no fool-proof method of making ourselves safe to others under all circumstances, there are rules of general cleanliness that would cut danger down or out in many cases and many infections. For instance, a cough always has some cause, and nine times out of ten, or oftener, the cause is infective organisms of some kind or kinds. To cough in the faces of others is not much less considerate, or cleanly, or mannerly, than to spit in their faces. Cover up each cough and sneeze. If you don't you'll spread disease.

And covering with the hand just means that what few germs are caught in the rather coarse mesh of fingers, soil the hand instead of soiling the air. You can see how hand-stopped coughs, social hand-shakes, social kisses, social passing of this or that from hand to hand, socialize diseases, for instance, common—and uncommon—colds. Plates of gelatin held up before almost any cougher would be found a few days later studded with colonies of germs of one kind or another. Hands should be kept clean. He that hath clean hands shall be stronger and stronger—physically, and morally as well. No school is decent in which hand-washing under good conditions is not made easy, attractive and habitual.

While I have said that to find early disease by a routine examination of contacts is a better way than to find late disease by symptoms, still, needless to say, symptoms, even slight symptoms, and symptoms that may be accounted for by many other diseases, should always at least put us on our guard. Cough continued more than a week, unexplained tiredness, or

lassitude, or pallor, or loss of weight, or low weight, or any spitting of blood, or pain in the chest should call for thorough medical examinations. And no examination that does not include an X-ray chest film can exclude tuberculosis.

Why pick on tuberculosis out of all the thousands of disease conditions to crusade about? Why not start a popular agitation against leg-breaking, or housemaid's knee? Tuberculosis is campaigned against because, as I said at the outset, it is as much a social as a medical problem. Doctors, diagnosis and treatment alone cannot eradicate such a disease, because it hardly ever comes to the doctor's office in good time, to be diagnosed and treated. So this is a disease that people in general must learn about. If a week or two after infection, disease surely followed, as in the case of smallpox, it would be quite another matter. We would know just where we stood with it, and stamp it out as a matter of course. But tuberculosis can lie latent for a half-century after infection, waiting, like a beast of prey, for a time of lowered resistance, or can flare up in any month of any year during that half century. It is so universal that almost everybody is infected at some time during life. It can be so chronic that it may be far-advanced, with scarcely a symptom to call attention to it. It can be picked up in even casual personal contacts, directly or indirectly, or through foods. Tuberculosis in animals can infect human beings. A disease with such characteristics is surely a subject for public knowledge, public interest, public care, public alertness and public effort.

The disease is being cleared up in every progressive community, especially where it is not new. In no province of Canada are the deaths more than half what they were twenty-five years ago, and in some are one-fifth or even less. That is important, but it is much more important that all provinces are cleaner and clearer from infection than they were. I estimate that wherever general community tuberculosis deaths are one-half what they were, the menace of this infection to the whole life cycle of the little children of today is one-quarter what it was. And where tuberculosis deaths are one-fifth what they were a quarter century ago, as is the case in the province where this is written, the whole menace of tuberculosis to the present and the future of the little children of today is less than one-tenth what it was to their parents. That is getting somewhere.

Tuberculosis is not only a problem of persons and families, but a problem of communities and countries and citizenships. Sources of infection should be cleared up just as smallpox infections are. The more teachers and parents know about these things, and the more children, who are the parents and teachers-to-be, know about them, the better—so long as it is not half-truth, which is worse than falsehood, but something like the whole truth, that is known. Stories of disease can be made very repulsive and depressing. But the whole story about tuberculosis, and the growing triumph of man over this great white plague is one of the most inspiring stories of the New Day. It is a story of good citizenship, gradually and surely wiping out an age-old menace. It has been on the run now for a quarter century, should soon be almost as rare among us as the bubonic plague, and ultimately as extinct as the dodo. But right now it kills unnecessarily, uselessly, tragically, wastefully, nearly eight thousand people a year in Canada.

A New Era Opens in The Teaching of Art

By J. L. SHADBOLT, Kitsilano High School, Vancouver

IT IS SAFE to assume that the inculcation of an attitude of constant and critical awareness in relation to beauty, wherever manifested, should be a major responsibility of all teachers. The subject which should offer the best co-ordination for all the contributing elements to that attitude has for long been impotent on our time-tables. The teaching of art, however, is definitely improving although more in localized areas than generally.

This localized spread is directly attributable to teachers with the conviction that a sense for beauty is the only thing out of our whole system worth teaching; and that mere knowledge of the standard "great" works, as peddled, is chiefly prejudicial lumber and leads often to mere snobbery. These teachers influence because they have disciplined themselves and dare to make personal, individual, if necessary unconventional, yet always open-minded decisions based on values and experience and not on standard models. Transferred to teaching, this means that they are able to look at a pupil's expression and know that in this particular piece of work is the mark of quality and originality, a potential something worth developing.

So many teachers construe this something to be mere skill and damage the skilled pupil by flattery and over-attention. Skill is unimportant unless as an adjunct and stimulus to expanding expression; and a pupil will expand to a teacher who has positive and enthusiastic pioneer-mindedness.

There is a silly notion among some teachers who can rationalize easily that many pupils have nothing to express. Every pupil can and will express himself creatively. That is the faith of the teacher of any consequence. Everyone can create in some form or another, however nondescript and unimportant that form may be. It is the process of creation that matters. The product may be negligible (to posterity, not to the teacher), but the act of creating may be most beneficial to the creator. The objective result is entirely secondary to the desired change in personality.

It is possible that many teachers are not actively aware of these personality changes in relation to improved schooling. Whitehead (*Aims of Education*, MacMillan) suggests three stages or rhythms in which the child's development occurs.

- (1) The *Romantic Stage*—up to fourteen years; interests chiefly exploratory and imaginative.
- (2) The *Precision Stage*—up to eighteen years; interest in minutiae, structure, mechanical functions, scientific knowledge, skills.
- (3) The *Generalization Stage*—from twenty years on; begins to see the "one-ness of the wood" instead of the "individual trees in the forest."

Imaginative expression, then, meets an actual need in the first stage particularly. This stage extends to the end of Grade 8. If well taught it should develop in the child an outlook that is *creative*, that is to say, original. This outlook is the requisite condition for further successful development. Furthermore, for psychological and social reasons it is abso-

lutely necessary that a pupil shall have opportunities for controlled imaginative release consistent with his physical and mental growth. Conventional and over-cautious thinking in the teacher will never accomplish this for the pupil. The teacher's most intrepid work is in inculcating the factors of skill and control, of sense of responsibility for the outcome of his expression, or lack of it, without creating in the pupil a self-consciousness that is the foe of spontaneity—to lead him to accomplish his transition from the Romantic to the Precision stage, from imaginative generalities to the imaginative use of facts and skills. Unimaginative precision, like efficiency for its own sake, is tedious in the extreme.

Perhaps in no other subject have skills and correctness been deified more than in the drawing lesson; and nowhere else has a greater opportunity been bungled. Art as experience is something that few teachers have made real to their students in the schools of British Columbia.

There is adequate reason for this: lack of museums, galleries, illustrative material and current examples, and a similar lack of pedagogical literature and sound teacher-training. But the chief lacks have been on the non-material side: a sense of values, artistic integrity, original thinking, a conviction that creative activity is of first importance—a lack of energetic pioneering.

There is no reason to feel, however, that the art teachers alone are to blame. Deficient opportunity is cause for regret rather than blame; and if there is any blame it must go to the general body of teachers of other subjects whose almost uniform deficiency of interest in anything more than sufficient neatness and skill to illustrate a science note-book, to draw a diagram for mathematics, to "print" the name clearly on a book report, to rule tight letters for mechanical drawing. It is not unfair to say that most members of the teaching profession have not only failed to exemplify and demand a sense of style everywhere along the line, but that, by consistently perpetuating their own prejudices in formative young minds, by valuing objective results always above thinking processes, and with ignorance of any guilt in the matter, they have consistently crushed the breath out of the Muse.

However, positive action is required now on the part of art teachers and there *will* be a positive blame to lay at their door if they fail to respond to the spirit and the opportunities of the new art curriculum. It is rich in suggestions. The course aims to develop an attitude of intelligent enquiry and wide, active appreciation of beauty as something functionally operative in everyday experience. For practical reasons the new high school course branches in two directions: one characterized by appreciation lessons for all pupils, the other an actual work course for pupils of special interests and ability. This is a significant move. Its result will be that many more teachers than heretofore will be called into the service of teaching a vital appreciation of beauty. The purpose of this article is merely to urge its intelligent and thoughtful reception.

It will be protested that only a word has been said about the practical problem of integrating this appreciation. In the beginning was the word.

Personal and Miscellaneous: The Art Teachers have now formed a section which holds a supper meeting once monthly in the Vancouver Art School to pursue a programme of mutual aid and development.

READING, WRITING AND REALIA

By W. HARRY HICKMAN, Victoria High School

MOST teachers of French seem now to be very much in favour of the Reading Method. Indeed all of us have been gradually preparing for it by doing more and more extensive reading. This is partly due to the recent demands of comprehension on Junior Matriculation examinations. I wonder if any other teachers have had my experience? I have given the same material to Grades IX, X, XI and XII, and often found that students from the lower grades were equally proficient in "guessing" answers, especially to true-false or completion exercises, as in "Si nous lisions" (one of the Chicago Press Readers).

Likewise, last year, when we had a weekly French publication, undertaken by Matriculation classes, students in any of the grades were able to read the material. Tenses did not seem to worry them at all. Although I have no experimental or statistical evidence, I believe that some Grade IX students are as able to comprehend as some Grade XII students are.

A partial explanation may be that our senior students have not been trained on a reading method. And yet my present Grade XII class has done considerable reading—at least one period a week.

After all, comprehension is not the only essential. We, and most of our students, can comprehend: "Nous avons allé voir un jeu de football" or "Prenez une pièce de gâteau", but such comprehension does not show a knowledge of the French language.

The point is whether mere reading is sufficient? I am certain that the new course will imply concentrated intensive reading, involving exactitude in simple grammar, vocabulary and expression; otherwise, we should not attain our fairly satisfactory standards of the past.

This year with Matriculation students I am going to have the class collect a list of useful conversational idioms and expressions, in an attempt to liven up their written work which is so stiff because of their imitation of Siepmann. Will they not deem it interesting and fairly practical to know and use: *cela va sans dire, cela m'est égal, pas le moins du monde, pas du tout, par exemple! rien de plus facile, comment ça se fait-il? bien entendu, je vous remercie infiniment, il n'y a pas de quoi, voyons! ma foi! peu importe, jamais de la vie, c'est dommage, ça ne fait rien, je ne demande pas mieux, tant pis pour vous.*

How is one to teach realia? Probably each teacher could give us some practical suggestions through *The B.C. Teacher*. I am inclined to favour introducing realia *incidentally* but *often*, rather than in lessons formally devoted to such topics. A map of France is essential. (Cartes Taride publishes one for about eight francs, and you can mount it yourself on canvas and half-rounds).

In *La France* we found twelve interesting articles on Theophilus Thistlethwaite's first visit to France. He became Monsieur Ficellefouet

at la pension Dupont-Durand owned by Madame Dupont, who had added her maiden name in the French way. Here is one of the passages:

Phoménade matinale

A peine a-t-il fait cent pas qu'il se trouve au croisement du Boulevard Saint-Germain et du Boulevard Saint-Michel. Quelle circulation! Autobus, tramways, taxis, camions, fourgons de livraisons, triporteurs, bicyclettes même lui barrent le chemin. Mais Theophilus est sage. Il attend la sonnerie électrique. La voici. Le courant de véhicules s'arrête aussitôt, et reprend dans l'autre sens. Les piétons se hâtent de traverser, en suivant le passage clouté. C'est plus prudent. Theophilus traverse. Le voici arpentant le trottoir du Boulevard Saint-Michel, qui monte, monte vers le sud. Theophilus s'arrête devant toutes les boutiques. Les marchandises sont bien présentées, c'est évident.

Il va sans dire que Theophilus ne va pas plus loin. Jusqu'à l'angle de la rue Racine, car c'est là que la Librairie Gibert étale ses livres d'occasion, pour tenter le bibliophile.

Quel étalage! Quelle tentation! On peut toucher, on peut choisir, on peut lire même! Quand Theophilus consulte son bracelet-montre, il s'aperçoit qu'il est midi moins le quart. Et on déjeune à midi à la pension. Trois bouquins sous le bras, il se hâte de rentrer. En route il a juste le temps de nous dire:

"Ce qui m'a le plus frappé ce matin? C'est... c'est que le commis de chez Gibert m'a dit que son magasin reste ouvert jusqu'à minuit".

This article brought up a discussion of Paris streets and traffic and the Latin Quarter, the Sorbonne, student life, and the Boulevard Saint-Michel in the evenings. Students were interested in "les passages cloutés". In other passages, in which Theophilus gives us his experiences and impressions, we can talk about "les péniches sur la Seine", "les bouquinistes", etc.

Will it not prove more interesting and less painful to introduce information about Paris, France, and French civilization as it crops up in intensive or extensive reading?

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Canadian Education Week

SUNDAY FEB. 21, 1937, TO SATURDAY, FEB. 27, 1937

By JAS. R. MITCHELL, *President of the Canadian Teachers' Federation
and Chairman of the C. T. F. Education Week Committee.*

AT the Saskatoon Conference Executive Meeting the following slogan was suggested for Education Week: "Equal Opportunities for All Canadian Children". As there have been no supporting statements from the executive members since that time I am taking the liberty of presenting the following schedule of topics for the week. I hope that it will be a swing away from our traditional Education Week scheme in order that we may interest those not directly concerned with school affairs. In any province the development of the topics may bear indirectly upon the above slogan but I am anxious to stress the place of education in national life. If there are not educational opportunities for all children, national life must suffer.

THEME: "EDUCATION—THE ESSENTIAL FACTOR OF NATIONAL PROGRESS"

Sunday, February 21: *Canadian Ideals.*
Monday, February 22: *Education and International Goodwill.*
Tuesday, February 23: *Canada's Rural Schools.*
Wednesday, February 24: *Canada's Industry and Commerce.*
Thursday, February 25: *Canada's Contribution to the Arts and Science.*
Friday, February 26: *Education, Old and New.*
Saturday, February 27: *Community Functions, Socials, etc.*

Can we not enlist the support of outstanding organizations and citizens to show that our educational institutions are the foundations of Canada's progress? Let the leaders of our provinces show that the years we have endeavoured to show the importance of schools "from the inside". This year may we attempt to get those "outside" to rally to the support of education?

SUNDAY: *Canadian Ideals.*

From the friendly reaction of the clergy during the last two years may we not receive from them this year their co-operation in presenting the part that the school plays in establishing our national ideals? Perhaps they might give us suggestions for later discussion at the next Canadian Teachers' Federation conference. Perhaps we feel a certain futility in setting up formal platitudes for teachers to "teach" to their students but surely thoughtful persons outside the profession can show us what should be the attitudes expected of our children when they emerge from our schools.

MONDAY: *Education and International Goodwill.*

I am hoping that this may be part of our National Radio Hook-up theme. Have you not groups in your community who will rally to the

cause of demonstrating that education is the real salvation of world turmoil? Canada occupies a unique position in its opportunity to spread the gospel of international goodwill. It should not be difficult to show the importance of the teacher in this respect.

TUESDAY: *Canada's Rural Schools.*

This topic was recommended by the British Columbia Education Week Committee, which felt that much value would be derived from bringing before urban people certain problems and functions of the rural school and that this day might well be the one on which the rural schools would center their efforts. It was the opinion of the committee that an observance spread over a week was not possible in small places and that better results would be obtained by stressing one day's programme.

WEDNESDAY: *Canada's Industry and Commerce.*

At the mid-week can we not hope to have the business men through the agency of their associations and service clubs take "time out" to consider the contribution of the school to industry and commerce? Teachers might be the speakers at noon-hour gatherings, etc. If you approach these groups soon it should not be difficult to get them to incorporate Education Week as their programme for the last week of February.

THURSDAY: *Canada's Contribution to the Arts and Science.*

It should be possible to show that the schools have been a contributing factor in the promotion of the arts,—music, poetry, drama, etc. If it is true that we are living in "an age of science", our schools with their equipment to develop a scientific attitude are unquestionably the instruments which will continue to bring forward invention and discovery for the benefit of mankind. Here we can link up the adult education groups and the various provincial and national societies interested in the arts and science.

FRIDAY: *Education, Old and New.*

We hear many complaints of the cost of modern education and the uselessness of teaching certain subjects. Surely an excellent chance is provided during Education Week to bring to the attention of those who still live in the terms of 20 years ago that the world has advanced in many respects. The school has had to change to keep abreast of conditions in a changing world. If the "why" of many of our present methods in educational centres was understood there might be less superficial criticism.

SATURDAY: *Open.*

Personally, I consider that this might be a day for inter-school or inter-class sports, depending upon the climate. An indoor physical education display might be enjoyed by the fathers and elder brothers who frequently can not visit the school during regular hours. Social events might be arranged at the end of the week. A Saturday night concert and dance for parents, school authorities, children and teachers might be a fitting way to close the week's activities. I am still deeply interested in the feasibility of a fireside conference when teachers and school authorities might meet with community leaders in a social way to discuss educational needs of their district.

The Canadian Teachers' Federation Education Week Chairman realizes that the success of its observance depends on the initiative of the provincial organizations. It is only necessary to remind you that you should ask for the endorsement of your Department of Education and the several local educational authorities. I am not contemplating a solicitation of Dominion bodies for support. After all, provincial associations might prefer to establish their own contacts in the matter of sponsorship, especially as I am hopeful that some provinces may be ready to swing to a new stress of outlook and support.

Miss Jessie Morris, past president of the Canadian Teachers' Federation, and last year's Chairman of Education Week, presented an excellent report at the Saskatoon conference. It was most comprehensive and gave a brief review of the various programmes in all provinces. Secure copies of this report by writing to Mr. C. N. Crutchfield, Secretary-Treasurer, Canadian Teachers' Federation, Shawinigan Falls, P. Q. I could not presume to offer suggestions to your various committees when there is such an excellent document at your service.

RADIO

I shall try to arrange a suitable programme for the Dominion-wide hook-up for Monday, February 22nd. Mr. Crutchfield has already made application for Commission time. It will be necessary that you make early arrangements for your provincial and local stations. What can be done with the following suggestions? Gatherings of teachers and others might be held in important centres at the same time and by a provincial hook-up and amplification there might be an exchange of addresses.

BORDER CONFERENCES

There might be a great stimulus to Education Week if an exchange of educational groups could be arranged with neighbouring United States areas during the week. In many sections along the border-line such international conferences could be arranged with ease. In spite of the short time left there might be an opportunity even now to extend such an invitation during American Education Week.

VISITS TO SCHOOLS

It is still felt that one of the primary functions of Education Week is to get the parents to visit and observe the schools under usual conditions. Perhaps it may be necessary to offer certain attractive invitations but I am convinced that it is of primary importance for all local committees to set up definite plans for visitors. In providing circulars for the set-up it would be well to draw up a form upon which might be reported the number of visitors accommodated at the school during the week. Space might be left on such a return for the recording of the names of special visitors and also a brief synopsis of the Education Week plan adopted in each school. Such information would be invaluable for next year's report.



Alas, Poor Chemistry!

By D. COCHRANE, *Ocean Falls*

"CRITICISM of this Programme of Studies not merely is invited: it is urgently solicited". (Programme of Studies for Junior High Schools, page 5).

Being thus adjured, I cannot refuse, and accordingly submit these remarks on the course in General Science for Grades VII, VIII and IX.

The course is made up approximately as follows:

Biology	35 per cent
Physics	32 per cent
Geography, geology and astronomy.....	25 per cent
Chemistry	8 per cent

It is rather hard to classify some of the lessons, but this represents very closely the amount of time to be spent on the various subjects.

What has happened to poor Chemistry? Has it no value, either cultural or practical? Biology is great stuff, but is it really essential that all our victims should be made to learn about spirogyra, cambium, saprophytes, ichneumons and hyphae, while it is against the law to tell them that chlorine is made from salt, or that washing soda crystals are more than half water?

A knowledge of electricity is necessary in these days, but why six periods on the theory of dynamos and transformers, and about ten minutes on batteries, but not a word about electroplating? No opportunity is provided to tell boys how to prevent an iron rudder from rusting by fastening a piece of zinc to it, or to tell the girls how to brighten silverware by boiling it in an aluminum pot. Those are samples of electrical action, but they smell of Chemistry and therefore are taboo,—“anathema”!

The city children must be thoroughly taught the whole theory of farming, but no one is to give them a speaking acquaintance with the chemical industries all around them. Soap, paint, cement, liquid air, fertilizer, gasoline—all these are made in or near the large cities, but the children who pass the factories must never be told what goes on in them. Children living in paper-mill or smelter towns will hear no hint of the chemical processes going on there, except to be told that they are very complicated. Instead, they are to have crop rotation, and domesticated insects. As for the farm children, who might receive some pleasure and profit from this course—they don't get it. They have a book to read.

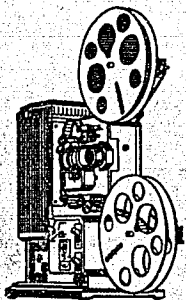
The quality of the chemistry we are allowed to give Grade IX is even more lamentable than its quantity. It begins with one period, just one, on atoms, protons and electrons: a perfect example of “teaching from the unknown to the incomprehensible”. Then we teach about “definite groups of elements for molecules”, though the existence of molecules in simple solid compounds is more than doubtful. After that we are to

explain "why atoms of one kind of substance react with those of certain others only". I don't think that even Brownlee, Fuller, Whosis and So On would care to give a complete answer to that question. Why does calcium combine with hydrogen, and sodium with mercury? Why does bluestone contain five equivalents of water, washing soda ten, and alum 24? I wish I knew. It is indeed possible to explain the antics of potassium chlorate by the electron theory, but why pick the most difficult and least practical parts of our science to inflict on the young and helpless?

How would it be, instead, to teach something simple, useful and interesting? The fact that compounds are held together by electricity is simple, the applications of it are useful, and the experiments are interesting, as well as easy to perform. Some of the things produced by electric action are hydrogen, oxygen, chlorine, lye, javelle water, chlorox, zonite, potassium chlorate and hydrochloric acid; we can also show the process of electroplating, and the workings of storage batteries. With this introduction, the ideas of acids and bases, oxidation and reduction, activity and even "pH" become easy to understand. Cost of the course? Perhaps 15 cents, maybe 50, according to what the kids can rustle. Where there are no electric light wires, you can always borrow a storage battery from a car or boat.

Anyone who has that much chemistry has a real understanding of what it is all about, and will never lose it; but the electron theory without such a background is like a bad dream—painful to experience, but easily forgotten.

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The New Course and Matriculation

By FRANK WILSON, Principal, Prince George High School

THE high school teachers of this province will have read with interest—and perhaps with mingled satisfaction and anxiety—the leading editorial in the December number of this magazine. The guarded and provisional unofficial forecast of probable official action relative to matriculation suggests problems that no doubt have been given consideration by the Joint Committee on High School Accrediting and are still being given consideration by the Department of Education. Toward the solution of some of these problems the writer would offer the following suggestions.

There is one point in connection with the new course of studies which has not, to my knowledge, been discussed and concerning which I wish to make a few suggestions. I realize that the regulations regarding Matriculation are the concern of the University, but they are also of such vital importance to the small school that some representations on the subject might well meet with sympathetic consideration if put forward reasonably.

The University has a perfect right to devise some means of selecting students of such ability and preparation as will enable them to tackle University work with a fair prospect of success. Now, although the number of High School students proceeding to University is a small proportion of the whole, the Engineering Profession, the Nursing Profession and the Legal Profession, knowing that the Matriculation standards are fairly rigorous, have accepted them as a minimum entrance requirement, and so the number of pupils who require to pass the examination is considerable. When we consider in addition that the Normal Entrance minimum requirement is Senior Matriculation it becomes obvious that in every school in British Columbia the Matriculation subjects will have to be taught and taught well or the local taxpayers will have a very sound cause for complaint.

In the small High School of up to, say, four or five teachers (and there are a large number in the province), these Matriculation requirements will inevitably dominate the teaching effort of the school. There is no avoiding this so long as Matriculation remains the gateway to so many vocations. The various options which we may expect to appear in the new course of studies will probably, therefore, have as little influence upon the small school as the quite generous options in the existing course.

I am not for one moment suggesting that the University should lower its entrance standards. They are not a bit too high. What I do wish to point out, however, is that the existing regulations have a rigidity about them which results in their defeating their own ends. So far as the Matriculation regulations are concerned the boy who intends to be an engineer has to master just as much French or Latin as the pupil with linguistic ambitions, while that same linguistic pupil has to wade through as much Physics or Chemistry and Algebra and Geometry as the prospective engineer. The result is that the pass standards of both the lan-



guages and the sciences suffer and the pupil learns to look upon 50 per cent as the symbol of success.

It is fairly safe, I think, to say that the Matriculation examination has two distinct functions to perform. One is to ensure that the student has that background of general education and knowledge which all presumably literate people should possess and the other is to ensure that he has sufficient real ability to enable him to benefit from University work. The present rather rigid type of examination does not perform these two functions very efficiently. It is based in part upon a compromise and in part upon a confusion of these two aims. It is insisted, quite rightly, that a man is not educated today without some knowledge of Science, of the basic Mathematical methods and ways of thought, of Literature, of Social Studies, and perhaps of a foreign language. However, the examination papers are often made out by specialists with the very natural and human idea, "I don't want anyone in my department that cannot answer questions of at least this degree of difficulty". The result is that pupils who have not the slightest intention of entering that department are required to study the subject far beyond the requirements of general education.

The suggestion which I wish to make is far from revolutionary. It is simply this: That the examination be in two parts. In the first part the general education should be tested by a series of papers in the following subjects: General Science, General Mathematics of not too advanced a standard, a foreign language, testing only a reading knowledge, Social Studies of about the present type, and Composition, the paper being designed to test the ability to write a well organized, well expressed and grammatical composition. Every pupil should be required to pass in these subjects with a high standing, certainly much better than 50 per cent. The second part of the examination would consist of three honours papers chosen by the pupil and designed to test real ability. The prospective engineer would probably write Mathematics, Physics and Chemistry. The linguist might write Honours English and two Languages. The prospective nurse might select Home Economics and Biology. Honours in Social Studies would be the logical choice of a large number of general students and prospective teachers.

This plan has the merit of introducing consideration of individual differences into the Matriculation Examination itself. This in turn will make possible respect for individual differences in the small High School in which Matriculation is unavoidably a dominating influence. It will serve the University better because it will eliminate the "all-round-fifty-percenters", who just scrape by and too frequently have to be removed at Christmas in their first year. It will, moreover, remove the present hardship which is at times quite severe, of making, for example, a girl of real linguistic ability or literary talent master an amount of Geometry and Algebra which is quite useless, distasteful and in some cases impossible for her.

The 1929 Course of Studies was very liberal in conception. It did rather less than nothing to liberalize the small High School because the Matriculation and Normal Entrance requirements were extended and additional compulsory subjects included, thus monopolizing the limited teacher effort available. I believe that the new course will lose effectiveness in the small school in exactly the same way unless the Matriculation Examination is made more flexible.

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- (5) Indentured apprentices living out of reach of Technical School classes.

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COMMERCIAL SUBJECTS
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Shorthand, Typewriting, and
Secretarial Practice)

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AUTOMOTIVE ENGINEERING II.
LETTERING AND DISPLAY
CARD WRITING
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(Meteorology and Weather Forecasting)
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(Air Pilotage and Navigation)

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CORRESPONDENCE

1269 Tattersall Drive,
Victoria, B. C., Dec. 8, 1936.

Editor, *The B. C. Teacher*:

Enclosed is a questionnaire prepared by the Research Committee of the Elementary School Teachers' Department for the purpose of bringing the teachers concerned into closer touch with the work of this group.

We would esteem it a favour if you arranged to insert this questionnaire in the January issue of *The B. C. Teacher*.

Also enclosed is a list of material in our possession. If any of the teachers are in need of such teaching aids we shall be pleased to forward the same to them. In order that they may know what is on hand, we would appreciate your entering of this list in the January number of the magazine.

Yours sincerely,

WILLIAM McMICHAEL,
Chairman, Research Committee.

QUESTIONNAIRE

RESEARCH COMMITTEE, ELEMENTARY TEACHERS' DEPARTMENT,
BRITISH COLUMBIA TEACHERS' FEDERATION

Name..... School.....

Address.....

Grade or Grades.....

1. Have you a Teachers' Research Study Group in your district?
2. Is the formation of such a group possible?
3. Are you having any difficulty in administering the new curriculum?

4. Is your difficulty due to (a) Lack of reference material?
- (b) Lack of equipment?

5. List your difficulties under the following headings:

Subject	Unit	Grade
.....
.....
.....

Subject	Unit	Grade
.....
.....
.....

6. Are you in need of any tests? If so, state:

.....
.....
.....

Please return this questionnaire to WILLIAM McMICHAEL, 1269 Tattersall Drive, Victoria, B. C.

The following material is on hand for distribution to the members of the British Columbia Teachers' Federation:

1. General organization of a 10-room school.
2. A report on the organization of an 8-room school (Elementary), Grades 1 to 6.
3. Procedure in a one-room school.
4. A suggestion in regard to Oral Reading in Grades 1 to 8 as outlined in the New Programme of Studies.
5. A teaching device for Spelling in the upper grades.
6. Assigning Spelling marks.
7. A device for socialized learning of a new type of Arithmetic problem.
8. A socialized approach to the teaching of Commission.
9. Notes on Topic 1, Unit 1, Social Studies, Grade 7.
10. Development of Unit 4, Grade 5, Geography, The Great Central Plain.
11. Organization of a project on "Our Community", Grade 2B.
12. Organization of "Transportation" Unit, Grade 2B.
13. Outline of work on project "Before Winter Comes", Grade 1.

It is not the intention of the Research Committee to give the impression that any one of the above is a perfect solution for *your* problem, but it is hoped that some ideas contained therein may, at least, be a guide to you in your endeavour.

Send for any of the above of which you may have need. All we ask of you is that you enclose sufficient stamps for return postage.

Suite 9, 5 Tenth Avenue East,
Vancouver, B. C., Dec. 29, 1936.

Editor, *The B. C. Teacher*:

Dear Sir,—What W. Gilmour Clark wrote in the December issue of conventions, speeches and demonstrations is, in my opinion, "the truest thing you've ever printed". For heaven's sake, let's have more demonstration and less talking—much less talking.

We might get some help from demonstrations. We certainly don't from speeches.

Yours truly,

MARGARET C. COWIE.

Department of Education,
Victoria, December 11, 1936.

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

May I be permitted to call the attention of readers of *The B. C. Teacher*, who I trust include most of the teachers of the province, to an advertisement having reference to vocational correspondence courses now available, or shortly to become available, as part of the Adult Education programme of the Department of Education.

There is always before us as teachers the problem of guidance for the young people with whom we are so closely associated, whether in the classroom or through the mails by correspondence, in the matter of choice

of subjects and courses likely to be most valuable to them individually.

There has been a tendency during recent years, on the part of many of our young people, to take the shortest possible course preparatory to some gainful occupation and to neglect some, or indeed many, of the subjects that we know are essential to their enjoyment as well as their success in later life.

It is also true, unfortunately, that not a few young people spend years in school, neither knowing or caring what is to follow. "Oh, I guess I'll just take a general course" is very often the verdict and the teacher leaves it at that, and so the applicants for Junior Matriculation are found to exceed in numbers all others. It is quite true that within the last year or two there has been a tendency to take advantage of the opportunity offered through the High School Graduation plan of electing a larger proportion of the high school subjects.

This is excellent if the students are sure of their objectives and are given a reasonable amount of guidance in mapping out their programmes, grade by grade. I have found, for instance, that some of the students applying for High School Graduation through correspondence study are apparently more concerned with how they can make up 120 units of credit than with the ultimate benefits they hope to derive from studies intelligently chosen. How can High School Graduation be made of greatest educational and vocational value to high school students?

I venture to suggest that for teachers in districts not served by technical schools the announcement concerning Vocational Courses may offer some suggestions. Teachers in both elementary and high schools who think that some of these courses could be utilized to advantage in the interests of certain students attending their schools, or who may now be out of school, might write to me for further information. Furthermore, there are many teachers in this province who have given considerable thought to this question whose recommendations might be of considerable value at the present time. I am always glad to receive constructive suggestions from those who have given close attention to the method and progress of correspondence instruction.

We should all recognize that we are privileged to live and work in British Columbia during a period of educational reform that we believe will prove advantageous to the rising generation. Curriculum reform is arousing much interest in other provinces as well as in our own, and I know full well what it is going to involve for those of us who are concerned with the preparation of new correspondence courses, or the revision of old ones. It will be a heavy undertaking, but I am confident that we shall greatly improve on many of our present courses. As you know, we purposely set our standards pretty high—some people think them too high, and some of the courses too heavy, and that may be quite true. At any rate, we shall have a chance now, with our more than seven years' experience to help us, to reform many of these correspondence courses and, in every possible way, to make them a better agency for true education than ever before.

I should like to convey to you, and to the staff of your steadily improving teachers' magazine, very best wishes for the festive season, and also for the coming new year.

J. W. GIBSON,

Director of High School Correspondence Instruction.

Editor, *The B. C. Teacher*:

1995 West Fourteenth Avenue,
Vancouver, December 21, 1936.

Among all the excellent articles in the December *B. C. Teacher* there are two which move me to comment: "Composition in Rural High Schools" and "Calling All Members of Convention Committees".

Mr. McCharles' article makes it abundantly clear—if it were not clear before—that the curriculum cannot be administered without an adequate school library. If the authorization of a book of excerpts will blunt appreciation of that need, then it is to be avoided at all costs, no matter what the present hardship. "A library in every school in British Columbia" should be the objective of our Association.

With the writer's statement that prose is of more value to pupils than poetry, and the reasons he gives for it, I cannot agree. It has been my experience, and the experience of many other writers, that in the formation of a good prose style the reading and writing of poetry (or should I say the writing of "verse"?) is of the highest importance. Poetry is the very essence of creative thought, the most condensed form of art. Mr. McCharles tells us that very few people are going to read poetry in adult life. Why not? In the next paragraph he pleads for a development of taste—to develop a love of poetry is the surest method of developing a critical taste in literature. There is no point in saying that rural high school pupils do not like poetry—we are all born with a love of the elements of poetry: rhythm, metaphor, simile, the music of words—people who think they dislike poetry simply have not had it properly presented to them.

Though the harassed teacher of English can hardly be expected to appreciate the humour of the present examination system, nevertheless it has positively Gilbertian elements. Much as we may disagree on other points, it may be taken for granted that we would all accept the following premises: composition is a power, not a content subject; every essay a pupil writes should be a creative effort; the topics assigned—or chosen—should be of interest to the student, within his grasp, subjects on which he may be expected to have some knowledge, or some thoughts of interest and value to himself and his fellow students. (The essay, laboriously written on an uninteresting topic, corrected and thrown in the wastepaper basket is responsible for not a little of the illiteracy among High School graduates). Given these premises surely it is only fair that students be judged on their best effort in the subject.

Instead of this, what do we find? First, the system of marking; what does a mark of 65, of 70, mean? In a paper on Mathematics, on Grammar, or any other content subject no difficulty arises—the student's answer is either right or it is wrong—he is 65 or 70 per cent perfect. But in composition? If the mark represents a fraction of perfection, what is perfection? Robert Louis Stevenson or James Branch Cabell? Shakespeare or Gertrude Stein? On the other hand if the mark represents simply the student's position in relation to all other students in the province, no constant standard exists, since not only does the calibre of the pupils coming up for examination vary from year to year, but each examiner has his own pet theories and prejudices which of necessity condition his judgment.

In the second place, as Mr. McCharles points out, there is the matter of the topics set. He quotes two, "War is the misdeed of an imperfect world" and "Before Eppie's coming, Silas lived a lonely and contracted life". (In passing, is it not time that Eppie and Silas be left to the peace of their well earned graves?) Which one of us has any thoughts worth stating on the subject of the first topic? Of what conceivable value is the second one? Upon what principle of sound pedagogy or psychology could either one of them, or many another, be justified?

Thirdly, crowning incongruity, the conditions under which the unfortunate student must pass this examination must be mentioned. An essay, to be of any value, either to the writer or the reader, must be the product of meditation; out of the treasures of the heart must it be written. Such a process takes time, the conditions must be favorable. As things are now any student of a thoughtful turn of mind and real ability in writing ought to be ashamed of himself if he gets more than a passing mark. A low mark should be considered a badge of honour, and if you have a genius among your students, don't expect him to pass at all. (See *Sentimental Tommy*).

Would it not be possible to plan some system by which the student could give in, for examination purposes, the best essay he has written during the year? Not the copy he made after his teacher corrected and marked it, but the essay as it reached the teacher, with that teacher's red ink corrections and comments? Might not the idea be worth considering by the teachers of English?

With Mr. McCharles' statements regarding "style" I should like to take issue some other time.

Mr. Clark's comments on Conventions are very much to the point, and will, one feels sure, be welcomed by those who plan the programme. One question, Mr. Clark; you say that it is the demonstrations that stand out in your mind as highlights of recent conventions: Did you tell the teacher who taught the demonstration lesson that you found it stimulating? Or, better still, when you returned to Silverdale and tried out the method demonstrated, did you write the teacher and tell him of your experience and its results?

We all find it helpful to watch a demonstration lesson, but how many of us are willing to prepare such a lesson, bring the pupils to the convention, teach the lesson under the critical gaze of hundreds of fellow-teachers? Of those hundreds, how many will think to state their appreciation of the effort?

Mr. Clark says, "we . . . are not unappreciative of the burden of thankless labor that our officers and committees carry so cheerfully", rather a negative sort of gratitude, isn't it? And why should the labor be thankless?

We teachers are all too reticent in the expression of appreciation of each other's efforts—let's pass out a few small bouquets while the recipients are still alive.

Yours sincerely,

M. E. COLMAN.

845 West Fifteenth Avenue,
Vancouver, B. C., December 14, 1936.

Editor, *The B. C. Teacher*:

Possibly a number of senior pupils are interested in taking up the air transport business at some near future date so the following may be of interest to them and their teachers.

Recently it was my very great pleasure to fly about 5000 miles by modern high-speed air transport. The lines used were Canadian Airways, Northwest Airlines and American Airlines. The main cities covered were Vancouver, Seattle, Spokane, Minneapolis, Chicago, Detroit. I must admit that the result is I am very favorably inclined to the rosy future of air transport as a medium of activity for an increasing number of high school graduates. Apparently there are great possibilities in air services for mail, express, and passengers.

During the past twelve months over one million people have been carried by air in the United States alone. There are 25 full-fledged air transport companies with over 500 planes. The average fare is under six cents a mile and the average passenger travels nearly 500 miles.

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Business is prospering so much in air transport that bigger, better and faster planes are being added all the time. Luxurious ten and 14-passenger ships are being augmented now with 21-seaters and even with sleeper planes of real speed. The new ships are a marvel of splendid workmanship and every modern sort of equipment for service from meals to writing paper as they offer trips coast-to-coast overnight.

A new form of very competitive transportation is being rapidly developed before our very eyes. At present only about two per cent of passenger travel miles go by plane but who knows what may result in ten years. It behooves technically inclined young people to get themselves prepared for the many and varied duties contingent upon what is going to be one of the really major transport systems.

D. P. McCallum.

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NEWS, PERSONAL AND MISCELLANEOUS

Dr. E. A. Hardy has been announced as the director of a Canadian Teachers' Tour to the Seventh Biennial Conference of the World Federation of Education Associations, which will be held at Tokyo next summer. His party will sail from Victoria by the Empress of Japan on July 10, and will return to that city on August 24. It is understood that some of the local teachers intend travelling by the Japanese Mail Line. It is not too early for teachers to be laying their plans to take advantage of the coming opportunity to spend their summer vacation as the guests of Japan.

* * *

The teachers of Saskatchewan have acknowledged, with obvious gratitude, the gift of \$1827.30 transmitted by the Secondary School Teachers of Ontario to relieve distress among members of the Saskatchewan Federation. Does this suggest anything to British Columbians?

UNIVERSITY OF LONDON INSTITUTE OF EDUCATION FELLOWSHIPS

The Carnegie Corporation of New York has placed at the command of the Institute of Education funds enabling them to offer Fellowships to students from the Dominions. The Fellowships are tenable for one year and are of the value of \$1250 (United States dollars). Two Fellowships will be awarded to students from each of the Dominions of Australia, Canada, New Zealand and South Africa. The Fellows must be university graduates who have had ex-

perience either of teaching in a university or an allied institution or a school, or of educational administration.

The Committee of Selection for Canada consists of Dr. H. F. Munro, Superintendent of Education for Nova Scotia; Principal R. C. Wallace, Queen's University, Kingston, Ont.; and Principal Malcolm W. Wallace, University College, Toronto.

Applications accompanied by testimonials must be in the hands of Principal Malcolm W. Wallace, secretary for the Committee of Selection, University College, Toronto, not later than March 20, 1937.

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WHAT WE ARE READING

Many readers of *The B. C. Teacher* will be interested in John Murray Gibson's *Northland Songs No. 1* (Gordon V. Thompson, Ltd., 193 Yonge St., Toronto; 50c), written to capital old tunes brought to Canada by her immigrants from the British Isles and continental Europe. A pleasing feature of the book is a profusion of photogravures illustrating or embodying the spirit of the songs. Accompaniments for piano and for guitar are provided for the 16 songs. A special edition for school children (staff and tonic sol-fa) sells at 25c. Numerous musicians and others have already shown their approval of this courageous and original attempt to meet what is indubitably a real need in Canadian schools. Special prices are quoted for schools ordering in quantities.

* * * * *

The National Home Library Foundation seems to be rather an extraordinary organization. It came into existence four or five years ago as a co-operative and non-profit undertaking to promote good reading by making the best books available to greater numbers of the people. The Advisory Board includes many very distinguished people, among them being James Truslow Adams, Stanwood Cobb, Will Durant, Albert Einstein, Havelock Ellis, H. H. B. Meyer, Eugene O'Neill, Louis Untermeyer, Hendrick Wm. Van Loon and William Allen White. Some fourteen books that everybody wants to read but that everybody hasn't read have been made available in unabridged form at 15 cents each in flexible binding and numerous others bound in cloth sell at 25 cents. It may be worthwhile for readers of *The B. C. Teacher* to write to the National Home Library Foundation for a list of its publications. The address is The Dupont Circle Building, Washington, D. C.

* * * * *

The B. C. Teacher is in receipt of a literary map of Canada, published by the Macmillan Company, St. Martin's House, Toronto. It has manifestly been designed to arouse the interest of adolescents and will be a valuable addition to the equipment of libraries and English classrooms. Of course, no two people would ever agree as to what books and writers should be mentioned on such a map, but Mr. Deacon's selections will be suggestive to many readers.

* * * * *

A good friend of *The B. C. Teacher* suggested a long time ago that this magazine should publish original plays and similar programme material for use particularly in the smaller schools. That has not yet proved possible, but from time to time we have called attention to dramatic material suitable for school-room presentation. A. M. Stephen's two little volumes of *Classroom Plays* deserve mention in this connection. The first volume consists chiefly of thirty little plays based upon episodes in Canadian history. The companion book, *Classroom Plays from Canadian Industry*, is still more unusual in type. The plays are so constructed that they may be performed in the space between the first row of desks and the blackboard in an ordinary schoolroom and the properties are simple and easily procurable. Most of the little sketches would require not more than fifteen or twenty minutes for presentation. They are intended to provide intimate glimpses of the life of the farmer, the miner, the lumberman, the fisherman, and other Canadian workers. J. M. Dent and Sons list the volumes at 35c each. It is announced that Mr. Stephen has in preparation several other books of little plays for school use.

HIGHLIGHTS OF THE DECEMBER NEWS

A RISE in volume of trade, price indices, and industrial output for nearly all countries, the industrial output being in many cases far above 1929 levels, was reported in Geneva for the second half of 1936. Estimates based on Bureau of Statistics figures placed the increase in Canada's national income for the year at \$452,000,000 over 1935 and \$1,351,700,000 over 1933. At the same time, due to prairie drought and other causes the number on relief in Canada was reported at a new high in December.

The federal-provincial Canadian National Finance Committee on December 10 agreed upon: (1) Removal of the "gold clause" from Government and other public bonds, (2) Facilitation of comparison by standardizing fiscal years and public accounting systems for Dominion and provinces, (3) Co-ordinated timing of public bond issues through the Bank of Canada.

A perennial wheat has been found, according to an Ottawa despatch of December 27.

Edward VIII abdicated as King of Great Britain, Ireland and the British Dominions beyond the Seas and Emperor of India. On the following afternoon, all the Dominions excepting the Irish Free State having meanwhile consented to such a measure, his reign of less than 11 months was formally brought to a close when the House of Commons passed a "Demise of the Crown Bill", 409-5. His brother, the Duke of York, automatically succeeded him and on December 12 was formally proclaimed George VI, King

and Emperor, at London, while Edward, upon whom the title of Duke of Windsor was shortly to be conferred, motored to Portsmouth and left England for the continent on the destroyer, "Fury". The Dail Eireann on December 11 passed, 80-54, a bill to remove the King from the Constitution and abolish the office of Governor-General. The next day it voted, 85-5, to recognize George VI as King of the British Commonwealth of Nations, his name to be used in the conduct of external affairs only.

In his first important statement since his retirement in 1934, Mahatma Gandhi told 10,000 listeners on December 27 if they would follow his programme to the letter, Lord Linlithgow would recognize they were right and offer to withdraw the British from the country. "We should then", he concluded, "say to Lord Linlithgow and the Britishers: 'India is big enough to hold you and more like you'. That is my swaraj". On the same day the Indian National Congress party called for a boycott of all celebrations connected with the coronation of George VI because they are "intended to strengthen imperialism and add to Great Britain's prestige".

The French Government on December 4 announced mutual assistance to Britain and Belgium in the event of unprovoked attack but at the same time invited Germany to a friendlier relation and a new European security pact. Foreign Secretary Eden on December 14 said the time had come for a halt in unilateral repudiation of treaties and a turn from armaments competition to economic co-operation. On De-

cember 15 at Geneva, Britain recommended separation of the League Covenant from the Treaty of Versailles. On December 16 Eden said he had verbal assurance Italy had not negotiated for control of the Balearic Islands and did not intend to do so. Britain, he added, will not accord "formal" recognition to Italy's conquest of Ethiopia. France on December 27 offered return of Germany's colonies in an attempt to avoid the danger of European war.

* * *

Internally the Spanish trouble seemed to pass the crisis on December 21 when defenders of Madrid broke through Franco's forces and put the insurgents on the defensive. A Catalan political crisis was also passed on December 17 when a new Government was formed from which the "Trotskyites" were excluded. Internationally, however, Spain continued to trouble the waters extremely. 5000 Germans landed at Fascist-controlled Cadiz on December 1 and seven tri-motored German planes arrived at insurgent headquarters in Morocco. Russian officers and planes in considerable numbers were reported at Malaga, and 4000 French volunteers were said to be at Barcelona to aid the Government forces. While Britain on December 5 forbade British ships to deliver arms to Spain, the Government sold gas-masks to the loyalists as medical supplies. Attempts of the international non-intervention committee to stop voluntary aid to either side were met on December 14 by the refusal of Germany and Portugal to allow agents on their territories. Britain, France, and the Soviet Union on December 9 sought the support of Germany and Italy in an attempt to stop private voluntary

intervention, and on December 27 France and Britain delivered at Berlin, Moscow, Rome, and Lisbon notes warning against the danger to European peace of permitting the influx to Spain to continue. A Franco-British attempt at mediation to stop hostilities and settle the dispute by a Spanish plebiscite met with the less than half-hearted approval of Italy, Germany, and the Soviets and the flat refusal of the Spanish Government on December 28. Russia was joined by Britain on December 21 in demanding an investigation of the alleged sinking by Spanish insurgents of the Soviet steamer "Komsomol". Germany was even more vehement in protesting Government seizure of the German ship "Palos" at Bilbao and on December 28 ordered torpedo-boat convoys for her shipping in the Bay of Biscay.

* * *

Premier Blum of France on December 8 secured the passage of a bill to prevent such newspaper attacks as led to the suicide of Minister of the Interior Salengro. On the same date he obtained for the first time the support of the Communists for his Spanish non-intervention policy. Overridden by the Chamber of Deputies, the Senate on December 27 adopted in its entirety his Compulsory Labor Arbitration Bill.

* * *

Formation of a Belgium "Rightist Front" of Flemish Catholics, Flemish Nationalists and Rexists (Belgian Fascists) was announced December 8.

* * *

The Nazi Government on December 1 announced death penalties for Germans who hoard wealth in foreign lands; incorporation of every boy and girl in the Hitler Youth

under Baldur von Schirach, responsible directly to Hitler; accelerated exploitation of mineral resources with or without the co-operation of the owners; standardization of real property taxes throughout the Reich; placing Berlin under a State administrator; and conversion of the welfare organization into a State foundation under Propaganda Minister Goebbels. Thirty-nine persons, including Thomas Mann and a dozen other notables were deprived of citizenship and their property confiscated on December 3. Their families shared their fate and Carl Robson of the London *Morning Post* and Walter Bing of the Paris *Soir* were expelled from the Reich. Other acts during the month intensified the dictatorship and sought a State monopoly of foreign exchange in the face of an economic crisis which includes a shortage of a million tons of wheat, 20 per cent of the national requirement. Relaxation of police supervision at their meeting at Breslau and orders from the Fuehrer himself for Nazi leaders to cease attacks on Christianity indicated a new desire to placate the Protestant Church opposition for a united attack on Bolshevism.

Germany and Italy on December 13 agreed to split the trade of the Danubian states between them, to be developed by the use of barter.

By order of the Norwegian Government, Leon Trotsky and his wife on December 19 left that country to take advantage of Mexico's offer of hospitality.

While Sino-Japanese negotiations remained at a deadlock despite Japanese attempts to hasten them by armed invasion of Tsingtao, Shantung, and while Russia held out until December 23 before yielding

for one year the Siberian fishing rights she had refused Japan when that country entered an anti-Communist accord with Germany, the Far Eastern Question took a surprising turn on December 12 when General Hsueh-liang seized Generalissimo Chiang Kai-shek in an attempt to force the Kuomintang to declare war on Japan for the recovery of all territory, including Manchuria, and to readmit Communists to its membership. While the Soviets and Japan blamed each other for the crisis, the Chinese settled it themselves on December 26 when Chang released Chiang and surrendered himself to the Kuomintang.

Three signs pointed to a new situation in Japan: On December 9 the Privy Council attacked the Premier and Foreign Minister for their anti-Communist accord with Germany; on December 17, 54 fanatical patriots were ordered tried for a 3-year-old assassination plot; and on December 24 the Speaker of the new House of Representatives said: "We are determined to encourage and develop parliamentary politics".

President Roosevelt, opening the Inter-American Conference for the Maintenance of Peace, called upon the New World to unite to help the Old World to avert its impending catastrophe of war. Before it closed on December 23 it approved 37 projects for the furtherance of peace and better economic relations among the 21 nations on a basis of juridical equality.

For vetoing a Sugar-Tax bill intended to finance army-taught schools, President Bomez of Cuba was impeached by the Senate on December 24 and removed from

office. The House of Representatives over-rode his veto.

* * *

The United States Supreme Court on December 21 ruled the President had made constitutional use of his discretionary powers in imposing the Chaco arms embargo. Nevertheless, because the Neutrality Act makes no mention of civil wars, the State Department on December 28 had no alternative but to permit a \$2,777,000 shipment of airplanes and parts to the Spanish Government.

* * *

To the shipping tie-up, still unsettled, was added the threat of a widespread shutdown of automotive plants when a "sit-down" strike started in the Fisher Body works

on December 28 involving 7000 employees of the General Motors subsidiary. On December 7 the Labor Relations Board accused the U. S. Steel Corporation of interfering with rights of its employees to organize as they please.

* * *

The United States Federal Trade Commission on December 3 issued eight complaints against 21 automobile and finance companies for using financing plans involving approximately 12 per cent interest instead of the 6 per cent advertised. It was recommended to President Roosevelt on December 23 by a committee of his own making that the United States Government should insure farm crops against the hazards of nature. —J. E. G.

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All Local Secondary Associations are requested to have the names of their officers filed with Mr. A. Poole, secretary of the British Columbia Secondary Teachers' Association. Furthermore, he should be kept informed as to important meetings of the local associations.

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