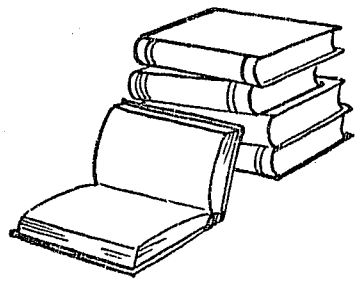
THE B·C·TEACHER



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

VOLUME XV. JUNE, 1936 NUMBER 10

ART & MUSIC NUMBER

VANCOUVER, B. C.

THE B. C. TEACHER

Official Organ of the B. C. Teachers' Federation

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VOL. XV., No. 10 JUNE, 1936 VANCOUVER, B. C.

THIS is the Art and Music number of *The B. C. Teacher*. We hope you will like it even more than we do!

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The June issue of a teachers' journal involves special problems. Teachers are tired. They are generally up to their ears in examinations. They are so busy with routine details that they have little time to read. Furthermore, the magazine usually reaches them just when they are packing, within their hearts the equivalent of the parson's vow neither to preach nor to pray during vacation time.

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Our answer is to publish a little earlier in the month than usual and to try to make this June issue so conspicuously intriguing that it will not only be read now but will be laid aside to be re-read during the vacation and again when classes convene once more.

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In the by and large, music and art are probably still the worst taught subjects in the curriculum—with the possible exception of English.

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Wise and skilful teachers of art and music, prophets who are trying to extricate us from the desert, are apt to feel lonely and each to think himself a sole voice crying in the wilderness. Well, we have assembled enough voices to produce a chorus, anyhow, and a very harmonious one it is. These leaders and the rest of us know that in the schools of British Columbia there are many teachers—though maybe not 7000—who have not bowed their knee to the Baal that either denies all educational value to art and music or else admits this value in theory while destroying it in practice.

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We rarely go outside the teaching profession for contributions to *The B. C. Teacher* but we are glad this month to be able to publish a brief

Old Missions

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HERE ARE SOME SAMPLE FARES FROM VANCOUVER, B. C.

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Chicago - - - - -	51.00	90
Yellowstone Park - -	34.05	180
Yosemite - - - - -	41.95	Season, May-Sept.
San Francisco - - -	27.45	180
Los Angeles - - - -	36.20	21
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article by Mrs. Cianci, *From An Artist's Point of View.* The other contributions bearing upon art and music are all offered by the Editorial Board with confidence that they will be appreciated, though space does not permit us to pay our editorial respects to all contributors individually. Moreover, artists and musicians are proverbially kittle cattle and comparisons are likewise proverbially odorous. Nevertheless we boldly risk our life to call special attention to Frank Wilson's delightful essay on *Lyrical Craftsmanship.* Turn to it immediately, and be grateful.

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It is high time that British Columbia Teachers' Federation had a maturely considered official policy relative to the status of Canadians of Oriental ancestry. There comes a time when silence and cowardice are indistinguishable. As the Editor himself sees things, it is possible to defend a policy of exclusion with regard to would-be immigrants of various races, but it is utterly impossible to square with Christianity a policy that admits such immigrants and then condemns them and their descendants to perpetual social and political serfdom and humiliation. We thank Miss Thiessen for broaching this matter.

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Miss Louise M. McAlister has something to say that needed saying, relative to summer schools. Normal schools and faculties of education and summer schools—and teachers' magazines—still too often ignore the cripplingly difficult conditions in which rural teachers usually do their work.

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Many of us have read with advantage the report of the committee of Vancouver Secondary Teachers' Association appointed to study the findings of the Commission on School Finance. Miss Portsmouth and her colleagues are to be congratulated upon an excellent piece of work. Unfortunately, for the purposes of *The B. C. Teacher,* the document submitted by them was too bulky for use in this magazine. Throughout the year it has been the policy of *The B. C. Teacher* to stress as exceptional the importance of the recommendations offered by Major King and by the Revision Committee and to urge every teacher in British Columbia to the serious study of a report that has attracted attention throughout the educational world. We are therefore doubly glad to publish the *Condensed Outline of the King Report* prepared by Mr. Logie of Kelowna.

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A prize of $25, given by Mr. J. K. F. English, Principal of Kamloops High Schools, under the name of "The John Marr Memorial Prize" is awarded to the student, enrolled in the Education class in the University of British Columbia or pursuing graduate work for the M.A. degree with Education as a minor, who presents the best essay on some phase of Secondary Education in this province. Last year the winner was Miss Violet Thompson, whose article in this issue of *The B. C. Teacher* is a precis of a section of her prize essay.

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With its current number *The Educational Review,* organ of the New Brunswick Teachers' Association and the Prince Edward Island Teach-

ers' Federation, completes the first fifty years of its history—notoriously the hardest years in the life of any young thing. *The B. C. Teacher* offers congratulations and good wishes.

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Mr. Gibbard, who, has special responsibility for the department called "What We Are Reading" reports that he is receiving admirable co-operation on the part of numerous Secondary School teachers but he asks the Editor to drop a hint to his Elementary School colleagues that reviews from their pens would be equally acceptable.

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It is with much regret that we realize this issue to be the last in the preparation of which we shall have the collaboration of Miss Elsie Roy as a member of the Editorial Board. However, we hope still to publish from time to time contributions from her pen similar in type to her essay on *Happy Schoolrooms.*

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Elsewhere in this issue there is a news story referring to Mr. P. J. J. Martin's proposai for the establishment of National Scholarships by the Federal Government. That education is a national concern rather than merely a domestic, local or provincial responsibility is nowadays generally acknowledged. To date, however, the British North America Act has pretty effectively precluded the Dominion authorities from co-operation in education. The scheme suggested by Mr. Martin points the way to Federal services that are constitutionally *intra vires* and big with possibilities for usefulness.

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The B. C. Teacher wishes all its readers a pleasant and recreative summer,—and hopes that during the vacation they will find time to write those articles that it has been on their mind and conscience to submit for publication in this journal!

GROWING PAINS

With this issue Volume XV of *The B. C. Teacher* is completed.

Your Editorial Board felt from the first that success in the task which it inherited last October would depend in considerable part on a substantial enlargement of the magazine.

In 1931-32 *The B. C. Teacher* averaged (in addition to cover) 34.6 pages monthly; in 1932-33 only nine issues were published, with an average size of 38 pages, or of 34.4 pages if we divide the total by ten; in 1933-34 the average rose to almost 39 pages; in 1934-35 this was considerably reduced, most numbers consisting of 32 pages.

The September issue, 1935, contained 36 pages, and the present Editorial Board determined to make that the irreducible minimum and steadily to increase the size of the magazine insofar as circumstances might warrant. Accordingly, the November number was expanded to 44 pages; the December, January and February numbers each contained 52

pages; the March and April magazines consisted each of 64 pages. In May we felt compelled to cut to 48 pages and this issue is the size you see.

The magazine is still too small. From every issue we are compelled to omit contributions and quotations of which we would gladly make use. However, the average size of the numbers has been increased by fifty per-centum in Volume XV.

This could not have been done if the Editorial Board had been restricted within the limits set by the budget adopted nearly a year ago. The Board has maintained intimate relations with the Finance Committee, the Consultative Committee and the Executive Committee and but for the support and approval of these bodies enlargement of *The B. C. Teacher* would have been impossible.

The total receipts of *The B. C. Teacher* from subscriptions and advertising, since this date last year, have been $3947.55, to which should be added Bills Receivable totalling about $490. Expenditures chargeable directly to *The B. C. Teacher* amount already to $2393.28; and when the publication of this number is paid for and all other indebtedness is liquidated there will be a deficit of about $250.00 to be met out of the general funds of the Federation.

If *The B. C. Teacher* is to be increased or even maintained in size, it will probably be necessary to consider, as a matter of bookkeeping, the wisdom of recording $1.25 instead of only $1.00 of your Federation fee as subscription to the organ of the Federation.

Would you approve?

ANOTHER FRIEND PASSES

IN the sudden passing of Mr. B. C. Nicholas, editor of the Victoria *Daily Times*, the teaching profession of British Columbia has lost one of its finest friends.

As a speaker on our convention programmes at various times, Mr. Nicholas was always given a warm welcome. The practical, common-sense manner in which he supported progressive educational ideas and ideals made him an effective champion of things for which British Columbia Teachers' Federation stands. In our meetings he was a friend among friends.

The news columns of *The Times* have always been hospitable to news of educational importance and the editorial page has reflected the editor's sympathetic attitude toward the establishment and maintenance of adequate educational facilities for the children and youth of the province.

The sterling worth of Mr. Nicholas as a citizen and his pre-eminence in many and varied interests and activities, both local and national, have already been widely recognized. To such tributes *The B. C. Teacher* desires to add an expression of the affectionate regard with which the teachers of British Columbia will cherish his memory.

OUR MAGAZINE TABLE

THE *Canadian Historical Review* ($2.00 per annum; 50c per copy), published quarterly by the University of Toronto, announces that in the June issue there will be a review of the publications of the past year bearing upon Canadian foreign relations. This article will be from the pen of Professor Soward of the University of British Columbia.

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In a recent issue of *School and Society* (Science Press, Lancaster, Pa.; weekly; $5.00) Dr. William Clark Trow presented a valuable paper on "Adjustment and Values", in which he indulges in forcible irony at the expense of those who resist departure from "old and tried methods" of character education. The essay is one that deserves the attention of members of the British Columbia Committee on Character Education.

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In the April issue of *The English Journal* (Sept. to June; University of Chicago Press; $3.35) there is the customary wealth of material of professional value to teachers of what we shall probably agree to be the most important subject of the curriculum. Have all British Columbia teachers who are in any way concerned regarding the revision of our own course of studies examined the curriculum report presented by Mr. Hatfield at the Indianapolis convention this past winter? This "Experience Curriculum in English" is discussed with great approval by several writers in *The English Journal.*

* * * * *

We have before called the attention of our readers to *School Activities* (1013 West 6th Street, Topeka, Kanasas; $2.00). In the last month's very typical issue the reader found a report on the Student Council Federation of the Central States; helpful notes on high school debating; an article entitled "Making Music Live in the Elementary School"; assembly programmes; control of student finances; and many other contributions of value.

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If you are a trustee or are otherwise engaged in educational administration, you are probably familiar with *The Canadian School Journal* (Port Perry, Ont.; $1.00). The May number reports a mildly startling address by the president of the Separate School Section of Ontario School Trustees' Association. In view of unemployment among educated people he suggests that it would be "salutary to retard somewhat the machinery of education, with a view to lessening the annual output upon an economic set-up quite apparently incapable of absorbing the number of graduates now being produced." Yes, dear reader, this was published in the Year of Grace 1936. Other articles in the same issue provide evidence of the fact.

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If you are interested in visual education you will probably find it worth your while to get on the mailing list of *The Classroom Film,* published by the Teaching Films Section of the Eastman Kodak Company, Rochester, N. Y.

The Educational Research Bulletin (Ohio State University) always supplies data worth thinking about. Findngs of various investigations in the moving picture field are reviewed in the April issue. In the United States it is estimated that there are in attendance, wekly, at the movie theatres, about 11,000,000 children under fourteen years of age. Children of from eight to nine were found to remember 60 per cent as much as superior adults, and children of fifteen and sixteen, 91 per cent. Even second and third grade children, six weeks after seeing a given picture, remembered 90 per cent as much as they did on the day following the exhibition. The movies are proven to be very effective indeed in the dissemination as well as of information. The movies are shown to be a prolific source of ideas, attitudes and ideals, both good and bad. The investigators found picture shows to be a factor of importance in the case of 10 per cent of the male and 25 per cent of the female offenders whose delinquency was studied. Are we adults yet doing our full duty by the children of British Columbia, in the matter of moving pictures? Are we taking full advantage of those things that make the cinema so effective an educational instrument and guarding the impressionable part of our population against the wiles of propagandists and the examples set by the popular morons of the stage?—The answer is easy and humiliating.

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Do you see any significance in the fact that one finds the April *School and Society* dealing at length with "The Plight of American Youth"; the April *Literary Digest* offering a review of Maxine Davis's "Lost Generation", a story of the young folk on your street who are "straying aimlessly toward middle life"; the April *Survey-Graphic* allowing the chairman of the Tennessee Valley Authority to talk of "The American Bent for Planning" and to urge the abandonment of wasteful individualistic methods in favor of a social and economic order capable of giving the people security and plenty; and the April *Forum* featuring an article entitled "Saving the American Child"? These four articles are discussed in the May number of *Pittsburgh School Bulletin.*

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The articles in the May issue of *The Geographical Magazine* (4042 Chandos Street, London, W. C. 2; one shilling per copy) that most interested the Editor of *The B. C. Teacher* were those entitled "Tribesmen of the White Nile" and "The Ditmarschen". The former deals revealingly (in every sense) with the appearance, lives and habits of several tribes easily accessible from the Nile but still primitive. In language, character and customs they would seem to be today what they probably were thousands of years ago. The second of the articles named tells of land reclamation projects of much possible political significance, that are being carried into effect in Germany, just north of the mouth of the Elbe River. Last August Adolf Hitler formally dedicated to the service of the German people the first piece of land reclaimed.

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From *School Life,* April, 1936, we learn that teachers' associations in seventeen countries are discussed in the 1935 Year Book of the International Institute of Teachers' College, Columbia University. This study represents the first survey of its kind. It includes articles on the history,

organization, activities and welfare of teachers' associations of the Argentine Republic, Brazil, Australia, Canada, Czechoslovakia and a dozen other countries.

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Pictorial Education for May had a picture map of England that strikingly illustrates the interdependence of the various parts of the modern world. The "Queen Mary" is a-borning at Glasgow; but every important town in Great Britain is shown as making its special contribution to the fabrication and outfitting of the great ship, while raw materials are brought from the four corners of the earth.

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In *The New Frontier*, a Canadian magazine of literature and social criticism (989 Bay St., Toronto; six months, $1.00; 25c a copy), the feature article for May is "Corbin: A Company Town Fights for its Life". British Columbia teachers will do well to inform themselves regarding this bit of current local history. The last word has not been said about it yet. *The New Frontier* is a very cleverly edited journal and the intelligent cannot ignore it except to their disadvantage.

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As usual, *Health and Physical Education* is replete with interesting and valuable articles. In the "How we do it" section for May, a Massachusetts teacher describes what she calls "schoolroom badminton" or "depression badminton", played without a net and with homemade paddle and "birdie". It looks like good fun and is worth investigating.

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Mr. H. Arnold Bennett, in *The School Review* for May, writes a dispassionate review of the spread of "loyalty laws" with their silly oaths for the restriction of teachers. Mr. Bennett's conclusions and advice are summarized as follows: "Inept though the loyalty laws may be, undoubtedly they are here to stay. Whether or not they prove antagonistic to the interests of education depends on (1) their provisions and (2) the interpretation and application of those provisions by school adminstrators, school boards and courts. Educators should first seek to delimit such legislation, to the end that it will bind teachers only 'to support' the federal and state constitutions", which themselves provide for their own revision from time to time. We hope that Mr. Bennett's confidence in the ultimately innoxious results of such legislation is well founded, but it all seems pretty queer up here in British Columbia. In Canada the state still assumes that teachers are pretty decent people, trying to help youngsters to find their way in a changing world, and realizes that loyalty laws are not needed by good citizens and sure to be evaded by bad citizens, whether teachers or not.

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The B. C. Teacher keeps on display at the Teachers' Community Room, corner of Hamilton and Dunsmuir Streets, Vancouver, sample copies of all magazines named from time to time in these columns.

In friendship we find nothing false or insincere; everything is straightforward, and springs from the heart.—Cicero, *Laelius*.

FEDERATION NEWS

By SAMUEL NORTHROP

THE Executive Committee of British Columbia Teachers' Federation was in session on Saturday, May 16, from 9:30 a.m. till 6:20 p.m. with a recess for lunch. Membership on this committee is not a sinecure, especially for members who come long distances and must be back on their jobs before the next school day!

Many hours were spent upon the resolutions referred to the Executive from the general meeting of April 16.

In view of the fact that certain amendments to the Schools Act had been passed at the last session of the Legislature, it was not thought wise or necessary to take any further immediate action relative to the resolutions bearing upon the consolidation of school districts.

The resolution from Richmond Teachers' Association relative to the restoration of salary cuts was amended to read: "That the Federation take definite steps to bring about a restoration of adequate salaries in all parts of the province, and that, to this end, a committee of the Executive and the Provincial Salary Committee interview the Department of Education at the earliest possible opportunity to discuss the bearing which modification of educational grants would have upon this question".

The resolution "That this convention is strongly in favor of the full control of the administration of education in unorganized territories by the Department of Education" was endorsed.

Richmond Teachers' Association's resolution regarding the payment of salaries had been withdrawn and in dealing with the related resolutions regarding minimum salaries (C. N. V. I. Teachers' Convention) and arbitration between trustees and teachers' associations, it was decided to take no action as these matters had been dealt with in amendments to the Schools Act.

In pursuance of the suggestion from West Kootenay District Council a committee was appointed to consider mimeographed material, to find out what is being done in different places and to report at the next Executive meeting regarding available tests and other work along this line.

When considering the resolution submitted by Central and Northern Vancouver Island Teachers' Convention relative to attendance at local conventions, the Executive Committee was advised that the Department of Education has given assurance that action will be taken by regulation to deal with this matter.

The request of the Shop Teachers that the training of Industrial Arts and Technical Teachers be established under a Provincial Institution such as the Normal School, was placed in the hands of a committee of Shop Teachers and Executive Officers of the Federation, who are to confer with the officials of the Department of Education and to report back.

The matter of pupils' monthly report cards had been brought before the Federation by Prince Rupert Teachers' Association. The Executive Committee appointed a special committee to further study this matter with a view to making recommendations to the Department of Education.

The resolution emanating from

the High School Principals' Association of the Lower Mainland with regard to amendments to the Teachers' Pension Act, was carefully considered. Action was deferred, however, pending the completion of the actuarial valuation of the Pension Fund.

A committee consisting of the President and all available Past Presidents was appointed to report upon the motion of Vancouver Secondary Teachers' Association regarding leave of absence for the President.

Resolutions 19, 20, 21, 22, 24, 28, 30 and 31 were passed as presented. These dealt with the collection of fees, remuneration for making examination papers, the establishment of a Department of Health and Physical Education at the University, amendment of the Normal School course in this same connection, professional libraries, training of Geography teachers, the removal of Cornish's School Geography from the list of prescribed texts and provision for ensuring a supply of geography reference texts, laboratory facilities, science texts and revision of credits in science. As all these resolutions have already been printed and circulated among members of the Federation it is not necessary to reproduce them here in detail.

Resolution 23, relative to High School entrance examinations, was referred to the Elementary Teachers' Department for investigation.

The recommendation as to size of classes in Science was amended to read: "Be it resolved that classes engaged in individual experiment in Science be limited to a size compatible with safety and efficiency".

Resolution 29, dealing with marks in Science papers, was referred to the Secondary Teachers' Association for report.

Various other items of business received the attention of the Executive. Mr. G. W. Clark was re-elected as representative of the teachers on the Board of Reference. Mr. Steeves, Mr. Morgan and Mr. Charlesworth were chosen as delegates to the 1936 Canadian Teachers' Federation Conference. The following alternates were also named: Messrs. F. B. Levirs, J. M. Thomas, J. C. Loomer, N. F. Black, and E. T. Oliver. Proposed changes in the draft of the Professional Bill were approved and Mr. Charlesworth and the Draft Bill Committee were commended for their work, as Mr. Whitley had already been. The date of the special general meeting for consideration of the proposed Draft Bill was fixed for Saturday, September 19, 1936.

What a day!

A NOTE OF WARNING

THE number of teachers who are availing themselves of the exceptional benefits of our Group Sickness and Accident Insurance is steadily increasing, your committee reports.

But they have two warnings to give you. First, that you do not leave until too late availing yourself of this protection. What would a physician's bill of three hundred dollars and other allied expenses do to the fund you have planned to live on until next October?

The second warning is to beware of unscrupulous agents who say they represent the Federation group but do not. We are sorry to report this has actually occurred and the unsuspecting teacher is the loser. The insurance company is the Union of Canton and Crossley Insurance Company are agents.

The committee wishes all Federation members a pleasant holiday, free from sickness and accident—but beware!

RAMBLINGS OF PAIDAGOGOS

A RETROSPECT—1900-1936

IT is now exactly ten years since Paidagogos began to ramble—at least in the way of regular contributions to *The B. C. Teacher*—and he may be forgiven for looking back over, and even beyond, what has been to him so interesting a period. But as retrospect is associated with age and garrulity, the reader, being perhaps young and a little impatient of senile meanderings, need feel no compunction about turning to another page. For if Ramblings are as hard to read as they are to write—which would be hard indeed!—then Paidagogos can only take leave of him with expressions of sympathy and goodwill.

But to look meditatively back, there seems to me to have been three distinct periods in education since the turn of the century. I refer, of course, chiefly to British Columbia; though the same periods can be traced quite clearly, with a slight modification of dates, in other parts of the world. Let us, by way of definiteness, commence with a summary:

1900-1915: Pre-revolution; mutterings of discontent.
1916-1929: Revolution; iconoclasm and exuberance of theory.
1930-1936: Post-revolution; sifting and consolidation.

The pre-revolutionary period was more closely related to the nineteenth century than to the twentieth; it marked the final stages of an educational system that had become complete and incontrovertible. This system, in true nineteenth century fashion, had solved all its problems and crystallized all its solutions—nothing remained for the teacher but unquestioning conformity, together with strict attention to his carefully allotted and narrowly circumscribed task.

Mutterings there were in abundance; but with the exception of a few hardy spirits, the teaching profession—as yet neither organized nor very articulate—took pains to avoid even the appearance of disaffection. Teachers bent their necks meekly to the yoke and wisely kept their criticisms to themselves. Yet the yeast was at work: from one end of the province to the other teachers were reading strange American books, talking dangerous heresies behind closed doors, and fomenting eventual treasons. Beneath an apparently still surface there was a movement in the making that was to precipitate the greatest storm that ever lashed these educational waters. Teachers were sick to death of blind routine, of unreasoning obedience, of microscopic direction. Deep down in their hearts they sensed the return of freedom and of broad vistas; they were somehow aware that the Pestalozzian vision was more than a pious hope, that education has a philosophy as well as a structure.

About 1916 the storm broke, slowly at first but with increasing violence. There came a fifteen-year period of unexampled enthusiasm, of tumult and upheaval. A ruthless iconoclasm was wedded to an extraordinary intellectual fertility. Nothing in the whole range of educational practice, no matter how venerable nor how transparently wise, was safe from fanatical assault; and no pedagogical speculation, however tenuous or divorced from practical experience, was beyond the pale of brilliant and even authoritative support. Much good resulted—and much evil.

The old system, with its smug finalities and eternities, was burst asunder like an old glove. The sociological nature and purpose of education were clearly revealed. But the system of the future was still sensed rather than seen—it was taking form in a thousand ingenious minds, and was as bewildering as it was protean.

Characteristic of the period was the emergence of scores of brilliant young careerists who set out to make education an exact science. It was the great era of tests and measurements, of business efficiency and commercial opportunity in the academic field. Experts labored incessantly; everyone with the least claim to do so wrote half a dozen books—and pocketed substantial returns. Strange new courses appeared in university calendars. Men, with negligible classroom experience, perfected their judgment through the medium of theoretical study, and straightway became leaders.

Not, of course, that much of this sort of thing happened in British Columbia. But we were soon in the thick of the controversy for all that. Gaining liberty and enlightenment, we were hardly able to stop short of license and credulity; inheriting the earth, we proceeded to the annexation of the moon. No theory was too fine-spun for our eager acceptance; no pedagogical dictum, so long as it bore the imprimatur of a great name, was too much for our digestion.

Yet there was a splendor about those days! Vast claims and tremendous denunciations shook the educational world; modernist and fundamentalist swayed back and forth in Homeric combat; the words "visionary" and "reactionary" took on new and portentous connotations. Every man over forty was suspect!—indeed, the older he was the more vehemently must he declare his allegiance to the symbols of progress, the more convincingly must he bear witness to the truth of his conversion. All the intelligence was arrayed on the one side, and all the bigotry on the other. To be a moderate was to be a poor ineffectual creature, devoid of brains and sluggish in emotion.

Some seven years ago the storm began to subside. And this for two reasons. In the first place, men cannot remain at fever-heat indefinitely; and in the second place, the broad outlines of educational philosophy were taking definite shape. Standards were at last emerging by which progress might be differentiated from newness, and wisdom from enthusiasm. With the relaxing of tensions we looked about us for the first time with unclouded eyes; we realized that many parts of the old fabric were still standing, that an abundance of material was at hand for the fashioning of a nobler educational edifice.

The present decade, therefore, is an era of sifting and consolidation. We have ceased to take everything on trust. Having licked our wounds we are in process of estimating our gains. The heat of battle has died down and we are restored to the useful commonplaces of sanity. We are evaluating our modern instruments—as, for example, intelligence tests—on a thoughtful and practical, rather than on a wishful and fanatical basis. The terms visionary and reactionary are no longer bandied about. There may even be a danger that we are all become moderates together!

(Continued on foot of page 13)

SUBJECTS — BUT NOT CITIZENS

By KATIE THIESSEN, *Columbia College*

THE Indians who, not more than two centuries ago, peacefully paddled their canoes on the blue waters of British Columbia's bays or who, light of foot and strong, roamed over cliff and rock in pursuit of the fleeting deer, deemed this region, bounded by the great Pacific and unpassable mountains, their undisputed kingdom. The self-sufficient savage in British Columbia's forests knew nothing of an overcrowded Asia where millions battled for existence in densely populated regions; no vision of far off Europe fighting for the rights of man, struggling for national and political unity, and searching for new worlds, disturbed his peace.

But already adventurous Europeans in search of new fields of activity were binding together the once remote continents and human carriers of civilization transmitted the heritage of the Old to the New World. And East met West.

The day dawned when the Indian Hunting Ground became the outpost of British civilization on the Pacific Ocean. How long could it remain a bulwark against the onslaught of influences which were born on the borders of this Third Mediterranean in history? Thus the geographical position of British Columbia has created its problems. Here is a province with international contacts, as vital as any of those which tie it to the Canadian East, and contacts which to a large extent are Asiatic. To preserve good relations with the Orient, which from the point of view of trade developments seems rather essential, and at the same time to consider the welfare of a British Province in the face of Oriental immigration has become a delicate and vital problem of national and international significance.

The history of Oriental immigration into the province need not be recounted here. It is enough to recall that it began as early as 1858 and that side by side with the entry of Orientals into the life of the new colony arose the cry against the cheap laborer. As time went on and the contacts of Occidental and Oriental became more common, steps were taken by the Provincial Government to safeguard the interests of the white population. Legislation against Asiatics has taken many forms, chief among which is the law concerning the franchise. Custom born out of this legal discrimination debars British subjects of Oriental stock from innumerable phases of actvity, both economic and social.

RAMBLINGS OF PAIDADOGOS—(Continued from page 12)

Paidagogos would close with the observation—for which, due to the brevity of human life, he will scarcely be called to answer—that these three periods are typical of social evolution; and that at some later date in the twentieth century, they will torment and fructify the academic mind again.

Chief among the reasons underlying this un-British policy is, perhaps, the fear of economic competition and the eternal cry concerning the aliens' low standard of living. This latter could of course be remedied by minimum wage legislation, since even an Oriental might appreciate a higher wage if it were offered to him. More serious, however, is the contention that the Oriental cannot be assimilated. These fears are, however, hardly met by indefinitely postponing the issue. Legislation against the Oriental cannot solve the problem; cannot even go on indefinitely. In the meantime thousands of citizens have been embittered by a treatment which is humiliating at best. It has very serious consequences when applied to the second generation. Even if we are not interested in similar cases in the history of racial minorities, cases where decidedly undesirable qualities have resulted from unfair discrimination, we might study the effects which these legal restrictions have upon the generations of boys and girls in our schools, whose permanent home will almost invariably be the land of their birth.

Granted that the first generation of any immigrant group is resigned to hardship and misunderstanding and unfair treatment, it is this group that is bound to represent the contact with the land of their origin, and which makes complete adoption of Canadian culture difficult. The second generation is born and raised in Canada. Our laws give them nationality but their race deprives them from becoming citizens. We do not give them equality but we give them Canadian culture. The children are forced to attend our schools and are generally good pupils. Their contact with our culture creates a three-fold problem, that of the first generation, that of the second generation itself, and that of Canada.

The first of these constitutes one of the greatest tragedies which any immigrant group in a foreign land has to experience. To the clash and misunderstanding between youth and old age is added the clash of two civilizations. Often the disrupted home, robbed of a common language medium, is faced with conflicting issues in every branch of everyday existence. To the cultural clash is added the vital difference which varying conceptions of religious ideas entail. The attempt of the old generation to retain even the old language, by instruction which prolongs the regular school day, often meets with resentment on the part of Canadians. The teachers charged with the task of "Canadianizing" them consider each such attempt a retarding step in the difficult climb. The child born into an Oriental home, sensing the clash inside, is extremely sensitive to an equally strong clash when he faces Canadian ideals. He may be quite capable of adopting most of Canada's culture but this development is obviously not a natural sequence from his home life. Teachers would be wise to recognize the immense gulf that of necessity must exist between the immigrant home and the Canadian school. Adjustment, difficult in many a child's case, is very much more difficult in the case of the child that comes from an entirely different environment.

His school fellows themselves are usually willing to accept into school society the little stranger, although it must happen often enough that conversations at home prompt the members of a team to exclude one of the group that is being discriminated against in adult life. Sometimes

Oriental children in self-defense lapse into using their native tongue on the school grounds. This occasions a lecture from the teacher who carelessly drifts into general statements concerning the importance of Canadian customs. Much wiser might be a policy of co-ordinating the principles of a child's duties to country and home. To refuse to consider the merit of the home, though it be Oriental, is to begin to build a house without a foundation. A child that finds all its native cultural assets repudiated, or at least ignored, will be capable of grasping only the most superficial part of a new culture, because the essential connection has not been made. How much of good feeling, of a sense of pride in making a unique contribution to the class geography lesson, of appreciation of other people's outlooks could be attained by the mere recognition that the little strangers have much to give as well as to take!

A better knowledge of Oriental culture and a wider application of the knowledge concerning other foreign groups would of course seem a necessary prerequisite for any teacher engaged in fashioning new Canadians. The remarkable inability of the Anglo-Saxon to think in terms of another language, or even to consider the importance of the existence of another language, is of course a tremendous handicap in the attempt to bridge the gap between the alien and Canadian groups. This insistence upon the superiority or at least the priority of the English language is perhaps responsible for the criticism which some more sophisticated opinion levels at the Second Generation. That is, that altogether too much is said about the Canadian influence on the Oriental and too little pride is shown on the part of the Oriental in his own particular heritage. But how long can a child be expected to respect language, customs, and ideals which are never held up him as having any value at all, but which are either completely ignored or even ridiculed?

Enlightened opinion, especially perhaps among the second generation of Canadians of European stock, is everywhere changing in the direction of fairer treatment for Canadians of Oriental parentage, who would be aliens indeed in any land but Canada. The task of creating goodwill, confidence and mutual respect rests heavily upon the teachers of this province. The rising generation of British Columbians, when its time comes, will no doubt grant political equality and economic opportunity to thousands of law-abiding, Canadian-born citizens now disinherited. This alone will avoid the danger of creating in our very midst a permanent discontented and under-privileged minority. Such a policy will rest simply upon a candid recognition of facts and a desire to forestall grievances dangerous to the Canadian nation.

Meanwhile, to those of us who are dealing with racially-handicapped children every hour of the schoolday, the injustice and pathos of their fate ought to provide sufficient motive for active and sympathetic interest.

SELF-HELP IN THE RURAL SCHOOLS

By L. A. WRINCH, *Port Moody*

A VERY sincere clergyman of my acquaintance was once questioned about the power of faith. The sceptic mentioned that passage which refers to the moving of mountains, and expressed some doubt as to the achievement. "Well, my friend", said R——, "if it were necessary to move a mountain I would first pray and then go there with a shovel". British Columbia teachers have long been praying for some sort of assistance from the Department in the form of standard memeographed material but till now have confined themselves to that form of prayer contained in resolutions to the Department of Education. At the Easter Convention, however, a devout group took their shovels in hand and commenced a figurative excavation which may some day result in the removal of that handicap which has so long withstood the assaults of solicitation unsupported by action.

In other words, dear teachers, a start has been made on standard work books in various subjects. A few volunteers have undertaken to collect tests, exercises and all useful forms of busy work with which they are familiar. The model set was a mimeographed booklet of about 50 pages, similar in general form to the commercial booklets now on the market for English and Geography. These latter are excellent in the subjects for which they are available, but for many subjects no aids of this type can be purchased. The teachers in the rural schools will, I am sure, be ready and more than willing to help in this matter. To avoid duplication of effort it was suggested that teachers write to the Editor expressing two or three preferences as to the subject and grade in which they are ready to prepare such a booklet. If more offers than there are to be booklets, co-operation can be arranged.

At present no arrangements have been made for the financing of this project, but with curriculum revision nearly completed for the elementary section, it is obvious that the completion of the booklets must come during the school year of 1936-7 and copies will hardly be available before September, 1937. Before that time material must be gathered and organized. If the manuscript is ready for printing there can be no excuse for delay and if the Department of Education cannot find the funds, the printing can be done under some branch of the British Columbia Teachers' Federation on a non-profit basis.

So get out your shovels and, (if a very badly mixed metaphor may be pardoned), after due prayer and meditation on your choice of subjects, write to the editor expressing your intention to "dig in" with those who are already engaged on the removing of our outstanding educational mountains.

The attainment of a sound mind in a sound body is the end of education—Locke.

PRACTICAL CITIZENSHIP

AS TAUGHT IN TECUMSEH SCHOOL

By RUTH WITBECK, *B. C. Organizer, Junior Red Cross*
2731 W. 36th Avenue, Vancouver

A "MODEL" Junior Red Cross meeting was presented on the Normal School stage by a Grade V class of children, 10 and 11 years old, of Tecumseh School, on May 5th, 1936. Normal School students occupied the body of the auditorium but the entire meeting had been planned and was carried out by the children themselves.

Under the direction of their capable young 10-year-old President, Ian Blake, who occupied the chair, parliamentary procedure was followed to the last detail. The teacher of the class, Miss Brewer, was in the audience throughout the meeting.

After the singing of "O Canada", the Secretary, Ronnie McMillan, read the minutes of the previous meeting and the correspondence. The little Treasurer, Flora Lindsay, then gave her rport as follows:

"Mr. Chairman and Class:

Receipts:	
Cash on hand at last meeting	$4.70
Collection	.24
Sale of bottles	1.55
Total	$6.49
Expenses:	
May Pole ribbons	.48
Plant (for teacher when sick)	.75
Card	.05
Booklets of Vancouver	.20
Book of health plays	.25
Book of health verses	.10
Money for rescue workers (Moose River mine)	2.50
Scrap book	.15
Post cards	.35
Postage	.10
Cash on hand	1.56
Total	$6.49

"Also we received 50 cents from the P. T. A. for having the most parents at the last meeting. We spent this money for the two pink geranium plants".

Billy Wilson presented his report as Chairman of the Health and Cleanliness Committee:

"Mr. Chairman and Fellow Members:

"I hear there are still some people going to the lunch room without washing their hands, which is very unhealthful. You have

a good chance to wash your hands when you go down to the basement.

"Some people are still breaking the health rules. I am not going to read their names now as we are visiting, but—

1. Three people had dirty hands.
2. Four people still put pens and pencils in their mouths.
3. Several people put their head too far down on their work.
4. One person had an untidy desk.

"I want to remind the girls to keep their hair out of their eyes. Perhaps the treasurer would advance five cents to buy bobbie pins for girls—and boys, too—who get hair in their eyes".

Then came the Service report, given by Helen Horchak, which read:

"Mr. Chairman and Class:

"We have just sent away 530 coupons. We have 158 coupons already. We are doing well on tinfoil. We will send it away too. We have collected about 500 bottles and sold some. From the ones we sould we made $1.55. We have given all the medicine bottles which we didn't sell to the Chinese Mission to be used for giving free medicine to the poor Chinese. Thank you".

(The coupons referred to are from Quaker-Oats, Royal Crown Soap, etc., and are sent to Red Cross Headquarters where they are exchanged for blankets, silverware, toothbrushes, etc., for the hospitals. The tinfoil is also sent to headquarters and sold for the Junior Red Cross Crippled Children's fund).

Rhoda Bower, the Circulation Manager, reported that 12 Junior Red Cross Magazines are ordered each month and that already five members had brought 5 cents e ch for the next issue.

The money box was now passed around and the members who had earned pennies dropped them in for the Branch funds.

The meeting was then open for new business. The President brought up the matter of a proposed hot dog sale for sports day to raise money. After considerable discussion the members passed a motion to sell sandwiches and drinks instead.

A motion of thanks was passed to Buster Gill for painting the class museum. Buster is the museum manager and has classified all specimens in the collection. He told the members that any further contributions would be gratefully received.

The youthful President, Ian, then handed the meeting over to little May Hamilton, vice-president and programme convener, who had arranged a pleasing programme. This included a song by Ian McLeod, a recitation by Billy Wilson, a bandaging demonstration by Geoffrey Lord and Ronnie McMillan, and an Irish dance by the girls of the branch. The meeting then closed with the singing of the Junior Red Cross Song.

At this point the President made a little impromptu speech:

"I wish to thank the Normal School students for keeping so quiet during our meeting and I hope you enjoyed our meeting as much as we liked putting it on for you".

One of the Normal Students suggested that the Juniors pass their money box through the audience for contributions. This was done and no less than $7.90 was added to their treasury! The following morning the club sent $5 of this amount to the Crippled Children's Fund of the Junior Red Cross, which cares for several crippled children in the hopsitals.

In addition to the activities outlined during the meeting, this club has kept up correspondence with a class at Greenwood, B. C., and has just completed a scrap book of Vancouver for them. The Greenwood children have collected various kinds of rock to send down to the children of Tecumseh School for their class museum. During the present school year these Juniors have added 12 books to their class library, and are planning to bind their classroom copies of the Junior Red Cross Magazines.

The Junior Red Cross is the largest children's organization in the world and boasts of 16,000,000 members in schools in 50 countries. Of these, at the present time, 14,000 are in British Columbia—5500 of them in Vancouver schools. Is your school represented? If not, what about organizing a Junior Red Cross Club in your own classroom next term?

NORMS FOR ARITHMETIC TESTS OF RURAL DEPARTMENT

PROBLEMS

Grade	*Cases*	*Possible*	*Range*	*Norm*
III	78	12	0-12	5.70
IV	102	15	0-14	5.30
V	108	15	0-14	5.25
VI	70	15	0-15	4.87
VII	76	15	0-15	7.23
VIII	61	15	0-15	6.83

FUNDAMENTALS

Grade	*Cases*	*Possible*	*Range*	*Norm*
III	47	201	121-201	192.5
IV	61	201	121-201	197.5
V	89	201	121-201	197.4
VI	48	128	36-128	105
VII	45	128	46-128	111
VIII	25	128	71-128	114

—L. A. W.

No genuine observer can decide otherwise than that the homes of a nation are the bulwarks of personal and national safety and thrift.—Holland, *Gold-Foil.*

WHY GO TO SUMMER SCHOOL?

By Louise M. McAlister, *Yahk, B.C.*

WHY go to Summer School? Presumably one attends to obtain new outlooks, new ideas, and new methods. But how long a period has elapsed since the eloquent advocates of socialization, project methods, student discipline, etc., have actually taught in an ungraded school containing anywhere from three to nine grades, and eight to thirty pupils? Just how did they manage to preserve their peace of mind while their pupils learned by doing?

Prominent educators apparently agree that active learning of useful skills and habits is infinitely preferable to an indiscriminate memorization of facts.

After leaving Normal most of us obtain rural schools. We have been trained in city schools where there is ample opportunity to learn by doing. Now we find ourselves lacking libraries, gymnasiums, school basements, money, and various other things; not the least of which is ample blackboard space. It is up to us to adapt our methods and our attitude to these new circumstances. If we succeed it is generally because we have not only learned a great deal but we have also forgotten a great deal.

During the summer we are expected to attend a Summer School where we will advance in city technique. But what we really want to know is how to stimulate an interest in books when there is only an extremely limited library and the pupils frankly admit that they prefer *True Stories* or the *Adventures of Dick Tracey* to *Anne of Green Gables* or *The Adventures of Peter Rabbit*. We want to know of inexpensive seatwork that is instructive but yet is quickly prepared and marked, and does not encroach overly much on our valuable board space. These are just a few of the things we hope to learn, but usually don't, at Summer School.

Why couldn't an Inspector or competent teacher teach a sample rural school and attempt to cover a programme of study under the conditions usual in many of British Columbia's rural areas? He or she could teach the usual subjects for the usual school day, week in and week out. Let the pupils range intellectually from clever to sub-normal. The class might contain from three to eight or nine grades depending on whether there were eight or thirty pupils.

Nature, physical education, drawing, dramatization, handicrafts are all very much in the limelight today, as we gradually realize the necessity of educating people to put their leisure time to proper uses. Perhaps this demonstration class could give us a few suggestions as to how it may be done. In the majority of the rural schools there are no basements or gymnasiums where work of this kind may continue through the cold winter months. The children arrive at school dressed in heavy clothes and heavier boots, which are quite unsuitable for relay games, jumping, etc., or even for the milder exercises

which may be done in the classroom. The same thing is true of dramatization. While the junior pupils dramatize Aladdin, everyone else sits up and thoroughly enjoys the performance. The time is well spent, but when the performance is over what about the facts for our project map, which haven't been found? What about the grammar exercise which was to serve as a review of the last lesson before taking up some new point in this lesson?

These are just a few of the many problems which most of us try to solve by the trial and error method. The way we solve them depends upon our attitude to the individual pupils and the curriculum, as well as the attitude we feel the Inspector has to our work. If the Inspector casually asks: "Have you completed the Reader yet? Well, I think you should be finished; Miss Jones' class has done so", it isn't at all difficult to figure out how much less time will be given to dramatization and literary appreciation in the near future.

The great majority of rural teachers would like to lead their pupils to make the most of their individual abilities for work, play, and pleasure, both now and in the years to come; but how can it be done in rural schools? Perhaps a demonstration class like the one suggested might at least offer some valuable suggestions.

SOWING

JOHN G. SOMERVILLE, *Nanaimo, B.C.*

Give me grey days with freshening rain,
  The wind's song in its mighty sweep;
Long summer days are milky tame
  And drug the veins with honied sleep.

Give me a life of storm and stress,
  Fighting to hold with every breath;
Too soon alas comes idleness,
  And long, so long, the sleep of death!

Give me to know when work is done
  And closing shadows fringe my seat,
(What matters then who lost or won?)
  That I have sown where some will reap.

HAPPY CLASSROOMS

By ELSIE ROY, *Primary Supervisor, Vancouver*

THERE is a school whose special motto is "Happiness first, all else will follow". It is a school for children with limited mental powers, but I feel that its motto would be a good one for us all to adopt with, perhaps, some modifications and provisos. There will, of course, be differences of opinion as to how this happiness should be attained.

In primary rooms especially a spirit of joyfulness is highly desirable. Such an atmosphere quickens little children's minds just as sunshine stimulates their bodily functions. And it is a commonplace to say that happiness cannot be achieved without work. Both teacher and child have to strive very hard in order that the joyous goal be reached. It may safely be stated that the more purposeful activity there is in a classroom the happier will the pupils be, and furthermore, because they will at the same time be building up good habits and attitudes, the greater will be their chances of happiness in adult life.

The primary room, as well as all higher departments, has lost or almost lost its reputation of being a sort of house of confinement wherein are incarcerated for long weary hours each day many small victims. Shakespeare's whining and unwilling school boy is now almost an obsolete biped. Most young children look forward nowadays with eager anticipation to the day when they may join the school-going throng and by so doing enter that "arch wherethro' gleams the untravelled world" of life. The word "gleams" very aptly describes the assured attraction of his primary school days to the little six-year-old adventurer setting out just as surely as did Ulysses of old to gain great experience. And this change in the beginner's attitude is largely due to the changed atmosphere of our primary rooms. Fame of the happy activities being carried on in them has been promulgated from home to home by other happy beginners who have passed through.

What internal change has taken place in the primary classroom in order to have transformed it from a place where learning was exclusively a matter of rule and rote and rod, into a centre of pleasurable activity where small people learn to do by doing, and where the endeavour is made to give their social instincts room for growth under kindly guidance and encouragement?

Under analysis one finds that the old order vanished in direct ratio to the introduction of activity programmes. Not so long ago we taught the three R's by sing-song or repetitive methods of some sort or other. The result was a kind of unleavened bread of knowledge. Then about a decade ago we began timidly to insinuate into the process a small amount of raising agent. We called it the project method. Marvellously it worked, although it required, in a way (but

only in a way) more energy and awareness on the part of the teacher. The result, however, was not only an increase in the pupils' academic knowledge but also improvement in social training and character building.

At the present moment we have reached a still further stage of development in our educational outlook and method. The new curriculum stresses the Unit of Activity, which one might describe as the project excrescence so assimilated and integrated with the educational body corporate that it is now the very core or essence of it. Some real interest or need on the part of the pupils will, under the teacher's well planned guidance, set going a co-operative activity which will embrace all subjects and, of much more moment, which will also be integrated with the problems of life itself.

Let us suppose that a primary class is so situated that it has a view of shipping on a stretch of water. Then, under the unit of activity plan, the ship traffic might provide the inspiration or motivation for a series of blackboard reading lessons, chart and booklet making, and studies in social science, science, number, drawing or modelling and construction work.

Let us now imagine ourselves peeping into a classroom where a Unit of Activity is being worked out. If we expect to see the little people all sitting perfectly still like little graven images, hands clasped behind backs, mouths tightly closed, each child trying in the manner of tradition to win an honour roll for deportment, we shall receive a grievous shock. These small persons have no time to kill in that way. Their minds and hands are occupied every moment and therein lies the secret of their happiness. They move about in a human natural way, quietly and with respect for order and discipline. It is the teacher's aim to have the children work in a free and friendly and mannerly spirit with their fellows for she believes it is only by so doing that they will learn to be courteous, to bear responsibility and to co-operate with their fellows in adult life.

In this particular room where we are now onlookers we at once become conscious of a certain very definite atmosphere, which can only be created under the Unit of Activity or perhaps the project methods. From the first moment after stepping over the threshold the observers become conscious of the nature of the activity which is under way. This awareness on our part is not only due to the visual manifestations of the work but to a special spirit that permeates the atmosphere. It is a spirit compounded of industry, of eagerness, of happiness. True, the teacher has the room attractively decorated, and to some extent her own personality is reflected in it. There are prints on the wall which are not mere spots of colour, but are prints worthy of study. The blackboards have been used to record facts or illustrations on the topic being studied. There is a diversified display of pupils' work, which, together with the prints, changes with each new unit of activity. The children work in teams,

or singly, at some part which, when assembled together with parts upon which others have been working, will constitute a planned whole.

At the moment of our observation the study being undertaken is Indian life. A little group of boys is erecting, in one corner of the room, a wigwam, by fastening gunny sack fabric about ten poles tied together at the top. Another group, this one consisting of girls, is sewing with basting stitch, fringing by making parallel cuts, and decorating elaborately and colourfully with wax crayons a full-size Indian costume for themselves to wear in turn during dramatization. A team of boys is similarly and nonetheless zestfully working on a boy's suit. All the children have made Indian headpieces of paper feathers and they will reproduce many other objects of use in Indian life. On charts and on the blackboard are printed Indian poems and the words of an Indian action song. Each morning the bulletin board contains stories of Indian life or factual matter related to their mode of living, or news of the day's proposed activities.

The number in the class is worthy of mention. It contained 30 children, a number sufficiently great for any primary teacher to handle, not only from the standpoint of efficiency in academic instruction, but also from that of individual character building. For the teacher must have a group small enough that she may study the inherent qualities and potentialities of each child. In a group larger than 30 there soon tends to be confusion and the whole purpose of the undertaking, that is, to develop a happy industrious, successfully functioning unit of community life, is rendered nugatory, or worse than so.

I feel that a note of warning should also here be sounded as to a danger of lowering our own present standards of attainment in the academic subjects if we do not keep these and the new activities in their proper perspective. However, if a nice balance be maintained between acadmic and social objectives, the work and training in our primary rooms can go forward with the maximum of success and happiness.

A Condensed Outline Of King Report On School Finance In British Columbia

By J. Logie, *Kelowna*

AS members of a teaching body desirous of raising itself to a recognized professional status we should know something of the Report on School Finance in British Columbia. We should feel proud and perhaps a little flattered that a member of our own profession, Mr. H. B. King, was assigned the task of directing the survey. It was with the hope of stimulating professional interest in the report that the following outline was presented to the Kelowna and District Branch of The Okanagan Valley Teachers' Association. In re-writing it for *The B. C. Teacher* it has been necessary to condense and concentrate the original paper. It is hoped that the clarity of the surveyor's findings do not suffer as a consequence.

In a review of conditions as they are at present the report points out that we have no general set of aims which can, in the light of sound psychological theory and practice, make any serious claim to being an adequate philosophy of education. Some of the excuses for education, for they can scarcely be labelled otherwise, are as follows:

(1) that education should be a mental and a moral process of discipline;
(2) that our schools should "manufacture" a cultured product!
(3) that the educational institutions should exist solely for the self-realization of the student;
(4) that the schools should inculcate social efficiency somewhat resembling that of pre-war Germany;
(5) that the schools should produce the kind of people necessary for the safety and perpetuity of the State.

These so-called philosophies take no thought for the Seven Cardinal Principles of Education which are recognized by leading authorities as being the necessary foundation on which the structure of any educational philosophy should be erected.

The survey notes that, at present, neither our curriculum nor our teaching is focused on the needs of the learner. At least half of our school population is able to benefit to a much greater degree, than at

present, from the benefits of a secondary education. Many of these are retarded or eliminated, entailing an enormous waste of time, energy and money. Any re-organization scheme should, therefore, include a curriculum revision.

The reader tacitly asks himself, "How much do we pay for education, in comparison with other areas?" The survey answers for him. Taking the year 1931 we find that the per capita cost in this province was $13.71. Comparing this with the States of the American Union the reader finds the median there was $19.56. Those whose per capita expenditure fell below that of British Columbia were in this order: Oklahoma, Texas, Florida, North Carolina, Louisianna, Virginia, South Carolina, Kentucky, Tennessee, Mississippi, Alabama, Arkansas, and Georgia. If our per capita expenditure were much lower our educational services would be comparable with those of the Negro States where the level of literacy is not flattering even on an international scale.

Many of the states whose achievements and efforts toward sound education are considered to be below ours pay appreciably more than we do for the privilege. The State of Washington, whose standards are spotty, according to some observers, pays $21.50 per capita for educating its children. These costs are exclusive of University grants.

Turning to a comparison with the other provinces in Canada we find ourselves certainly not more enthusiastically extravagant than we ought to be. The per capita costs for these areas, exclusive of Quebec, are as follows:

Ontario	$16.73
Manitoba	16.73
Alberta	16.56
Saskatchewan	15.39
British Columbia	13.71
Nova Scotia	8.17
New Brunswick	7.80
Prince Edward Island	5.80

When the increase in enrolment is compared with the change in cost, over the 1921-32 period, we find that in British Columbia the cost increase exactly parallels enrolment increase. For Alberta, Saskatchewan and Manitoba the enrolment was ahead of the cost. For all the Eastern and Maritime provinces the expenditure was ahead of the enrolment. Once again British Columbia has spent no more than has been necessary.

The Dominion Bureau of Statistics has calculated that all Canada, in 1931, spent 3.5 per cent of its income for educational purposes. Using the Bureau's figures and methods the survey reports that British Columbia spent, for the same year, 3.14 per cent of its income for this utility. Once again, we have not been more lavish than other similar areas.

At this point it makes a pertinent digression to note that the Dominion Bureau of Statistics with its capacity for revealing hildden income sets British Columbia's "effort" income at $270,316,263, for 1931. The surveyor adds 30 per cent for "property" income arriving at a total income

of $351,411,142 for that year. The British Columbia Income Tax Department sets it, for tax purposes, at approximately $150,000,000.

In the matter of wealth per capita we find that in 1929 the distribution was as follows:

Nova Scotia	$1769
Prince Edward Island	1864
New Brunswick	1950
Ontario	2910
Manitoba	2982
Quebec	3188
Saskatchewan	3451
Alberta	3518
British Columbia	4012

The figures represent tangible wealth apart from undeveloped natural resources. The report assumes that, although this form of wealth has shrunk since 1929, the provinces continue to hold the same relative positions on the scale as they did in 1931.

Therefore, we live and teach in a province which is the wealthiest in Canada, per capita, but which stands at about the median for Canada in per capita educational expenditure and devotes a smaller percentage of its income for educational services than the rest of Canada. It stands well below the median per capita expenditure for the continent as a whole.

In spite of our careful policy in the financing of education our standards relative to Canada as a whole do not seem to have suffered. The University of California School of Education, in a recent survey, considers British Columbia superior to the other eight Canadian provinces in the quality of its education. Thus the Public School System of this province, which has been subjected to invidious attacks on the ground of economy by a voluble, irrepressible and perhaps irresponsible set of critics, has no need to feel ashamed of either its standards or its cost.

In our hasty survey of present conditions the current method of financing education merits a passing reference. Under this scheme the following standard salaries were assumed as the bases on which government grants would be paid.

High School	$1200	per teacher per annum.
Junior High School	1100	" " " "
Elementary School	780	" " " "

(1) The High School grant is paid according to the following formula:

$$\text{Grant per High Sch. Tr.} = \$1200 - \frac{\text{Tax at 1¼ mills on assessed val.}}{\text{No. High School Trs.}}$$

(2) The Junior High School grant is paid in this manner:

$$\text{Grant per Jr. High Tr.} = \$1100 - \frac{\text{Tax at 1 mill on assessed val.}}{\text{No. Jr. High School Trs.}}$$

(3) The Elementary School grant is arrived at thus:

$$\text{Grant per Elem. Sch. Tr.} = \$780 - \frac{\text{Tax at 1¼ mills on assessed val.}}{\text{No. Elementary School Trs.}}$$

In some districts this was found to be quite satisfactory since the grants were, algebraically speaking, negative. In other cases they were so low as to be useless. In order to alleviate the situation the School Act was amended in 1934, so that the smallest grant per Elementary School Teacher is now $305, per Junior High School Teacher $355, and per High School Teacher $380. In any case the High School grant must be at least $75 more per teacher than the Elementary School grant and at least $25 more per teacher than the Junior High School grant. The Junior High School grant must be at least $50 per teacher greater than the Elementary grant.

The report points out that Vancouver is a seriously affected sufferer under this plan. Even on the basis of the amended grants Vancouver would benefit by an increased grant of $40,000 if the obsolete 8:4 plan of school organization were re-adopted. The fact that the most progressive area in the province is forced to pay a penalty for its leadership is eloquent against such a system.

The local areas are forced to raise their share of educational costs by the property tax. Such a levy bears particularly heavily on marginal and sub-marginal farm lands whose owners either barely clear expenses or fail to meet them. The survey states that the existence of such area is a condemnation of the settlement policy of the province. Such areas should be closed and the inhabitants moved to other parts of the province where farming is possible.

Furthermore, the present tax rates are based on antiquated values. Such unfair taxation impairs the tax base. It encourages the owners to let the taxes accumulate and finally allow the land to revert to the municipality or government. It then ceases to be a paying proposition for the local government.

There is one other source of revenue that may be used. In 1932 the Legislature amended the School Act to allow Municipal Councils to levy, for ordinary school expenditure, a special school tax on all parents of school age children who pay no other municipal taxes. Single men and women who pay no other municipal taxes are also included under this classification. While this may offer a solution to the difficult problem of how to raise local funds, Municipal Councils and School Boards, for obvious reasons, have shrunk from the odium of collecting such a tax.

Apart from all financial considerations, Mr. King finds educational affairs in an unsatisfactory state. Hastily summarizing these we find:

(1) we have no adequate, if any, philosophy of education;
(2) we have no applied science of education;
(3) the curriculum is terribly maladjusted to needs. It is based on university requirements rather than individual demands;
(4) we have an unjust method of school taxation;
(5) our method of apportioning grants defeats it own purpose;
(6) there is a tremendous inequality of opportunity because of the lack of a systematically controlled organization;

(7) other than individual enterprise there is no stimulus for professional growth among teachers;
(8) local favoritism takes precedence over ability, in many cases, in the appointment of teachers. Gifted teachers often seek employment elsewhere;
(9) we have been thrifty but we have still to get our money's worth.

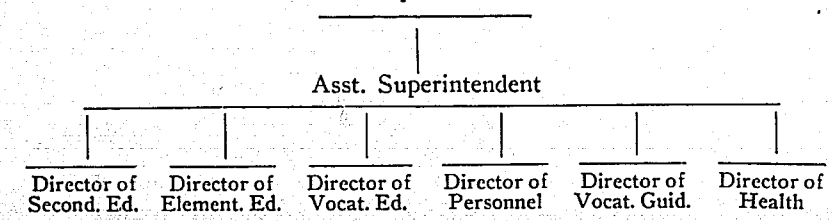
To quote Mr. King, "It has been as though an army was controlled by elected Municipal Councils and organized and trained by regimental officers brought up upon the traditions of Wellington, under a general staff with limited executive powers."

In order to rectify such conditions the surveyor would substitute for the present heterogeneous arrangement a centralized system of control. The following are some of the recommendations which most directly affect the teaching body.

(1) School Boards as such should be abolished and their work taken over by official trustees, after the fashion of the Peace River plan.

(2) The province should be divided into educational areas on the basis of topographical and social unity. Over each area would be placed a Director. In recognition of such an important position an Administrator's Certificate ought to be created. It should represent a stage beyond the Academic Certificate, entailing at least a year's graduate study in addition to the attainment of the Academic Certificate, chiefly in the field of educational administration. The duties of this officer would embrace the professional and administrative aspects of his area.

(3) There should be a central organization to take care of this situation. It would consist of a committee composed of the following officials:



(4) Appointments should be made by a Departmental Committee on which there should be no political appointees. The group should be divided into permanent and temporary parts. The personnel of the former would be, the Director of Personnel, the Registrar of the Department of Education, the Principals of the Normal School, the Professor of Education at the University of British Columbia. The other positions would be filled by directors who would be replaced on the committee from time to time by fresh appointees from among their ranks. This would prevent the committee from becoming static. This group would make appointments for the province as a whole.

(5) Province-wide promotions should be made by the above group on the basis of merit. The director would make local promotions using his area as the unit.

(6) The more populous areas may demand more autonomy because of greater sources of revenue. Within certain limits this should be granted but these areas should be subject to the same laws as the rest of the province in the matter of appointments. Their wealth should not make it possible for them to deprive smaller areas of the services of good teachers.

(7) A province-wide salary schedule should be inaugurated on the following bases:

(i) the nature of the duties;
(ii) the geographical location of the school;
(iii) the relative cost of living;
(iv) the social conditions of the community, i.e., whether it is an attractive or an unattractive one;
(v) the certification of the teacher;
(vi) the experience and kind of experience of teacher;
(vii) general rating of the teacher;
(viii) advanced training of the teacher through graduate or other study.

If the government is to direct the control of education in so complete a manner it will be necessary for it to assume a considerable share of the cost. The report shows how a 3 or 4 mill property tax could handle quite successfully the local share of the financial burden.

Under such a plan the government would be called upon to contribute an additional two to three million dollars. One of two methods or a combination of both could be used. The first is an additional 2 per cent service tax on incomes. With the present exemptions such a tax could raise a sufficient sum to finance the government's share. The second plan would entail a sales tax. The surveyor estimates that this source could raise a sum in excess of that required to finance the central government's contribution.

However, just what course could be followed is difficult to say. The Federal Government has announced its intention of raising its income tax on those incomes over $7000. British Columbia would need to scale down somewhat on these brackets. On the other hand the constitutionality of the sales tax is questionable. In either case the matter would have to be cleared up satisfactorily before the plan could be put into operation.

A few observations as to the effect of these recommendations upon teachers are worth while. In the first place there would be a uniform system of checking on the use of supplies, laboratory equipment, school plant, etc. While some would be adversely affected, the rural areas would probably be freed from the petty parsimony to which many schools are now subjected.

There would probably be a much closer supervision over both the administrative and executve duties of the teacher. The more organized a system becomes the more closely must its routine duties be checked. Consequently, we would be subjected more to the routine efficiency of big business than some of us feel disposed to approve at the present time.

Teacher-training institutions would not throw open their doors to all and sundry. It would be a case of "many are called but few are chosen".

The Department would know how many students would be required. It could eliminate many of the failures which subsequently make their appearance due to unsuitability to the profession. Such types would not be allowed to start. One would have to possess the mental, moral and physical qualities necessary for sincere work in the vocation. As a result, an opportunity to enter a teacher-training institution would be considered an honor. The reward of success, here, would be a position in a respected and recognized profession.

Rural areas would probably find that they could have and retain the services of thoroughly competent teachers. It should also follow that the teacher would find such areas not unattractive from the point of view of remuneration and teaching conditions.

Teachers would find that promotion would follow, slowly perhaps, the policy of genuine effort and the display of real teaching ability. Other things being equal, the teacher interested enough in his vocation to improve himself professionally would rise in the ranks of the profession. It is to be hoped that the means of professional growth will be more conveniently at the disposal of the teacher than at present.

Appointments would be made on the basis of ability. There would be no local board to seek out and influence by means of subtle lobbying. Applications would be soundly analyzed by those competent to do so.

An educational area would probably be no better than its director. The professional tone of the area would emanate from the director just as the tone of the school is often imparted by the principal. It would mean that certain areas would be more attractive than others.

In conclusion it may be said that this outline has by no means covered the findings of the surveyors. It is hoped that it has stirred up enough interest to cause you to secure a copy of the report and examine it for yourselves. Whether or not one agrees with the recommendations of this document he should, as a teacher, know them and understand why the commission has seen fit to set them forth. Apart from its value to the government it is, for the teacher, a splendid handbook on administrative conditions and educational statistics.

You do not know how great is the value of friendship, if you do not understand how much you give to him to whom you give a friend—a commodity which is scarce not only in men's houses, but in whole centuries, and which is nowhere scarcer than in the places where it is thought to be most plentiful.—Seneca, *On Benefits.*

NEWS, PERSONAL AND MISCELLANEOUS

By MAURICE DESBRISAY,
1206 Maple Street, Vancouver

At its Annual Meeting on June 2, Victoria and District Teachers' Association paid solemn and affectionate homage to the memory of Mr. B. C. Nicholas, late editor of *The Victoria Times*. In very real fashion the Victoria and District Teachers' Association was speaking on behalf of the whole teaching body of this province.

NEWS does not collect itself. Personal news of special interest to such a widely scattered body as the teachers of British Columbia will not reach this magazine unless school principals and the corresponding secretaries of Local Associations—or persons acting for them—provide it. The desired co-operation has been effectively rendered in some quarters but has been conspicuously lacking in others. Can you help remedy this defect? For the September issue there should be much personal news of exceptional interest. If the reader of this paragraph fails to do his share in garnering this news, something is likely to be overlooked. See? Forward your item to the address given at the head of this column. Do not omit such service to your magazine simply because your particular news item is a brief one. Remember what happened to the man in the parable who, because he had only one measley two-line marriage notice, went and hid it in the ground?

* * *

In the last fortnight of May a series of ratepayers' meetings occurred in Matsqui, Sumas and Abbotsford communities to decide whether or not a large administrative unit should be set up in the Fraser Valley. The unanimity is reported to have been quite amazing. We are informed that in eleven meetings only one person voted against the proposal. Inspector P. H. Sheffield has been acting this year as Official Trustee, taking the places of four school boards in this locality, and no doubt he will presently become Director of Education for a unified valley area.

* * *

Various references have been made by *The B. C. Teacher* to an essay competition conducted under the auspices of the New History Society, the topic being "How can Youth develop co-operative and harmonious relations among the races of the world?" It is interesting to note that teachers lead in the number of essays submitted. The papers are now in the hands of a very distinguished committee of judges. Africa was represented by fifty contestants, representing between fifteen and twenty races. Canadian young people submitted 52 of the essays, nine of which were written by British Columbians. For the next competition the topic will be "How can the people of the world achieve universal disarmament?" $5000 will be distributed in prizes, ranging from $1000 to $50. Any person whatever will be entitled to compete this time. The

address of the New History Society is 132 East 65th St., New York City.

* * *

The first exchange of teachers between Prince Rupert and England will be effected this year when Miss Joyce Edgcumbe of the teaching staff of the Booth Memorial School of the northern city will leave for England. Miss Edna Wilkinson of Worksop, near Nottingham, will exchange with Miss Edgcumbe.

* * *

The May meeting of the Junior and Intermediate Section of the Victoria and District Teachers' Association was held in South Park School, Thursday, May 7. Tea tables were set in the auditorium and, after a social time, Miss Louise Noble spoke on the subject, "Teaching of Music in Schools".

* * *

Mr. Nelson Allen of the King Edward High School of Prince Rupert was recently elected president of the Prince Rupert Philharmonic Society. Dr. A. Poole of the same school was reappointed as treasurer.

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Canadian Teachers' Federation will hold its annual conference at Saskatoon in the week beginning August 2.

* * *

Professor Charles A. Krug of Mount Allison University is receiving the congratulations of Maritime teachers and other friends on being awarded one of the fellowships of the University of London for the pursuit of educational enquiries in Great Britain. In Professor Krug the teaching profession has a staunch, wise and witty representative and champion, whose voice and pen are continually devoted to the service of his fellow teachers and of the community at large. During the last year he has specialized on the task of bringing to the attention of teachers their duties and responsibilities in the matter of mental hygiene.

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The fellowship to which reference is made in the preceding paragraph is one of those made available by financial grant from the Carnegie Corporation and the amount paid each Fellow is $1250. Applicants must be university graduates who have had experience in teaching or in educational administration. The committee responsible for choices consists of the presidents of University College, Toronto, and of the University of Alberta, together with Dr. H. F. Munro, Superintendent of Education for Nova Scotia.

* * *

How would you like to "live in French" for the month of July? McGill University offers a residential summer school (co-educational) in the heart of French Canada. Only French will be spoken and teaching will be in the hands of a thoroughly competent staff. Elementary, intermediate and advanced courses will be available.

* * *

For the first time in its history New Brunswick has a Minister of Education—The Hon. A. P. Paterson, who is also Minister of Federal and Municipal Relations.

* * *

The Pacific Northwest Institute of International Relations offers a very attractive programme to those who can visit Reed College, Portland, from July 6 to 16.

Six Round Tables, under leaders of national and, in some cases, international distinction, will discuss such topics as: National Security

and World Organization, Problems of Latin America, The Collective System and the Enforcement of Peace, Far East Relations, Problems of Population, Raw Material and Markets, National Policies and International Relations, Responsibility of the Church, Popular Education and Peace Action.

The registration fee is $10 in addition to $15 for room and three meals a day, or $10 for meals only. Part-time rates are also available.

It is to be hoped that British Columbia Teachers' Federation will be represented, unofficially if not officially, at this intriguing seminar. Registrations and enquiries may be addressed to Paul S. Elliott, secretary, Institute of International Relations, Reed College, Portland.

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Having received a 5 per cent restoration towards their original salaries last April, Vancouver teachers decided at a recent meeting not to press for arbitration regarding the remaining 15 per cent reduction in their salaries at this time.

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A sum of $200 for the Vancouver Teachers' Library was authorized by the Vancouver Secondary teachers, and other bodies voted amounts for the same purpose.

ROBERT ENGLAND TO B. C.

Mr. Robert England of Winnipeg has been appointed Director of University Extension and Assistant Professor of Economics in the University of British Columbia. Mr. England has had a varied experience since he graduated. He taught in rural schools in Saskatchewan, has served twelve years with the Canadian National Railway, has written two books and numerous articles, and has travelled extensively in Europe. Whilst at Queen's he specialized in Economics and History, obtaining his Master's Degree there. In Winnipeg he was active in public service. He should be able to make an important contribution to the university to which he is going and *The B. C. Teacher* is glad to join in welcoming him to British Columbia.

MUSEUM PHOTOGRAPHS FOR CANADIAN SCHOOLS.

The Royal Ontario Museum at Toronto is considering a plan to photograph a large number of the objects in its collection in order to provide illustrative material for the teaching of history and science. In order to know whether there would be sufficient demand for such pictures, the museum authorities are anxious to hear from teachers in all parts of Canada.

The Royal Ontario Museum is in reality five museums in one: archaeology, geology, mineralogy, palaeontology and zoology. It is the largest and richest of all Canadian museums, and one of the largest on the continent. The archaeological section contains material illustrating man's life in the Stone Age; in Babylonia, Assyria, Egypt, Greece and Rome; the British Isles from the Roman period; Italy and France during the Renaissance; early Canadian history; the arts in China and Japan, and among the aboriginies of Oceania, Africa and South America.

Those who have heard "Forgotten Footsteps" will be familiar with the romance, real or imaginary, behind certain of the museum's exhibits.

Interested teachers would further the project by communicating with Miss Ruth M. Home, Royal Ontario Museum, Toronto, indicat-

ing the kind of pictures in which they would be particularly interested.

* * *

IDEAS FROM YORKTON

Under the auspices of the Young Men's Section of the Yorkton Board of Trade, S. W. Steinson, principal of Yorkton Collegiate Institute, was recently "on the air" over CJGX. Mr. Steinson reported upon a most interesting experiment under way in his school. The teaching year is divided into four equal terms. The section of the curriculum assigned to each term is covered two or three weeks before the end. Tests are then given and all students attaining the required standing in any given subject are free for the balance of the term insofar as that subject is concerned. Students who fall below the required standard—and any others who may wish—spend the remainder of the term in review.

Those who have already mastered the assigned work are free to devote themselves to varied forms of extra-curricular activities. During this last year these included bookbinding, interior decorating, French converation, knitting, voice culture and elocution, elementary economics and social science, shorthand, bookkeeping, picture developing, dancing, art (including sketching, oils, water colors and art appreciation), radio construction, special physical training, senior chemistry, mechanical drawing, dress designing, current events, public speaking, sewing, home nursing, camp cooking, poetry writing, journalism, horticulture and other arts and hobbies. If any student wishes to launch out entirely on his own, along literary or scientific lines, he is given an opportunity to do so.

Mr. Steinson emphasized the fact that each of the activities mentioned above is carried on every day during the review period. The great majority of his students are able to take at least some part in these outside activities and many of his best students spend almost a month of each term away from formal or required academic studies. The system has the full approval of the school board, the department of education and the high school inspector, not to mention an overwhelming majority of the students concerned. Mr. Steinson has no fear that examination results will be found to suffer.

The Bulletin for May, organ of Saskatchewan Teachers' Federation, reports Mr. Steinson's radio talk *in extenso*.

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NATIONAL SCHOLARSHIPS

Mr. Paul J. J. Martin, M.P. for Essex, is responsible for a resolution introduced in the Canadian House of Commons, asking the Government to investigate the desirability of a system of national scholarships.

These, he suggested, would be available to outstanding students who require such aid to enable them to secure training in universities, agricultural colleges, and technical schools. In support of his proposal, Mr. Martin spoke as follows:

"The resolution is motivated largely by my personal experience with many boys and girls of marked ability who, because of financial disability, are unable to receive the university training which their abilities warrant and who are consequently precluded from making their contribution to the national welfare.

"It is not my intention that these scholarships shall serve essentially as an unemployment measure, but

there will be the incidental advantage that the plight of present day youth in this country will to some extent be relieved. The long view is always the shortest view, and I am thinking essentially of the future. The great problems that face Canada will require men and women of great training, and there is no reason why those who should be given that training with the view of ultimate national advantage should be recruited only from the ranks of those who can afford to pay for this training.

"Resolutions of approval or letters strongly urging action on the part of Parliament at this session have been received from many of our national institutions, including all the universities and agricultural schools, practically all of the secondary school teachers' organizations throughout Canada, many of the boards of education, collegiate institutes, advisory committees of the technical schools, banks, insurance companies, mining corporations, agricultural institutes and many of the large industrial and commercial organizations.

"The list of approval includes editorials in more than half of the leading daily papers in Canada, letters from labour organizations, agricultural associations, the educational departments of the provincial governments, church organizations and many others too numerous to mention.

"All classes in the community can justifiably complain of burdens imposed by current economic dislocation. I feel that the acceptance of this resolution and consequential action based on it will tend to minimize the difficulties of the rising generation in this country. This proposal will, without question, provide for training leaders to assist in the solution of the complex problems that the future certainly has in store for Canada".

Mr. Martin is a scholarly young barrister who, in 1931, joined the staff of Assumption College, University of Western Ontario, and as a spokesman on behalf of education he may be expected to serve his country well in Parliament, to which he was elected in 1935.

SOME THOUGHTS ON CENTRALIZATION

JUST as we go to press *The B. C. Teacher* has received a letter from Mr. T. H. Nuttall, Principal, Powell River High School, bearing upon the article by Mr. B. B. Thorsteinsson in our May issue. Says Mr. Nuttall: "With the general tenor of that article I am in full accord; I believed very thoroughly in the new programme. However, I think that we need not anticipate that it will bring in an educational millennium; nor need we, in the meantime, hold that practically nothing has been accomplished under the present system". Mr. Nuttall points out excellent services that have been rendered by the substitution of a technical course in place of the usual matriculation course, for those not requiring the latter; and submits that through night schools at least a good beginning has been made in relation to vocational guidance and adult education. Powell River High School is satisfactorily meeting the requirements of Art III and a qualified gymnasium instructor is doing good work as regards physical and recreational education. The basis of a professional library for the high school has been laid. Mr. Nuttall is hopeful that the departments

(Continued foot of next page)

ART AND MUSIC SECTION

LYRICAL CRAFTSMANSHIP

By FRANK WILSON, *Principal, Prince George High School*

GOOD craftsmen sing at their work. The very best craftsmen sing through their work. The lyrical quality which thus pervades their work we call beauty.

Our ideas of beauty have been bedeviled by the segregation from the rest of mankind, particularly during the last hundred years, of a strange class called Artists, who, alone were supposed to be concerned with the creation of beauty. The demands of utility, the needs of their fellows had on no account to interfere with the complete freedom of their self-expression. "We can forgive a man for making a useful thing as long as he does not admire it. The only excuse for making a useless thing is that one admires it intensely. All art is quite useless", said Oscar Wilde.

In the meantime the ordinary man was expected to get on with his job without any nonsense. The practical and the emotional were to be kept in separate compartments. Temperament and inspiration were privileged forms of insanity, allowed to artists as symbols of their entire difference from other men. The busy man of affairs made a hurried oblation to culture by adding to his other speculations a collection of "Old Masters". The working man, if and when he could, went out and enjoyed the sunset. But beauty, as a vital and essential manifestation of the spirit of man, hardly entered their lives.

The leisured class alone had time to study the strange gyrations of the artists. It became a sign of superior culture, a social distinction, to be able to interpret the most astonishing convolutions. On the other hand, to criticize as meaningless some wild new atrocity was immediately to admit one's inferiority to the "cogniscenti". Automatically one lost ground socially, was classed as a stupid reactionary and exposed to long accounts of the way their contemporaries had despised Mozart, hated Wagner and ignored Beethoven.

SOME THOUGHTS ON CENTRALIZATION—(Cont. from page 36)

already furnished and equipped for home economics and manual training will function again when the depression lifts. Mr. Nuttall adds: "We have two teachers holding first class professional certificates who are employed in this area and who are products of the local high school and the university. One other young lady holding this certificate is resident but not employed in teaching. There is yet another who is now teaching in Washington". Mr. Nuttall felt that certain statements in Mr. Thorsteinsson's article involved an unintentional reflection on himself and other principals and therefore submits the data synopsized above. We are sorry that space does not permit the publication of Mr. Nuttall's letter in full in this issue.

The artists themselves were placed in an impossible position. They had [illegible] to do other than to express themselves. Spiritual exhibitionism was their profession and unless what they exhibited was sensational they could hardly attract attention. Simplicity and sincerity became almost suicidal virtues. The artist was compelled to start from the assumption that he was a genius for there was no market for the normal competent craftsman. In the days of the Italian Rennaissance a painter was a workman, learning his trade as an apprentice and developing his skill as a journeyman. In those days he set out to be a competent craftsman. If he happened to possess genius, so much the better; it would show itself when he had mastered his craft. Today the urgent necessity for showing his genius too often prevents the artist from ever mastering his craft.

There is a lyrical quality in all beauty. Beauty is always expressive and what is expressed always has an emotional aspect. The fundamental error of the Romantics, largely responsible for this unhealthy segregation of the artists from common man, was their belief that an artist must seek for and cultivate emotions in order to express them. Deliberately to seek and cultivate emotional experiences is to invite abnormality. Emotion is only one aspect of the individual's response to life. To single it out for special stimulation is to unbalance the whole personality. An introspective concern over one's soul or the state of one's emotions is unhealthy and has no connection with artistic genius as the earthy and extravert vigor of Goya or Shakespeare clearly shows.

To organize life about the making of things which are well worth making, the doing of things which seem to be supremely worth while, or the clarification and statement of ideas which appear to one as of real importance, is to provide a foundation for sane and healthy living. Attention is shifted from the self and the energies of the mind are directed outwards. Moreover, if you should happen to have a vividly personal point of view and the kind of intellectual energy and ability which gives you supreme mastery over your medium, you can hardly avoid creating a notable work of art.

When the whole self is engaged in a task, when mind and body function harmoniously under the control of skill, the activity becomes suffused with emotion. The spirit sings. All fine craftsmanship is affectionate craftsmanship and all fine craftsmen rejoice in their skill and in the materials of their craft. What is made may be a thing of use, but the making of it becomes an end in itself. Good craftsmen sing at their work. The best craftsmen sing through their work.

The building of ships supplies a good illustration. The sea is a remorseless antagonist. The shipbuilder can concede no element of strength or efficiency. The conditions of his task leave him no room for irresponsible exhibitionism, but this very necessity for building finely is what leads him to sing at and through his work. The craftsman of skill and integrity can hardly avoid becoming an artist. It requires much harsh economic pressure to make a good shipbuilder turn out an ugly ship.

A similar statement can not be made of many "artists" presumably much higher up the social and cultural scale. A comparison between architecture and naval architecture during the Romantic period shows the vast aesthetic superiority of the latter over the former. A comparison between the external appearance of one of the Empress liners and the appointments of its first class quarters is equally instructive. The engineer has produced a thing of breath-taking beauty; the decorator, meaningless ostentation, heavy with ornament and without distinction.

Shakespeare was a professional playwright, a maker of plays to order, plays to fit occasions, a writer of pot boilers. Compare his works with those of any of the "Art for Art's sake" gentry. Can any of them maintain the lyrical note, can any of them sing so exuberantly and so gloriously as he? Bach was a busy professional organist. Most of his work was written to order, much was written in a form demanding the most rigorous intellectual effort. But Bach was doing supremely well those things he was supremely equipped to do. His spirit sang through his work. Play every day for a month a Bach prelude and a Chopin prelude. Then say which is the higher type of beauty, the work of the craftsman singing through his work or that of the great Romantic artist, cultivating his emotions and using his art as a form of self expression.

Today much of the most vital, interesting and satisfying work is being done in the "Applied" arts. The best designers of furniture, the best architects and the best decorators are returning to the logic of "Function" and the discipline of "Efficiency". Set free by the doctrine of "Art for Art's sake" they had lost themselves in meaningless decoration and a hectic scramble for effect. Returning voluntarily to the conditions of the craftsman, meeting human needs efficiently and intelligently, they have learned to produce forms, pleasing alike to the eye and to the mind. Simplicity, sincerity, harmony and line have returned to art as the irresponsibility of the Romantic artist has given way to the humbler and more disciplined spirit of the craftsman.

THE HISTORY OF MUSIC IN THE SCHOOLS OF BRITISH COLUMBIA

By VIOLET M. THOMPSON, *St. Marina Girls' School, Vancouver, B. C.*

QUITE contrary to the belief of many, music in the schools of British Columbia has had a "history". Within a mere seventy years, music in our schools has attained to standards comparing favorably with those of the rest of Canada, the United States and the British Isles.

In such a short account we can but trace the main trends of this history. In the very early years, music played little or no part in the school lives of the children. As time went on, however, and as musical advances in other parts of the world were noticed, authorities began to realize the

backward state of our music, and in 1873 added vocal music to the curriculum. It was not long, however, till this subject was dropped again, to be added a few years later (1891) only as an option in the elementary school curriculum. Even then, as a rule, it usually found recognition merely in the opening exercises or was taught perfunctorily by teachers incompetent even if willing.

The event which marked, as it were the end of the pioneering period, came in 1904, when the first music supervisor, Mr. George Hicks, was appointed. The effect of Mr. Hick's faithful work was felt immediately. For example, we find that around 1911, in accordance with repeated requests, the Board of Education endeavored to supply necessary music readers in all the schools. Then (1915) came the annual music competitions in May, (as a forerunner of the Festival movement) to stimulate a wholesome rivalry among the schools. It is indicative of the increased recognition of the great value of this work that in 1920 Miss C. E. Butler was appointed as assistant to Mr. Hicks. The next year, however, there was a complete change in the supervising staff. At the death of Mr. Hicks, Mr. Frederick W. Dyke became head music supervisor and had as his assistant Miss C. Chadwick and, later, Miss E. L. Roberts, an indefatigable worker, especially in the festival work. Indeed, by 1925, the time had come when there was a decided shift from indifference to enthusiasm, on the part of the teachers. Meanwhile the supervising staff was growing. For several years already Point Grey had had a special music supervisor. Mrs. H. D. Dawson (then Miss A. C. Sumner), and later Miss M. McManus. Now, in 1928, Mr. Ifor Roberts was appointed as supervisor for South Vancouver. The following year Mr. C. E. Findlater stepped in to carry on the excellent work begun by Mr. Dyke. In his work Mr. Findlater stressed music appreceiation in particular. Then, in 1931, Mr. F. Waddington of Victoria became head supervisor. A great deal of credit is due to Mr. Waddington for the way in which he has adopted some of the best practices that are now common in many parts of the Empire and in a great number of countries in Europe.

On looking to other parts of the province, we find that Victoria appointed its first music supervisor in 1907, Mr. Wm. Dobson, who was succeeded two years later by Mr. H. J. Pollard. In spite of many adverse conditions, Mr. Pollard was successful in establishing a high musical standard in the schools of Victoria. In 1926 Mr. F. Waddington succeeded Mr. Pollard. However, when in 1931 Mr. Waddington left for Vancouver, no supervisor was appointed, and the standard of music in the schools of the provincial capital fell considerably. New Westminster's efforts in the field of music seem to date from 1910. The Royal City has always been well represented in musical festivals and in recent years has done excellent work in boys' bands. As far as the rest of British Columbia is concerned, available information is exceedingly incomplete. Fernie schools have always seemed unusually responsive, while the excellent work done in the Okanagan Valley is revealed annually in the Okangan Valley Musical Festival—an undertaking of gratifying success.

So far we have been dealing mainly with music in the elementary schools. Let us look now at music in secondary education. We have already seen that, in the early days, music as a school subject was confined to the high schools. Then we saw the emphasis gradually transferred from the high school to the elementary school. When music was made an optional subject it lost its hold, there and and then, and as a result, throughout the entire province, the work in this field has for many years been sadly neglected.

The early stages of secondary school music development were complicated with the queston of credits for work. The long hallowed tradition that music is an accomplishment rather than a serious study made the principals of high schools cautious in dealing with the matter. However, the pioneer efforts of such men as Mr. Paul and Mr. J. S. Gordon, and of such an interested organization as the British Columbia Music Teachers' Federation, headed by Mr. Roy Robertson,—these efforts to enlarge the field of music study pushed the whole question of secondary school music into the foreground, and led to the following arrangement of 1925: "High school students, other than those taking the course of study which leads to Junior Matriculation, may now select music as an optional subject in lieu of geometry, botany, agriculture, physics or chemistry."

In the meantime, music as a school subject was on trial, as it were, and had to prove its worth, and this it succeeded in doing. The New Programme of Studies for high schools, issued in 1930, created even greater opportunities for the student to elect courses of study adapted to his aptitude and increasing recognition was given to music, art and dramatics. In recent years there has been a decided increase in the number of students choosing music as a free elective and our choirs, bands and orchestras are all on the increase. Last year another great forward step was taken when full music credits were granted to matriculation students.

The musical programme of the high school, however, has not been confined to these more formally organized lines of activity. In almost every school of the larger centres, from the beginning to the end of the school year, various musical interests and abilities have been developed through the extra-curricular life. Especially in the junior high schools, excellent glee clubs, bands and orchestras have been organized under specially trained leaders and in almost every case standards have been appreciably high. In the high schools, in spite of the lack, in most cases, of special music instructors, the extra-curricular phase of school music has received much attention. In practically every school there has been found some altruistic teacher who has taken upon herself the responsibility of trying to awaken real love of and interest in music and to stimulate a desire for more advanced study on the part of talented students.

Although music is now a compulsory subject in city schools it is still optional in rural schools and, consequently, it is commonly neglected. The chief reason assigned for this neglect is, of course, that owing to such a multiplicity of classes and subjects, teachers are compelled to devote their time to the "absolute essentials". More often, however, the real fault lies in the attitude of the teacher. Too often, despite the splendid

preparation given in the Normal Schools, teachers have the modest but erroneous notion that they are incompetent to direct the singing of a class of children. No doubt a lack of formal musical instruction in earlier years gives a feeling of insecurity. Another common but quite mistaken idea entertained is that song is a purely technical accomplishment rather than a natural form of expression.

This brings us now to the question of professional training. With such rapid development in the methods and content of the music course within the last half-century, it has been necessary to give more and more attention to the qualifications of teachers. It is interesting to look back to 1873, to a time when a teacher could choose as teaching subjects, besides his major subjects, any of the following: Mathematics, Latin, French, drawing, or music. These five subjects were given, in those days, the august title of "Extraordinary subjects less or more non-essential". Today excellent courses are available for teachers at Normal Schools, special summer courses, night schools and Saturday morning classes. Recently the Department of Education has offered a course for special certificates for the elementary and for the junior and senior high schools. This course was designed to present a layout of the field to be covered in vocal music up to and including junior and senior high schools and to illustrate every step of the progress of this work from grade to grade by practical and clearly defined methods in teaching. The main features of this course have been voice-culture, sight-singing, song interpretation and appreciation of artistic values in music.

There have been other influences, somewhat external, perhaps, but none the less significant in the history of school music. Of course, the most important of these influences is that of the annual musical festivals. Perhaps nothing else could do so much to vitalize school music as participation in the festivals. Another interesting though short-lived influence was that of a series of noon-hour radio programmes of educational music and story. Sponsored by the Philharmonic Club of Vancouver, and given through the courtesy of radio station CNRV, these half-hour programmes reached a large number of junior and senior high school pupils. During the noon-hour period, especially in the winter session, children are eager for entertainment. Considering the fact that many of the larger schools have radios, the idea occurred to Miss Louie Stirk of the Templeton Junior High staff that this would be an excellent opportunity to fertilize the seeds already sown in school hours—to develop still further a genuine, appreciative attitude to good music. In recent years many of our outstanding musicians have been particularly eager to co-operate. For example, beginning two years ago, through the kindness of the officials and conductor of the Vancouver Symphony Society, large numbers of students from our secondary schools have been allowed once a month, free of charge, to attend the final rehearsal of the Orchestra.

As in the case of other subjects, music methods have followed the trends of philosophy which have dominated, from time to time, educational thought in British Columbia. In the introductory period, for example, the aim was to have every child learn to sing, and the values most thought of were those of recreation following fatigue. The result,

of course, was the "joyful noise" type of singing. In accordance with the next great change in educational thought, the aim of school music was to have every child learn to read music, because this power is the key to an understanding of its treasures,—a value which was mainly concerned with the child's future. In the meantime what happened to the child, his interests, his efforts, his enthusiasm,—all these were as naught. In perfect good faith, therefore, the conscientious music teacher drilled her little charges in the "grammar" of music. Dry, dull, dismal drudgery it became,—and that, too, in a subject with such marvellous possibilities for winning the children's whole-hearted and spirited participation.

Then came the child study movement,—the Dewey philosophy, which has been so largely responsible for making clear the present aim of school music,—that is, that every child shall appreciate and take pleasure in music not in a vague and indefinite future but right here and now. The child has every right to live in the present, and especially in a present so full and rich in beautiful and joyous experiences. Indeed, the teacher of music, particularly should regard as a sacred duty the conservation of all the spontaneity, the sparkle and the freshness that characterize child life.

FROM AN ARTIST'S POINT OF VIEW

By SYBIL HILL CIANCI

IF the school child draws a tree with bright yellow jagged lines running across the paper, that is his emotional reaction to the tree. If his tree has every leaf carefully drawn the proper shape and put in its right place, that is his mental reaction to the tree. If he draws a man whipping a horse, boys throwing stones at a cat, or any situation with a morbid outlook, that is the child's way of airing a problem. It is the best way for him to work it off.

He should be encouraged from his first entrance into school and through to the experiences of adolescence in high school to present in his art work his mental and emotional reactions to his surroundings. The teacher should present this art work to the child in such a way that the child must think his way along on his own responsibility from start to finish. Blind unquestioning obedience, resulting in a classroom full of identical work is a vicious outmoded stupidity.

No two students in school should ever be encouraged to do work in exact replica for any reason. Nor should a child have a teacher "touch up" the drawing, or "show him how" on the child's own drawing. At best it frustrates his own desire to achieve that result himself; at worst it is a hishonest attempt to cover up the student's shortcomings.

Therefore, instruction should consist entirely of simple answers to student questions and a careful awakening of the child to the beauty and interest in his own immediate life and surroundings. Sometime before the eighth grade the child should unshakeably learn from his own and from his fellow-students' best work if possible, the laws of design, of rhythmic composition, of color harmony and of emotional mood. In the Art School is time enough for the young artist to learn the mechanics of drawing and painting, the tricks of technique, the ability to copy.

RHYTHM BANDS

By DOROTHY BRADBURY, *Aberdeen School, Vancouver, B. C.*

"MUSICAL TRAINING is a more potent instrument of culture than any other, because rhythm and harmony find their way into the secret places of the soul, on which they mightily fasten, imparting grace." (from Plato's *Republic*). Long before Plato's time primitive men stretched a skin over a hollow log and by tapping out the rhythmic beat of the waves on the shore, gave expression to a definite urge. From that time to this man has gone on perfecting his instruments and improving his technique until now modern man's symphony orchestra seems a far cry from those simple beginnings.

The urge, however, remains; it is the child's instinctive need for rhythmic expression that we seek to develop in *Rhythm Bands*. In this delightful experience the child feels the mood of the music, develops discrimination, becomes aware of the structure of simple music through experience with the phrase and rhythm pattern, learns to concentrate and grasps the true meaning of team-work.

The equipment necessary for twenty children includes six pairs of bells, three triangles, three pairs of rhythm sticks, one pair of cymbals, three small drums, three tambourines and a conductor's baton. These instruments may be obtained at any music store or they may be constructed by the children themselves. In the latter case the tone is not as fine though the cost is certainly not as great. Among the constructed instruments are the following suggestions: For triangles use six-inch nails or old horse-shoes; for bells, cut a broom handle into four-inch lengths and fasten a small bell at each end; for cymbals, use pan lids. Rhythm sticks are easily procured. For a drum use a rolled oats carton covered at each end with shellaced linen. For a tambourine use a round cardboard box cover with small circles of tin from the local tinsmith fastened to the edges. A piano is the best means of carrying on band work, though good results may be achieved with the use of a phonograph and records. However, the process is easier with the piano as melodies are taken phrase by phrase.

Rhythm band work may be divided into three stages. In Stage 1 the child responds to the pulse or beat of the music. Having a definite sense of pulse it now added in Stage 2 a response to the rhythmic pattern of the melody. In this he outlines the rhythmic framework by indicating tone lengths and accents. In Stage 3 the child, feeling a need for finer interpretation in his work, now expresses more fully the mood and dynamics of his selection. Moreover, he can read rhythms and he can also make his own scores for the simple folk tunes he is learning. This activity of orchestrating belongs specifically to Grades Two and Three.

Certain experiences in rhythm must precede the actual formation of a band. Free interpretation of short selections of definite mood will come first. For instance, the children will decide which music is appropriate for giants, for fairies, for elephants, or for mice. Next the children learn to distinguish the difference in feeling between walking notes (quarters),

running notes (eighths), skipping notes (dotted eighths), and the music which belongs to little trotting ponies (sixteenths). Next they learn to distinguish the different instuments by sound alone. Then they discover how each is played. The triangle, for example, is suspended by a strap from the finger and struck inside at the bottom, not at the sides.

Certain procedures simplify the work. In a class of forty, one group will be the band, the other the choir. If the music is a folk song or nursery rhyme the choir sings the words; if a tune only, they sing *loo* or *lah*. The most rhythmic children will form "A" band and the others "B" band. In the initial stages it is well to use drums and bells only, in the proportion of one to four, and then to gradually add the other instruments. The playing can be quiet and at same time rhythmic without being noisy. The children stand either in a semi-circle or in two lines behind their instruments, which are on the floor. The conductor says, "Instruments up", and at the conclusion, "Instruments down", allowing the player to change places and instruments in successive selections. As all members of the band learn to conduct it is a simple matter to select those showing the greatest aptitude for this important post.

The first work of the band will be massed playing in which all instruments play the pulse of the music. Sectional playing, a refinement, now follows. In Grade I-B this is most easily approached through one of the traditional rhymes, for example, "Polly Put the Kettle On". The children decided that the bells will play about Polly and the drums about Sukey. As the work progesses the other instruments are introduced until in "Hickory, Dickory, Dock" the drums concentrate in playing the soft tick-tock of the clock, the tambourines play the tune twice, the triangles play about the little mouse, and the cymbals tell when the clock strikes one.

As soon as the children have developed the feeling for the pattern of the music as distinguished from the pulse, and can clap and step the different note-lengths, they are ready to orchestrate their music. This activity, of course, applies to Grades II and III. There are dozens of simple folk tunes which lend themselves to this type of treatment. "The Shoemaker's Dance" is an example of a song with four phrases of four measures each. The class claps the rhythm, then with rhythm pattern cards which they select from the blackboard ledge, they build up the tune, phrase by phrase, in a manila tag rack similar to those used by primary teachers for sentence building. (These rhythm pattern cards may be obtained from Curwens Ltd., London, or they may be made with music rubber stamps from the same firm.) The orchestration decided upon for "The Shoemaker's Dance" might be as follows: The tambourines will play the first phrase, the triangles the second phase, the bells the third phrase, while the fourth phrase will be taken in sections, the triangles two measures, the tambourines the next measure and the bells the final measure. The drums, directed by the steadiest players, will play every beat of the third phrase and every accented beat of the last phase. After the band has performed the selection from the rhythm cards in the rack or from notes written on the blackboard, the orchestration is copied on to a large chart with the different parts indicated with colored markings. This chart can be added to the children's library of band music

and used at future rehearsals. Children of Grades II and III often make copies of these charts for individual use. In scoring a piece of the band the following suggestions are given:

(a) Every note of the melody rhythm must be written;
(b) Keep the phrasing clear;
(c) Do not over-orchestrate;
(d) Do not let any instrument wait too long for a turn to play, or the interest will flag.

Not only is the rhythmic band work desirable in the primary classes in city schools but the idea possesses possibilities for the ungraded rural school. The older children in such a group could play instruments with pitch, for example, shepherd's pipes, the xylophone, piano or organ. A rhythm band makes a welcome number at the school concert; members are simply costumed in hats and capes. The values of this rhythmic training can not be over-estimated. In addition to the specific values found in expressing rhythmic feeling and laying the foundatons for further musical experience, there are those larger values found in appreciating and discriminating. A rhythm band can thus become of the agencies for experiencing the art of music.

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A GENERAL COURSE IN HIGH SCHOOL ART

By LEON W. L. MANUEL, *John Oliver High School*

THE following remarks are intended for the teacher in outlying districts of the province faced with the responsibility of teaching High School Art. If his art training has been limited the changing curriculum in art may present a real problem.

Art is no longer a subject for the talented few but for all pupils, regardless of what their future profession may be. Adequately to meet their needs the course must be a general one with the aim not only of creating beauty but also of understanding Art quality. From grade ten on, the course may be more specialized, but in grade nine a general course in Art Appreciation is desirable.

What will be the objectives of such a course?

(1) Efficient training in appreciation and practical problems of creative and applied design;

(2) Simple problems in drawing to develop graphic expression in order to express ideas clearly.

To accomplish these objectives the scope of the course should include problems in:

(1) Representational drawing;
(2) Design (creative) constructive;
(2) Design (creative) constructive, decorative and pictorial;
(3) Applied design;
(4) Posters;
(5) Lettering;
(6) Appreciation;

The course should build up a clear understanding and appreciation of the basic elements and principles of Art, emphasizing both the thinking and doing side of Art. Then the teacher will be able to criticize intelligently the problems in terms that the pupils will understand. If we classify our Art work so that it incorporates these fundamentals the thinking will be more definite and the knowledge of what constitutes Art quality and refinement will aid not only in creasting such in the class-room, but afterwards, in the selection of Art goods for the home.

All Art is composed of the basic elements of line, form, tone, color, and texture. These elements are arranged according to the various principles of reptition, rhythm, proportion, balance and emphasis, etc. Therefore, the object of a general course would be to provide pupils with a practical knowledge of the use of these elements and the principles necessary to producing and appreciating Art.

In *representational drawing* the minimum of direction should be given by the teacher. Point out such qualities as roundness, hardness, shininess, and so on, but allow the pupils to evolve their own technique. Under this heading will come still life, flower studies, buildings, landscapes and figure drawing. Acquaint the pupils with the various media: pencil, crayon, pen-and-ink, water color, etc. Excellent material may be collected from well-known periodicals and used to show the various techniques employed by artists.

Design covers a large and important field. Good drawing is essential to good design. Creative problems should be set involving selection, adaptation and adjustment. One may work from the natural form to the abstract or vice versa. It is a good plan to limit the pupil at times to a few elements such as a square and circle. The use of graph or squared paper will also help in creating new forms. The pictorial part of design will afford excellent creative problems. Give the pupil a variety of choice and, if possible, let him choose his own subject. Illustrative material and prints of well-known works of Art are helpful. Spend some time in making line analysis of these pictures as they will give the pupil an appreciation of what constitutes a satisfactory picture. Remember that a design must be brought to the test of line and mass composition, failing here, it fails as a design.

Applied design will do much to interest the pupil in Art. The carrying out of the design problem in different materials teaches the limitations and restrictions of the craft. Block-printing, stencilling, soap-carving, are

some of the crafts that are in reach of all and can afterwards be employed for the use of leisure time.

Posters form an interesting part of the Art programme. Here is afforded an excellent opportunity to correlate the Art work with other subjects. The use of colored papers in varied values will aid in showing the pupils the necessity of simple forms and flat treatment. One's own particular locality will furnish excellent suggestions which will link up the subject with Social Studies.

In lettering it is well to attempt only a good basic alphabet such as the Gothic or Roman. As a supplementary problem, various treatments of letter forms may be clipped from good magazines, the alphabet completed and incorporated into the poster.

Color is closely linked with every problem. The values should be stressed. A design should stand out by a strong feeling of light and dark rather than by outline. The stronger the contrast the more flagrantly the faults of the design stand out and one sees the work at its worst. Make it satisfactory in that pronounced form and you may be sure that it will be more than satisfactory in the not too obviously different values of color.

Art appreciation is not a phase of the subject to be taken separately. There is a very close relation between actual production of Art and appreciation. A pupil will have a clearer understanding if he actually participates, learning of limitations and restrictions through problems. Thus he will develop a real appreciation and permanent interest and become conscious of the great heritage of Art and its practical relation to life. An appreciation and Art knowledge can be built up without training in technical proficiency and skill in artistic interpretation.

We must recognize that we are dealing with the beginning of a budding adult mind, that the pupil of high school age is very self-critical; hence the greater emphasis on appreciation than on technical skill. Teach him Art qualities and discriminating judgment so that he may function in life situations and enjoy a richer life.

MUSIC IN RURAL SCHOOLS

By COLIN MCDOUGALL, *Alexander Robinson School, Haney*

"EVERY child, in his youth, should be trained to govern his voice discreetly and dexterously as he does his hands; and not to be able to sing should be more disgraceful than not to be able to read or write." —Ruskin.

This quotation from Ruskin shows the importance he assigned to the teaching of music. A quotation from any one of a dozen or more writers might have been chosen which would have served equally well to indicate the place of honor that wise men of the past have claimed for music as an element in a well-rounded education. The need of a child for an appreciation of good music seems more important today than ever before. The radio brings into our homes all kinds of music, trashy as well as

good, and the following quotation from an article on the radio, appearing in a recent issue of *Dent's Teachers' Aid,* will show which kind of music seems to be the more prevalent. "To most of us the radio is a nuisance, allowing some member of the family to let loose a lot of foolish people in our homes. If most of these persons should appear in the flesh and invade our privacy with their inane talk and blaring music, we would open the door, take off our coats and throw them out. But we are growing to pretend that we don't hear them. When the day comes in which we shall have better standards in music and culture, the radio will bring us great pleasure." Our schools can do more than any other agency to improve the national standards of musical culture.

Music is too often regarded as a social amenity, the necessity of preparing programmes for such events as school-closing and Christmas being its *reason d'etre.* It is therefore readily considered the most suitable victim of the economy axe. The rural teacher, almost at her wits' end to find time to cover all the subjects properly, is sorely tempted to neglect such subjects as are popularly deemed unimportant, especially if they are subjects on which her class is not to be examined.

Experience, however, that even in an ungraded school, Music can be a great help in building up a good school spirit, in brightening up the class-room, and in keeping the interest of the children alive. But in order to get the greatest good out of music, it should not be segregated from other subjects, as it lends itself, in one phase or another, to correlation with most of them. The care in articulation and enunciation that is necessary to good singing has beneficial effects on both the reading and the spelling. In geography, the children will form a clearer idea of the people living in foreign lands from learning some of their folk songs than they are likely to do from reading geographical text-books. Of course, the factual knowledge can not be dispensed with but the song and the ideas which it suggests will remain with the child long after most of the facts are forgotten. In history, too, songs of the period help to make more real the thoughts and social life of the people of the time. For example, in getting acquainted with the French period in Canadian History, some of the old French songs might be found of considerable help; "Malbrouck" is very useful in this respect, connecting, as it does, events in Canada with contemporary events in European History. Of course, the subject that best lends itself to correlation with music is Literature; the two are almost inseparable, as the early bards and poets usually sang their poems to the music of the harp or the lute. There was a very real reason for this, as a good lyric poem takes on new life and meaning when set to appropriate music. It is well sometimes to teach two different settings of the same poem by different composers. It is like looking at a beautiful picture from different angles.

In the rural schools of British Columbia, and especially those of the Fraser Valley, music is a much neglected subject. Is there any municipality, outside of the cities, where there is any organized effort to teach it? In many schools it is entirely neglected. Nevertheless, these same schools, if they wish to raise money for sports' equipment, or any other purpose, will try to put on a concert, and the teachers will wonder why

it takes so much time and effort to do so; and even at that, a great deal of the talent used for these events is often the product of private tuition. It is quite proper that specially talented pupils should be given a chance to perform in public, but it is not a good thing for the teacher to be dependent on them to any extent for her programme. It can be stated that if music were given its proper place in the curriculum, in practice as well as in theory, it would be possible for the schools, if they so desired, to put on entertainments of which they might well be proud and with a minimum of time and effort spent on their preparation. The finest programmes are those which are the outgrowth of the daily music lesson.

Perhaps, even if it is not yet possible to have music actually taught in every ungraded school in the province, but it is quite feasible, without incurring any extra expense, to have it taught in all the graded schools at least. These latter schools should have one or more qualified music teachers on the staff. There is no incurable scarcity of such teachers. If school boards chose to look for teachers properly grounded in music the demand would create the supply and music could be taught in all graded schools at all events and in many ungraded schools where it is still neglected.

In order to co-ordinate the teaching and to make for greater efficiency, music supervisors should take charge in the rural schools as well as in the city schools. The Fraser Valley should have at least two music supervisors, one on the North bank and one on the South bank of the river. The expense, divided up among the different municipalities, would be almost negligible and would be more than compensated for by increased efficiency. In this way, the children would have that contact with music and that joy in music-making which are theirs by every right.

WHEN HIS VOICE GOES DOWN

By MILDRED MCMANUS, *Mus. Bac., M.A.,*
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WHAT do you do about that boy and his music when his voice shows signs of change? Do you encourage him to stop singing because you feel that he is spoiling the general musical effect? Or do you ask him to desist because you really don't know what else to do? And then do you feel guilty when he no longer shows interest in the music work?

That change from treble to manly qualities in a boy's voice is one of the indications of the adolescent age. The physical and mental changes of this period of development manifest themselves in his changing outlook toward life and especially toward his fellow creatures. Now his social and emotional nature demands expression. Music peculiarly appeals to this age for "by virtue of rhythm, the social organization necessary for its expression, its beautifully ordered form, and the purity of its emotional range, it legalizes and canalizes emotional experience, so to speak". So the boy, just because his change of voice presents a misunderstood problem, is often denied this opportunity for vocal expression. But this need not be the case.

Let us see just what is happening to his voice at this age. During adolescence the vocal chords grow to about twice their former length, resulting in a drop in pitch. This change varies in different boys in regard to (1) the age at which it is manifest; (2) the length of time required for the complete change; and (3) the rate and progress in the different stages of change. A boy of fourteen may enter school in September possessing a soprano voice; by Christmas he may show an alto quality; by June, there may be signs of a young baritone. Fortunately for him the change does not often take place so rapidly. What we do notice is this: the upper tones disappear; new lower ones take their places; only a limited range seems comfortable.

Testing and classifying these voices and assigning them to the proper parts is a necessary and important procedure. Quality, range and ease are the deciding factors. The *soprano* is recognized by its unchanged treble quality, high, clear, perhaps brilliant in its upper range. The boy *alto* is a lowering voice; it is round and full especially in its middle or lower range. The *alto-tenor* (called tenor, for short) is the truly changing voice; the quality is thicker, the range limited often to less than one octave. The boy *bass* is the changed voice. The speaking voice is deep and often resonant. The approximate comfortable ranges of these voices are as follows:

First soprano: E (above middle C) to high G; alto: B (below middle C) to C; alto tenor: low F to E (above middle C); and Bass: B-flat (below middle C) to B flat (one octave lower).

From the boy's standpoint, comfort and ease are the requisites for the assignment of his voice to a certain part.

Having tested these voices individually by singing a familiar tune in a comfortable range, the next question is: What shall these boys sing? The answer is: part-songs. Not only the condition of the voices, but the need of harmonic development discloses the type of work to be done. In a class-room of boys and girls several types of part may be learned. Two-part songs for soprano and alto may first be attempted. Boys with changed voices would sing the alto part an octave lower. More satisfying from an harmonic point of view are three-part songs, either S. S. A. or S. A. B. In the former arrangement the boy basses would, of course, sing the alto part at an octave.

Part-work, where little exercise prevails, could be introduced in this way: the teacher plays all parts on the piano, the pupils watch and listen intently to one part in particular. At the next hearing all pupils sing one part. After several experiences of this kind the class is ready to proceed on its own: each section holds its initial tone until the tuning is perfected; then all move simultaneously, chord by chord. Songs with few changes of harmony and with little rhythmic variety are best for early part-work. Suggestions for material for changing voices may be found in the new music curriculum for jnior high schools.

Given an opportunity to sing a comfortable part in an interesting song, the boy not only continues the musical training which he began in Grade

One but he gains ...ol over his new voice; this, in turn, assists him in gaining confidence. In addition to this vocal experience and to listening to those selections from musical literature which are beyond his power to produce the adolescent boy is often intensely interested in playing some musical instrument. It is the age for joining bands and orchestras. A boy's musical experience, therefore, need not stop at the time his voice shosw signs of change. Indeed, it must continue in a normal way right through the period of mutation. In this way music will contribute its share of joy to the life of the youth and of the man that is to be.

ART AS NATURAL EXPRESSION

By VITO CIANCI, *Kitsilano High School, Vancouver*

THERE is a mistaken notion that one must be born with the ability for drawing. This idea seems to be taken for granted by the majority of adults, certainly by many teachers, and by too many children. It is fostered by parents, who nearly always treat artistic ability as an extraordinary gift from the gods if their offspring have it, or as an envied possession of other children if they haven't. It is fostered also by teachers who make too much of pupils possessing the manual dexterity which they consider an indication of artistic ability, and to make little of those lacking it.

The idea that one is or is not born with artistic ability is probably quite unfounded; certainly it cannot be proved. There is no more reason for considering art an unusual means of expression, possessed by only a favored few, than for considering writing or speech unusual.

The assumption is made that all children should be able to write and to speak; not necessarily to produce literature or become orators, but to express themselves clearly and freely by means of the written or spoken word. The equally positive assumption can properly be made, that all children should be able to express themselves clearly and freely by means of drawing. They need not all be artists in the real sense of the word, any more than they need be authors or orators, but the ability to express an idea by means of a simple drawing can and should be recognized to be as normal and natural as the ability to express the idea by means of written or spoken word.

The first step to this desired end is to disabuse the child mind of the idea that only a few have the ability to draw. It should be taken for granted that everyone can draw. This creates an atmosphere favorable for good work. Then, if the teacher will refrain from adverse criticism, ignore the mistakes, and take notice of and commend the good features of the pupils' work, the results will be even more encouraging. One good drawing or painting favorably commented upon by the teacher will do more towards the correcting of mistakes than will be done by calling attention to those mistakes.

This procedure lends itself better to so-called imaginative drawing or design than to still-life or nature drawing. Imaginative draw-

ing usually follows a class discussion of some idea to be expressed, some mood to be evoked or some experience to be recorded. The child is concerned solely with his own feelings for and expression of the idea suggested in the preceding class discussion. There is no thought of comparing his drawing with that of another. It is his own expression, not to be judged by comparison with his classmates' work or by adult standards of naturalistic representation.

Representational drawing requires slightly different methods. Here there are actual forms to be drawn, to which the pupil's drawings can be compared. This is often discouraging to the pupil, especially if he is old enough to be insistent on getting an exact rendering of the object. It will be harder, but not impossible, for the teacher to convince the pupil that his drawing is good, when, say, it is lacking in correct proportion. However, so long as it is a sincere effort, it is a good drawing, and trifles like proportion need not enter the discussion at all. It may have captured the character, or the texture, or the play of color, or any one of the many aspects of a still-life group so that there will be something to commend.

This method, unfortunately, will allow the occasional lazy or indifferent teacher to gloss over poor or careless work with the explanation that since it is the child's free expression it must be accepted. There is also a danger that the statement that no adverse criticism should be given at first may be taken too literally. The intelligent and sympathetic teacher will, however, readily understand the proper application of these principles to class practice.

More than ever, in this approach to art in the school, there is the necessity for the teacher as a wise guide and prompter. The suggested method calls for a deeper understanding of the workings of the child mind in art than does the mere noting of whether a certain handle is long enough or a certain leaf is in just the right place.

At all times, the object of the art lesson should be to encourage free and uninhibited expression, not merely the photographic rendering of appearances. The pupil should never feel that he is doing something out of the ordinary, and the teacher should never suggest that he is. The importance of making pupils realize that drawing is as natural as writing or speaking cannot be too strongly emphasized, especially as out-of-school contacts will usually stress the opposite idea.

Teachers themselves will, of course, have to make almost as much use of drawing as they do of writing or speaking, and many will find this embarrassing at first. However, if they approach the problem with a willing spirit and a complete disregard of insistence on naturalistic representation at first, any early awkwardness will disappear, and they will end by drawing as freely and naturally as their very young pupils.

Leisure is time for doing something useful; this leisure the diligent man will obtain; but the lazy man, never.—Benj. Franklin.

BROADCASTING AND EDUCATION IN MUSIC

IN a recent issue of the *Education Gazette,* (New South Wales), E. A. Riley lays down the important proposition that if the music course in the Secondary School is to be educational in the Secondary School sense, the students must come to it with their minds as well as their ears. This means training in sensitiveness to many things in music to which the passive listener is hard of hearing, if not stone deaf! A characteristically secondary type of musical study is furnished by studies of musical form. Mr. Riley describes an actual school broadcast on variation form. The teacher first played his theme, a straightforward setting of "Home, Sweet Home", this was chosen because familiarity is condition essential to the appreciation of the idea of variation. The teacher described this unadorned version as a "meagerly furnished room" and suggested that "The walls might be papered". He then played his first variation, "Home, Sweet Home" with a background of rippling chords. The change was felt directly. The next suggestion was for "some flowers to decorate the room", and before playing his second variation he illustrated musical decorations by a few arpeggios; then he played his second variation with startling arpeggios in the treble. With suggestive comment carrying further his house image he played his variation three, a version with great solid chords. This was followed by variation four in a minor mode; presently again the familiar air became a merry dance. Finishing his set of variations the teacher played a march to set the young folk off for "Home, Sweet Home"! Not even the least sensitive and intellectual could fail to know in body and mind what is meant by variation form. They had begun to experience the musical delight which tracing the familiar in various metamorphoses may give. This particular broadcast closed with movements in variation form from two or three of Beethoven's Sonatas. Before playing each variation the teacher indicated how it was achieved.

Training in musical appreciation through the school broadcast may help bring up a new generation in whose ears the names of master musicians and master pieces of music will be familiar as household words, in whose hearts the love of beautiful music will be deeply imbedded and in whose hands the future of music may be safely left.

N. F. B.

ART IN THE PRIMARY GRADES

By ANNETTA E. PYE

THE love of the beautiful has apparently always existed in man, for we find it disclosing itself in various ways far back in prehistoric time. Our records of the advances of civilization can be traced in the growth of Art from the primitive to the high degree of elaboration and perfection achieved in Chinese porcelains, Gobelin tapestries, and Gothic architecture.

Like people of long ago, children of today love the beautiful. Even the smaller children love to see a beautiful flower, a brightly-painted toy or a fine picture, though they do not know why. Here, then, is the opportunity for the teacher. The pictures in the class-rooms should be simple, clear-cut, highly colored, and their subject matter should be within the child's experience. It behooves the teacher to see that flower pots and vases are colorful, that bright toys are plentiful, and that gay friezes adorn the walls or the blackboard. These friezes can be made by the children themselves and might represent a circus, Noah's Ark, or any other interesting project.

A child's reactions to intensely interesting surroundings are to imitate. Now, we see him trying to copy illustrations from his reader, now to put toys in the room into a picture of his own, or, best of all, we find him creating new pictures—ones never seen until he made them. It is in this awakening of a dreamer of dreams to become a creator of beauty and a lover of his tools, albeit they are only a simple pencil and a box of crayons or paints, that the teacher sees the fulfilment of her deepest desires. The little artist will often be seen to stroke and pat his bright, shiny paper in his sheer delight in it and he feels that same thrill the old masters must have experienced in mixing their colors.

The scope for Illustration is very great. By observing illustrations in his reader and good pictures in the class-room the child sees that there are certain points which make some pictures better than others; he sees that one has plenty of action and good rousing color, and another is lifeless and the colors unattractive. He may learn by observation something about good spacing—that one part should not be over-crowded and the other part empty; and he may note that the objects in the picture are large and easily seen.

Many people do not know that the ability to express one's observations by drawing is one of the tests of intelligence. In Strathcona School, where a large percentage of the school population is non-English speaking, the usual standardized intelligence tests for beginners are impossible. So on his first day at this school the child is asked to draw (from memory) a picture of a man. This is a test of the child's ability—to remember the details of a man's appearance. The crudity of the drawing is not considered, but the number of details recorded is scored. By means of this test the children are divided into three groups according to ability. No test is infallible, but there are a few who get into the wrong group. The majority remain as first classified.

In the Vancouver schools each child is given an opportunity to express himself by picture and story. Each child has his own printing-book. Half of the page is reserved for the illustration of his reading lesson, or of some topic discussed in a language lesson. The other half of the page is for printing.

In Grade 1-B, sentences about the illustration are printed below it, the child usually being permitted to copy from his primer or from the blackboard. In Grade 1-A the child learns to make up his own stories by printing answers to the questions on the blackboard. In Grade II-B he is encouraged to make up his own simple story. Correlation between picture and printed word helps in fixing vocabulary and is a great aid to reading, spelling and composition.

The Art lessons vary from day to day, depending upon the project involved. If the farm is under consideration, the children may illustrate its various aspects. To do so they must first learn certain of the simple animal forms. If a child sees that a dog's body is longer than it is wide, that it is based upon the rectangular shape, he can enlarge upon this form and change it into a cow with its larger head and horns, a horse with its long shaped head, and so with many other animals. He can also see that a chick's body and head are round in shape and that bird's bodies are longer and more oval. By encouraging the child to make these general observations the teacher can train him to represent them with greater fidelity to form.

Then the class may make the farm house, decorating it with lace or paper curtains, flower boxes, attractive doors, windows, and shutters, not neglecting flowers beds, fields, fences and out-buildings. The farmer, his wife and children, may also be cut out, and simple borders and all-over patterns may be put on their clothes.

To complete the project the children may cut the furniture or make it of discarded spools, boxes, etc. They may either upholster it with scraps of cretonne or they may themselves draw their own simple all-over patterns on plain material. Dishes may be made from clay or plasticene; rugs may be woven on cardboard or wooden looms.

At the same time the record of farm life may be kept in a booklet. The cover must first be planned. By observing books in the room and library the child notices that some covers have a simple illustration with some lettering, others have the lettering alone, and some have an all-over pattern worked out on them. The knowledge acquired by the child in carrying out this part of the project should be utilized in many other ways. The child loves repetition, so, if he makes an all-over pattern or border design on a book cover, he often wants to do another on a dress for a paper doll, a pretty basket, etc.

Children may use simply drawn forms to illustrate phonetic words, or new words and phrases in their reading lessons, especially in connection with their blackboard printing lessons.

Always in the Art or Handwork period the work should be motivated by the idea of the enrichment of life. Everything we touch or use has had the creative spirit behind it so the child should be stimulated to give rein to his creative inmpulses. At the same time he should be lead to recognize the difference between good and bad design, and good and bad color combinations, whether in a house, a piece of furniture, or a dress. The aim of Art teaching is to refine and beautify everything in everyday life.

WHAT WE ARE READING

Economic Citizenship—Lapp & Ross—D. C. Heath & Co. (Copp Clark In Canada, 1934).

Although this is an American publication it will be found most useful in the teaching of elementary economics and in the study of vocational civics in Canadian Junior High Schools. The material is divided into six units: The world of work; The importance of Education; The actual field of work; Management of income; Retirement; and The citizen and the community. At the end of each chapter are: A list of problems and projects; words and phrases to be looked up; questions for discussion or debate; suggestions for the student's scrap book; and references for further study. The book is well illustrated and will appeal to the average pupil in grade 7, 8 or 9. Of particular value are such chapters as those on "Preparation for work", "What is success?", "Qualities that make success", and "Budgeting the income".—O. M. SANFORD.

* * * * * *

How to Find the Right Vocation. By Harry Dexter Kitson. Published by Harper & Brothers, 1929.

Are you tired of gnawing on the dry hard-tack of professional literature? Do you want something easy to read, yet meaty? Then try this book by Kitson. He is a professor of education in Teachers' College, Columbia University, and was formerly president of the National Vocational Guidance Association. His amusing pen and ink sketches and illustrative stories are the baking powder that makes his useful information light and digestible. This information is meant to go directly to the consumer—the person seeking vocational guidance.

Kitson believes that at least half of the people who work are dissatisfied with the jobs into which they have been tumbled. (How terribly true it must be for those youngsters who were forced by the circumstances of the last few years to reach for the first job—no matter what it was.)

Most people have little idea how to go about relieving their dissatisfaction. They grouse and grope—much like the young fellow whom Kitson tells about. He knew he wanted another job—a fitting vocation—and asked everywhere about it. He went to a graphologist, who said that his writing showed him to be a great engineer. His girl-friend dragged him off to Lilla, who "tells your present, past, and future". There he found that his hand corresponded exactly with that of Mr. Stull, president of Consolidated Banks. And so on and so on. Fumbling about, the boy was pulled in different directions by those who undertook to predict his future career.

The author shows that a man is not cut out for one particular job. On the contrary, he may be fitted into any of a great number of them. Franklin was a printer, author, physicist, diplomat and inventor. And as for being "born" to a vocation, Mr. Kitson soon "debunks" such sayings. Graham McNamee and Charles Lindberg could hardly have been born to their work, their vocations did not exist when they were born.

Thus the question becomes not "What vocation am I fit for?" but "For what occupations may I fit myself?"

The vocation searcher is shown how to gather, from books, people, and experience, relevant information on different walks of life. For example, a person may be interested in following journalism. He may start with a study of the career of S. S. McLure, noting very definite things such as his educational and family background, age, salary, etc. Then going to biographies of such men as Edward Bok, Jack London, and Joseph Pullitzer, he can obtain a composite picture of the way in which to become a journalist, and may also count the cost in time, effort, and money involved.

The reader is warned to discount his father's desire that he be a broker when he knows he is suited to music. He must not allow himself to be swayed by hero-worship, sentiment, and the like, but should be governed by the answers to questions such as the following:

(1) How much intelligence is needed for this occupation?
(2) How much education do I require for it?
(3) Will it stimulate and satisfy me mentally?
(4) Am I interested in it?
(5) Does it suit me physically?
(6) Does it have a good economic future?
(7) Does it place me in the society I like?

Mr. Kitson, still very practical, also gives definite methods of training for and obtaining desired employment. He even tells how and why to get a raise! Does that whet your curiosity? His recipe is a good one, but not infallible. However, the book is full of valuable information and suggestions well put. You will enjoy reading it. C. F. B.

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Selected Essays and Critical Writings. By A. R. Orage. Edited by Herbert Read and Prof. Denis Saurat. "The New English Weekly", 38 Cursitor St., London, E.C. 4. Price: 10/6.

It would be easy to introduce Orage to a wider public than he now has by quoting from some of the most noted thinkers or men of letters of the day. Such giants as G. D. H. Cole, Edwin Muir, Holbrook Jackson, George Bernard Shaw, Major C. H. Douglas, Middleton Murry, Miss Storm Jameson, H. G. Wells, Ezra Pound, Richard Aldington, Hilaire Belloc, and Carlos Williams, pay tribute to one whose love of mankind amounted to a passion, and who never shirked finding himself alone on the side of the truth.

The series of essays which I here recommend illustrates his work as a man of letters. It is hard for me to select what words to use in urging such vigorous and beautiful writing upon my colleagues. As I close the volume from time to time after re-reading some of the sections into which it is divided, I find myself inclined to inscribe on the fly-leaf: "For he wrote as one having authority and not as the intellectuals", discriminating between intellectualism and intelligence. For there is a difference, I pre-

sume, between a man led by the nose by the laws of reason along the highway of thought and spirit so informed with the principles of reason that these become a dominant instinct. One naturally thought of Orage as being supremely intelligent without regarding him as an intellectual. The subjects of these essays range over what in the whole field of literature is forever topical, illustrated from themes or writers of the present and past.

I conclude with a few quotations from one or two of those whom I have called the giants. *G. K. Chesterton*: "Anyone called upon casually to count our best writers on his fingers would probably have left out Orage, because he was so important." *T. S. Elliott*: "Some will remember him as the best literary critic of his time in London." The late *George W. Russell* (A.E.): "Laotze says, 'To see a thing in the germ, this I call intelligence', and Orage had that intelligence."

—A. V. McNeill.

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Sense and Structure in English Composition and *Aim and Order in English Composition*. By B. C. Diltz and H. M. Cochrane; (60c each). *Models and Projects for English Composition*. By B. C. Diltz; (85c). Toronto: Clarke, Irwin & Co., Ltd., 1932-'33.

I have familiarized myself somewhat recently with a valuable series of Composition texts for High School English teachers. Although produced in Ontario, the subject matter can fit very easily into our British Columbia course.

These books have two advantages over many of their contemporaries. (1) They are the work of two Canadians actively engaged in the teaching of Composition. (2) They have been arranged to follow an entire Canadian High School course, and therefore the contents move consecutively rather than concentrically.

Sense and Structure in English Composition is for use in Grade IX; *Aim and Order in Composition* is for Grade X; *Models and Projects* covers Grades XI and XII. The purpose of each book is stated in a valuable foreword from which one or two quotations will show conclusively the basic ideas of the texts.

In the Grade IX book we find as some of the authors' aims—To fix attention on the sentence—To make the structure of the sentence the basic unit—To teach the functions of the essentials of grammar—To provide periodical assignments for creative writing. In the next volume one aim is—To focus attention on the simpler forms of paragraph structure. The last of the series states as its aim—To make students think—To provide an abundance of specimens of English prose for models.

One especially helpful feature in the Grade IX and Grade X texts, respectively, is the inclusion at regular intervals of Achievement Tests. This is found in very few other books for use in this subject.

I have used all of these books as supplementary works and can recommend them heartily. —E. G. H.

New Bearings In English Poetry. By F. R. Leavis. Published by Chatto and Windus, London, 1932.

A critical discussion of the significant features of contemporary poetry. The author undertakes to relate poetry and the modern world and to show in what way contemporary poetry is a departure from that of the Great Romantics and of the Victorian and Georgian era. In estimating the worth of modern poets, Mr. Leavis says, "There are so many of them that, a century hence may appear a kind of Composite Poet; there may be 500 excellent poems proceeding from poets mostly not so very great, but well worth remembering a century hence."

A chapter is devoted to the situation at the end of the War with special emphasis on Hardy, Yates, and De la Mare. In a chapter on each the author discusses the important contribution of T. S. Eliot, Ezra Pound and Gerald Manley Hopkins to the poetic movement. I found this a readable book with a good amount suggestion material, of particular interest to those teachers dealing with modern poetry.—C. G. BROWN.

EDUCATION IN CITIZENSHIP

The social function of education will give to Civics an important place in school life. The community interests of the school call for definite organization, and all group activities are, of necessity, preliminary and basic to the larger and more responsible undertakings of adult life. From the first day of school to the last, the individual pupil must make adjustments in the performance of duties and in respecting, not only a just authority, but also the rights and feelings of others. To these ends the way and manner of lessons, activities, and games transcend in social value the measurable items of subject matter. It is the inward response of the pupil that is all-important. The child should feel his citizenship in the class and school and the very need for his honorable participation in all worthy activities of his group. Pupils should learn to share, co-operate and to lead with that grace of manner which is inseparable from culture and refinement. Civics in junior classes will include all those conscious efforts to enable each child to do and be his best as one of a group. The relations of one child to another and to the whole must bring into practice those qualities that exalt both the individual and the nation. In the senior classes of the Elementary School the organization and instruction will be increasingly concerned with the world of affairs outside. The idea of law and government should gradually acquire meaning for these pupils and the possibilities of their own contributions to the welfare of society should arise in their minds.

—From Report of British Columbia Committee on Educational Philosophy.

True humor springs not more from the head than from the heart; it is not contempt, its essence is love; it issues not in laughter, but in still smiles, which lie far deeper. It is a sort of inverse sublimity, exalting, as it were, into our affections what is below us, while sublimity draws down into our affections what is above us.—Carlyle, *Essays*.

HIGHLIGHTS OF MAY NEWS

By J. E. GIBBARD, *Magee High School, Vancouver*

ERIC W. Hamber was appointed Lieutenant-Governor of British Columbia on May 1.

* * *

D. B. Plunkett, M.P., Victoria, died at Ottawa on May 3. The by-election is set for June 8.

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Effective June 1, Premier Aberhart announced reduction of interest on Alberta's $160,000,000 public debt to an average of 2½ per cent. under authority of the new Treasuary Act, saving the province over $3,000,000 annually. He also announced on May 28 that "Prosperity Bonds" would be issued in payment for certain public works, the certificates requiring a 2 per cent. stamp weekly and being redeemable monthly.

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Dr. A. E. Housman, famous classical scholar, professor, and poet, author of 'A Shropshire Lad", died on May 1, aged 77.

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Testifying before the Royal Commission on arms manufacture on May 6, Lloyd George made a strong plea for nationalization, declaring the breakdown in private arms manufacture in 1914 resulted in hundreds of thousands of casualties.

* * *

Having already been defeated by its own back-benchers on the Hoare-Laval plan and on reduced pay for women in the civil service, the Baldwin Government found the opposition raised by amendments to its Coal Mines Reorganization Bill to appease owners so strong that it consented to postpone second reading indefinitely on May 20.

Field Marshal Viscount Allenby, victor of Jerusalem, collapsed at his writing desk on May 14 and died almost immediately. On April 28 he had contributed another to the series of important rectorial addresses of Edinburgh University which includes Barrie's 'Courage", when he denounced narrow nationalism as selfish jealousy and advocated a world state wherein neighbors can live without molestation. (Address reproduced in *World Wide*, May 23, p. 404).

* * *

Though no evidence was produced to show he had revealed any information about the budget, publicity given to the fact two friends of his had insured against increased taxation two days before the increases came made Rt. Hon. J. H. Thomas feel obliged to resign as Secretary for the Colonies on May 22. W. G. A. Ormsby-Gore was named on May 28 to succeed him.

* * *

The Pulitzer prizes for American literature for 1935 were announced on May 4 as follows:

Drama: "Idiot's Delight" by Robt. E. Sherwood;

Novel: "Honey in the Horn" by Harold L. Davis;

History: "The Constitutional History of the United States" by A. C. McLaughlin;

Biography: "The Thought and Character of William James" by R. B. Perry;

Verse: "Strange Holiness" by R. P. Tristram Coffin.

* * *

W. A. Patterson, president of United Airlines, claimed on May 7 realization of the "robot" pilot able

to land ships "blind" in total darkness or heavy fog.

* * *

Creation of heavy atoms by destruction of light ones was announced on May 8 by a University of Chicago physical chemist and advanced as evidence that the universe recreates itself as it disintegrates.

* * *

A new contract for the $200,000,000 a year anthracite industry, including a 35-hour week, was reached at a conference of miners and owners of United States on May 7.

On May 21 management and labor announced an agreement on "dismissal wages" for workers displaced by railroad consolidation.

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The Irish Free State Senate is abolished by a bill finally passed on May 28.

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Australia has voted $35,000,000 for defense in 1936.

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Dr. F. E. Townsend and two aides in the Old Age Revolving Pensions Plan were cited on May 28 for trial in a federal court for contempt in refusing to testify to a House committee.

* * *

The French general elections on May 4 gave the parties of the Right 101, parties of the Centre 137, and parties of the Left (Popular Front) 375 including 115 Radicals, 179 Socialists, and 81 Communists. Leon Blum, leader of the United Socialist Party, announced on May 10 he would accept the Premiership and on May 13 Radicals and Communists assured their support though the Communists refused to enter the ministry on the ground that reactionaries would use it as propaganda against the new Gov-

ernment. Assurance that the new Government would not inflate checked a flurry o.. the Bourse and flight from the franc but seems to have been a cause of the uneasiness among workers which led to an epidemic of strikes at the month-end.

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War Minister General von Blomberg on May 4 gazetted an order for a 5-kilometer "demilitarized zone" along the French, Belgian, and Czechoslovakian borders to prevent border incidents.

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An alleged plan for a Nazi putsch on May 1 was apparently spoiled by the last-minute arrest of 18 leaders. An attack on Prince von Starhemberg's castle on May 24 was allegedly made by German-trained Nazis. Seventy members of a German Nazi organization in Polish Silesia were accused of high treason on May 20 because of an alleged plot to separate the section from Poland.

* * *

Premier Azana became President of Spain by a vote of 754 to 120 on May 10 and a new cabinet under Santiago Quioga was formed three days later.

* * *

Prince Ernst van Starhemberg was dropped from the Austrian cabinet on May 14 and the next day Chancellor Schuschnigg ordered dissolution of private armies. Assured of the friendship of Mussolini and the enthusiastic loyalty of the Heimwehr, the prince is still an important figure in public life and has declared the Heimwehr will never disarm nor be absorbed in the national militia.

* * *

Haile Selassie and his family fled from Addis Ababa on May 2 for England via Djibouti and Haifa. The Ethiopian capital was subject to pillage till the entry of an Italian army under Marshal Badoglio on May 5. On May 10 Mussolini declared Ethiopia annexed and Victor Emmanuel emperor with Badoglio as viceroy. More than 1500 arrests were reported in Addis Ababa in the next two weeks for looting and other causes, those convicted being shot in batches of 40 or 50. Bearing arms is a capital offence. Baron Aloisi withdrew from the League Council on May 11 and on May 16 left Geneva. The Council thereupon resolved to continue present policies to June 15 and to adjourn all discussion of the Italo-Ethiopian question to that date. Mussolini meanwhile has renounced any further colonial ambitions and, despite Anthony Eden's open accusation Italy fabricated evidence that Ethiopian forces had been supplied with dum-dum ammunition by British firms, has sought friendly relations with Britain apparently in hopes of a loan to aid in utilization of present gains.

* * *

Premier Baldwin on May 14 hoped the League Covenant would be reformed so that the United States, Germany and Japan could be persuaded to join. Premier-elect Blum on May 22 announced his policy would be unequivocal fidelity to the League Covenant, maintenance and extension of the present system of treaties of non-aggression and mutual assistance, and close co-operation with Britain which had been hindered in its peace policy by France. The Little Entente on May 7 declared itself unalterably opposed to Hapsburg restoration in Austria or to change with regard to boundaries, militarization or independence in Central Europe.

The Egyptian election on May 3 gave the WAFD (Nationalist Party) 163 seats as against 50 for all other groups.

* * *

Mr. Anthony Eden on May 25 protested against anti-British propaganda radioed from Italy to Palestine and India weekly in the native tongues. Many Jews were killed during the month and before the end of the month terrorism had grown to such proportions that British residents were evacuated from three important towns and clashes between troops and Arabs mounted to a state of war. On May 18 Britain decided to appoint a royal commission to investigate the causes of the trouble on the spot. The British have seized both communist (alleged) and anti-communist propaganda intended to aid the Arab cause.

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The British Government on May 6 declared itself opposed to any plan for sharing mandated colonies with such countries as Germany.

* * *

Concentration of Japanese troops in North China, seizure of Peiping railroad stations, interference with Chinese customs laws and the growing dissatisfaction of the Cantonese with its inactivity forced the Kuo-Min-Tang to adopt a policy of strong opposition to Japanese aggression and to start massing of troops in the north at the end of the month.

* * *

Census figures on May 27 announced Tokio as the world's third city with a population of 5,875,667.

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