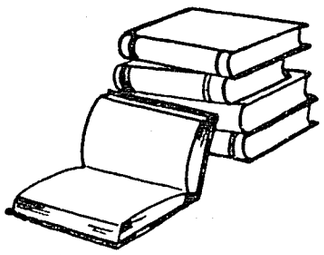
THE B·C·TEACHER



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INSERT—EXECUTIVE STATEMENT RE SPECIAL GRANT.

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WHITHER OUR EDUCATION?

THIS treatise is headed with a question; it will be punctuated with question marks throughout its course, and shall terminate with one. These questions have arisen during the recent past and the present—they are not being answered today, and it is becoming more and more irrevocable that they must be faced in the near future.

We are confronting our school boards and approaching our government with demands for a new basis of educational finance. Certainly there can be no cause for stating that these demands are not just or not necessary. But have we based our requests on their appropriate pedestal? Have we revealed them in their true light and their proper perspective? Have we mustered all the resources at our disposal in our demands? Are there not questions arising today whose solution must reveal the teacher not so much as a creature in physical need of increased remuneration as a member of a profession whose skill and responsibility warrant an elevated financial status?

In order to find these questions, let us attempt to follow and analyze the multitude of social and economic changes which during the past generation have wielded their influences in our schools.

The factors which twenty years ago forged the personality of a child were almost entirely the home or the school. Almost without exception he was withdrawn from the influence of the one only at such times as he was immersed in that of the other. Attractions of such a nature as to entice the adolescent and the teen age from the home were few, and transportation facilities comparatively slow and rare. The dance-hall was a social gathering place, the restaurant a means of quietly satisfying hunger at meal-time, and the theatre still a novelty. The boy and the girl, as they grew up, generally found their vocation near home. The core of custom and usage was the home, adapted to and modified by the diverse needs of three generations.

What has happened during the intervening years is common knowledge. Inventions and innovations have followed so rapidly, the one after and intermeshing with the other, that the possible combination of effects has arisen out of all proportion to the length of time involved. The automobile has become a standard possession; highways have been extended and modernized, and lures and attractions to the motorist have sprung up along their lengths. Theatres have been promulgated throughout the land; restaurants have become cafes, with the added inceptions of the soda fountain and the juke box. There has been during the passage of a few brief years such an economic fluctuation in the earning power of the family that few are the children who have not seen other members of the home leave at increasingly early ages to seek employment beyond their native locality.

With economic factors at home saying "Go", and social and recreational factors without saying "Come", the home as the core about which is fused the traits and characteristics of the child is passing from existence.

The breakdown in the home-centered environment is assuming a number of forms. One is that the child is today often working at jobs and for wages which until quite recently were classified as definitely adult in their nature. In connection with these jobs he is often called upon to make decisions, and is treated in a manner which we generally consider to be the decisions and manners pertaining to an adult. Where twenty years ago the advice of parents and grandparents would have been consulted and given—today, all too often, the boy or girl has no other counsel to draw upon than his own. Socially, economically, and, to some extent, mentally, he is an adult, but biologically he is still a child. Again, the inability on the part of the parent to impart counsel and to arrive at decisions because of the absence of the child must necessarily result in a proportional deterioriation of the assumption of parental responsibility. If the parent cannot advise, he cannot feel himself responsible for judgments arrived at or actions executed by the child in the absence of his advice.

From generation to generation both these propensities have become aggravated in their effects; the first as social and economic changes disrupt the family physically, and the second as the results of the disruption make themselves felt to an increasing extent upon human behavior.

Now to turn again to the question: For how long into the future are these cataclysmic changes to continue, and at what end process are they to culminate? How much more of its waning influence is the home to lose before the waning halts? What measures are educators to take to popularize the home. Meanwhile, who is to assume the responsibility of replacing the depreciated influence of the home, and with what measures?

Whatever other answers may come forward, the school must necessarily be one. The school is already feeling the results of the changes that have taken place. It is inevitable that children carry to the school the atmosphere of disruption and foresaken responsibility found in so many homes. It is inevitable that the atmosphere must seep into the conduct and the attitudes of the child. It is equally inevitable that not only the brunt of his conduct and these attitudes, but also the onus of analyzing and prescribing for them will fall upon the teacher.

And here again appears the question. Are the precepts on which we base our demands for educational reform the most pre-emptory or the most

pressing of its needs? By not disclosing the social, the human, but merely the economic side of the problem, are we perhaps not only omitting, but also seriously depreciating our policy in the pursuit of our cause? In larger terms, are we perhaps not attempting to paint a sunset with the omission of any tints of rose, or riding to battle on an ass or a goat instead of a steed?

Ramblings of Paidagogos

SHADOW FOR SUBSTANCE

THIS is the story of Jefferson Peers,
Who piled up money for thirty years;
And then, at the age of fifty or so,
Got all dressed up with nowhere to go.

* * * * *

For thirty years in pursuit of pelf,
Jefferson had devoted himself
Exclusively to the brewing and sale
Of Peers' Unparalleled Nut Brown Ale.
For thirty years he had been content
With his very substantial emolument,
And never had cared in the least degree
For music or art or philosophy—
In fact, would have thought it unspeakably droll
To do such a thing as invite his soul.
I know he was frequently heard to own,
"A fella don't live by bread alone",
But all he meant was to make it clear
That bread was dry in the absence of beer.

* * * * *

At the age of fifty or thereabouts,
Jefferson Peers was assailed by doubts.
He met, it seems, at a Mountain Inn
—An exclusive place and expensive as sin—
A man of wholly superior clay,
With a haughty air and a broadened A,
Who expressed himself in a sumptuous way.
This Damon Trevelyan, exuding good taste,
Was a connoisseur in everything chaste—
Architectonic, symphonic, dramatic,
Subtle or natural, modern or Attic.
And Jefferson Peers, whose life had been wanting
In human exotics, found Damon enchanting.
He gaped, and listened with mounting awe
As Damon expounded aesthetic law;
Till turned at last on this cultural lathe,
He lost his simple Rotarian faith.

* * * * *

And now a singular change began
In Jefferson Peers, the business-man.
His conversation, becoming austere,
No longer crudely alluded to beer,

But was rather more apt to impinge upon
The Paradise Lost or the Parthenon.
Where formerly Jefferson's interest lay
Among markets and profits and rates of pay,
It now related peculiarly to
Filigree, lacquer, and ormolu.
'Tis true he lumped in the self-same class
Correggio's gold and Picasso's brass—
But why on earth should the purists bother,
Since he couldn't distinguish one from t'other?

* * * * *

As time went by, and Jefferson's mind
Became less certain and more refined,
He memorized arty phrases that he
Afterwards garbled most hideously,
And with facts and follies burdened his brain
Till the baffled organ reeled again.
For Culture and Art and Music and such
Abode with Jefferson overmuch;
And as for sculpture and drama and song,
His soul had awaited them overlong.

* * * * *

The moral, my friend, is abundantly clear:
A nylon purse from a porcine ear
(In spite of our infinite modern resource)
Is a sheer molecular tour de force.
For homespun truth has a better shape
Than the flaunting sham of the sedulous ape;
And Jefferson's place on the cultural scale
Depended—in truth—on his brewing good ale.

B. C. T. F. and Kindred Associations

News for this department of "The B. C. Teacher" should be sent to
MR. HARRY CHARLESWORTH, *General Secretary,*
1300 Robson Street, Vancouver

RICHMOND ARBITRATION AWARD

SALARY increases aggregating $7500 were awarded Richmond school teachers by unanimous decision of a board of arbitration under Judge A. M. Harper, recently.

Increases asked by the teachers would have amounted to $9900, and those granted ran from $40 yearly in the case of the least experienced up to $420.

In addition, the board recommended a schedule of yearly increments as follows:

High school teachers, basic $1200, increase yearly of $75 up to $2100. In this case the school board had offered increases to $1900, and the teachers asked $2250.

Junior high teachers, basic $1100, increases of $75 up to $2000. The school board had offered increases up to $1700, and the teachers asked $2150.

Elementary teachers, basic $960 (present basic is $900) with increases of $60 up to $1560. The teachers had asked the increases up to $1620, and the school board had offered $1400.

In some cases yearly increases were larger than the teachers asked for, although the maximum salaries were not so great.

Arbitrators were Judge A. M. Harper, chairman; Edgar Brown for the school board, and Harry Charlesworth for the teachers.

Mr. Frank Wilson presented the teachers' case.

NORTH OKANAGAN TEACHERS MEETING

EQUAL educational opportunity for all British Columbia children was the keynote of the speech by Mr. R. Stibbs of Kelowna, vice-president of the British Columbia Teachers' Federation, given at the regular meeting of the North Okanagan Teachers' Association in Vernon on January 30th. Some rural and other areas have suffered because of taxation and other inequalities, he stated. He suggested that teachers' salaries were only a part of the large problem facing education in this province. Local School Boards, Mr. Stibbs insisted, were a most necessary part of our school system, and the British Columbia Teachers' Federation had never advocated their dissolution. He felt that some relief should be given these boards in the field of finance and that the first move should be to establish a salary schedule for teachers with increments guaranteed by the Department of Education. He informed the meeting that the British Columbia Fruit Growers' Association had forwarded to the proper authorities a resolution demanding equal educational opportunities for all British Columbia children.

Mr. P. Kitley, geographical representative on the B. C. T. F., and past president of the O. V. T. A., also addressed the gathering. He urged the teachers to have greater faith in their organization, as he felt that only by united effort could educational conditions in the province be improved.

The Publicity Committee made its report, outlining the contacts that it had made during the past few weeks. It had attempted to inform the public of the acute shortage of teachers, of the need for improved conditions in rural areas and of its advocation of a Provincial Salary Schedule for teachers. In carrying out its programme, the committee had met the local member, the Hon. K. C. MacDonald, and had discussed the whole problem with him. Mr. J. Prior, president of the N. O. T. A., had spoken to the two service clubs of the city. An address had also been given to the Lumby Farmers' Institute who had endorsed the movement for improved educational conditions. *The Vernon News* had been contacted and had co-operated splendidly. A series of articles prepared by the committee appeared in the paper outlining the problems in education. These were followed by a full column editorial in the issue of January 21.

PROVINCIAL ELEMENTARY ASSOC. CONVENTION PLANS

THE following teachers met as a committee to discuss plans for the P. E. T. A.'s part in the Easter Convention: Miss G. Owens, Miss E. Unsworth, Mr. G. Rogers, Mr. H. Boltwood, Mr. G. Johnson, Mr. W. E. Whatmough, Mr. C. Ovans, and Mr. J. Drummond.

It was decided to forego the usual demonstration classes this year as the

Vancouver classes have already lost a great deal of time and it would be unfair to ask them to spend more time in demonstration preparation. In place of the demonstration classes a thorough demonstration of visual education has been planned under the chairmanship of Mr. G. Rogers.

It was decided that Miss G. Owens would contact the secondary school representatives with the idea of obtaining speakers who would speak on topics common to both elementary and secondary schools. This would help eliminate the overlapping of speakers during the convention. Mr. H. Boltwood will organize a display of Lesson-Aids material.

The next meeting will be held on Saturday, March 6th.

—J. DRUMMOND.

EASTER CONVENTION

DELEGATES to the 1943 Convention will find several changes in programme as they assemble in Vancouver during Easter week.

In an effort to focus teacher attention upon the problems which face the B. C. T. F. and affiliated Associations, the number of sectional and association meetings, notably Provincial Elementary sections, have been sharply reduced.

By resolution of the Consultative Committee, the Annual Dance and Rally Luncheon are to be abandoned this year as programme features of the Convention. Both functions in the past have suffered declining teacher attendance. This fact, coupled with doubtful attendance this year and increased costs for accommodation and catering, have determined their omission from the program.

The Convention Committee hopes to make arrangements with some local cabaret or hall so that teachers may meet their friends at a get-together dance, but this arrangement will not restrict public attendance at such a function.

It is expected, too, that Convention sports will not be organized since badminton and table tennis supplies have disappeared from the civilian market.

Elsewhere in this issue you will read of the curtailment of the demonstration classes.

To offset evident shortcomings, the Convention hopes to attract a speaker or speakers of the high calibre of last year. The public meeting will be a feature again as it was so well attended by both teachers and the interested public.

It is hoped that even with the absence of several features of the past that teachers will find an even greater incentive for attending the Convention this year to assist in settling the problems which confront the Federation at this time.

G. H. F. JOHNSON,
Chairman, Convention Committee.

CANADIAN TEACHERS' FEDERATION NOTES

Survey of Educational Needs in Canada.

A COMMITTEE appointed by the Canada and Newfoundland Education Association to survey educational needs in Canada has been very active all year. The C. T. F. representative, Dr. Kenneth Argus, has made a very comprehensive report on the teaching personnel and salary situation. The final report of this committee will be presented to a meeting of the Board of Directors of the C. N. E. A. to be held in Calgary on March 16th. Watch for newspaper publicity of this meeting.

Fees to the C. T. F.

It is hoped that the time will soon come when the C. T. F. can blossom forth as a really effective organization which will be of tremendous assistance to all the teachers across Canada. Before this is possible greater financial support will have to be given by the provinces. Accordingly, all provincial organizations have been asked to submit a definite statement as to what it considers a fair levy from each province.

Shortage of Teachers

According to all reports there will be a very acute shortage of teachers by September, 1943, unless some drastic action is taken by the C. T. F. or the C. N. E. A. or by both bodies together. C. T. F. officers have been in touch with the Department of National Selective Service at Ottawa and have asked for the establishment of a small advisory committee of teachers who would be in a position to assist that body in the selection of male teachers for the armed forces and would also be in a position to advise as to whether it is possible to fill the positions of those who volunteer or are drafted.

Federal Aid to Education

The Canadian Teachers' Federation has always taken the position that Federal Aid should be given, but that it does not imply Federal control of education. The C. T. F. wishes that all teachers should be very careful to make this point clear when discussing this question.

High School Enrolment Study

High school principals who co-operated last Fall with the C. T. F. in obtaining information in regard to trends in high school enrolment will be interested in knowing that this study has now been completed. An analysis of the facts obtained shows that enrolment in the fall of 1942 appears to have been approximately 20 per cent lower than in the fall of 1939. In cities the real reduction is over 20 per cent; in towns and villages as a whole it is only about 10 per cent. The drop has been especially severe in technical and commercial schools, amounting to about one-third of their 1939 enrolment.

THE ASSISTANT GENERAL SECRETARY'S TRIP TO CENTRAL VANCOUVER ISLAND

ACTING on the invitation of the Port Alberni and Duncan teachers, who had arranged for their respective Parent-Teacher Associations to sponsor public meetings to hear presented the case of the B. C. T. F. for a reform of the system of financing education, I spent the week of January 24th to 30th in the central part of Vancouver Island.

Unfortunately, weather conditions were intolerably bad at the time, so as large crowds as had been anticipated did not turn up. Good representation, however, made up for the lack of numbers. The teachers had specifically invited various public organizations to be present and most of these sent along at least one of their number as an unofficial delegate. The Port Alberni School Board even went so far as to postpone their regular meeting so that their members could attend the meeting. One of the trustees, Mrs. Hamilton, contributed much to the discussion that followed the presentation of the Federation brief.

I found the public very eager to understand the problems of education which confront us at this time, and more than willing to support any move to bring about a solution. It was very encouraging, too, to witness the whole-hearted support the teachers were giving the Federation in its campaign to better teaching conditions in the province.

During my stay on the Island I was privileged to talk with the teachers in Port Alberni, Alberni, Nanaimo, Duncan and Lake Cowichan. Parent-Teacher meetings were also addressed in Alberni, and Lake Cowichan. The fact that the Ladysmith schools were closed prevented my meeting the teachers there.

—C. D. OVANS.

MEETING OF THE KELOWNA AND DISTRICT BRANCH OF THE O. V. T. A.

ONE of the most interesting meetings the K. D. B. O. V. T. A. has had this year was held Wednesday, January 6th, 1943, in the Royal Anne Hotel.

Many invited guests, including members of the Provincial and Federal governments, representatives from the City Council, Kelowna newspaper, and the Rural Trustees' Association, were present.

Mr. J. Logie was chairman of the discussion, "Equal Opportunity and Education". Messrs. R. Stibbs, and J. Campbell presented briefs, the latter emphasizing the problems of rural education, and the former choosing as his topic, "Redistribution of the Costs of Education". At the conclusion of the presentation of these briefs, each guest spoke sympathetically on the matter and pointed out the fact that, as men holding public positions, they realized the seriousness of the situation.

After listening to these reports, the teachers felt that British Columbia has done a great deal, it is true, for the advancement of education but that there is a vital need for immediate changes in our present day system, and that it is up to us as members most affected to arouse as much public interest as possible in these problems.

—MRS. NORMA CAMERON.

SUMMER SESSION ANNOUNCEMENT

THE Board of Governors at the meeting held on December 21st approved of the appointment of the following Instructors and Part-time Instructors to the Summer Session of 1943:

Department of Biology and Botany—Part-time Instructors: Dr. V. C. Brink, Miss Ruth E. Fields, Mr. Carson McGuire, B.A. (Brit. Col.), Principal, Junior-Senior High School, Chilliwack, B. C.

Department of Chemistry—Instructors: Dr. R. H. Clark.

Department of Economics, Political Science and Sociology: Associate Professor G. F. Drummond, Dr. J. A. Crumb.

Department of Education: Dr. M. A. Cameron; Dean F. M. Quance, M.A. (Alta.), Ph.D. (Columbia), Dean of the College of Education and Professor of Education, University of Saskatchewan.

Department of English—Dr. G. G. Sedgewick, Dr. Edmund Morrison.

Department of Geology and Geography: Dr. G. Davis.

Department of History: Professor F. H. Soward, Associate Professor A. C. Cooke.

Department of Mathematics: Dr. R. Hull, Dr. A. S. Jennings.

Department of Modern Languages: Dr. Ethel Harris.

Department of Philosophy and Psychology: Professor J. A. Irving; Dr. F. H. Tyler; H. G. Townsend, A.B. (Wesleyan), Ph.D. (Cornell), Professor and Head of the Department of Philosophy, University of Oregon.

CONVENTION "BED AND BREAKFAST"

ACCOMMODATION for out-of-town delegates to the 1943 Easter Convention will be sought for those who write directly to the B. C. T. F. Office by March 31st.

Reluctance to fully organize this service this year is based on the poor response by teachers last year to the Committee's offer to provide low-cost lodging in Vancouver.

The Convention Committee cannot guarantee a full accommodation service this time due to the prevailing shortage of available rooms in homes and hotels. In addition, visitors must overcome critical reserve from homeowners who prepared to shelter our delegates from outside Vancouver last year and were disappointed by the lack of response.

However, the Committee will make every effort to help those delegates genuinely interested. The previous charge of $1.25 should generally prevail, although a small increase over this cost may be anticipated.

Squeezing the Nickels on Education

PROFESSOR John Hughes, head of the education department at McGill University, Montreal, had this to say in a recent radio broadcast: "Our teachers leave teaching for better-paid jobs, not from personal preference or greed for money, but simply from sheer economic pressure."

Prof. Hughes was drawing attention to the gradual erosion of education throughout Canada, where teachers are flocking to join the services or to take jobs in war industry. This condition is particularly evident in the rural areas of Alberta, and is discussed in the series of articles now appearing in *The Herald,* on the subject of rural teachers' salaries in this province.

The Canadian people, as a whole, have never taken a generous attitude towards education. What is worse, they have never taken a national attitude towards education. There is no such thing as Canadian education. There is Alberta education, Ontario education, Quebec education, and so on. Sectionalism and lack of national solidarity are the inevitable result.

The federal government has left the matter of education completely in the hands of the provinces, financially and in every other way. As a result, there are the grossest disparities between the provinces as regards the educational opportunities available for children. Teachers' salaries, especially in the rural areas, vary from mediocre in some provinces to disgraceful in others. The New Brunswick child in elementary school gets $30 worth of education per year; the Toronto child in elementary school, $100.

Education, like health, has been the orphan child of Canadian society. Money spent on school and teachers and education generally has been spent grudgingly, nickel by nickel, dime by dime, as if education were something wasteful, foolish, an extravagance. Yet—if we really want to have a democracy based upon responsible citizenship—we ought to regard education as the very foundation of our country, its people and its future. We ought to regard money spent on education as the finest investment of all, an investment in the future of our own Canadian people.

Money spent on education is money saved: for ignorance, in the long run, is a great deal more expensive than education. Squeezing the nickels on education is a good policy for the tyrants and herrenvolk of this world: mass ignorance is what keeps them going. But it isn't a good policy for us. So long as Canadian education is run on bargain-basement principles, just so long will the Canadian schools turn out great masses of bargain-basement citizens, the product of bargain-basement teachers.

Teachers in England are getting nearly twice as much as teachers in Canada. Fighting Russia's new greatness is founded foursquare on a policy of generous educational opportunities for all: a policy whose results may be clearly seen today at Stalingrad. Canada can take a tip from these two countries, and start giving rural teachers the kind of encouragement they deserve. The rural areas of our country might then start getting the kind of teachers they deserve.

—Editorial, *The Calgary Herald,* November 28, 1942.

Soviet Education—The Child and Youth

(Reprinted from *The Scottish Educational Journal*, October, 1942)

AFTER the Revolution of 1917 the Soviets were left the tremendous problem of education. Tzarist Russia at its best had attempted to educate only some eight millions of its children. The Soviet authorities had to think of four or five times that number. To make such a change in normal times would have been a staggering task; but with the disorganization of the Great War, the destruction of the Civil War and the chaos of the Wars of Intervention the task was next to impossible. For not only were there acute scarcities of teachers, buildings, desks, chalk, paper, etc., but epidemics and famine faced the country. The problem was too big; no general scheme could be enforced; only by a huge collective effort and local initiative could progress be made. And so a multiplicity of forms came into being; a decade of experimenting began. Plans were made, plans were changed, plans were abandoned: everyone was experimenting. At this time almost any educational crank could find somewhere in the Union his own theories in operation.

But out of this confusion grew order. Experience taught the educators. Wild experimenting fell from favour. Examinations, which had been abolished, were reintroduced, though considerably modified. The Project System and Dalton Plan were given up. The Brigade System was greatly changed. But by about 1932 the system was becoming as stable as any educational system has a right to be.

Education now is free and compulsory between the ages of eight and fifteen. Co-education is general. Probably as a result of Stalin's work on the National Question instruction must be in the language native to the child, and more than seventy written languages have had to be created for this purpose, since they had no written form before. The syllabus is laid down in considerable detail by the People's Commissariat for Education, though subject to local modifications. The curriculum is similar to our own except that no Religion, Latin or Greek is taught, and much greater stress is laid on Science. Every child over twelve must learn a foreign language.

Corporal punishment by teacher or by parent is forbidden. This is often claimed as a great Soviet advance, but actually as early as 1862 a draft statute declared: "Corporal punishment is to be strictly forbidden in all schools". Yet it is in matters of discipline, control and incentive that the greatest differences exist between our schools and theirs. New methods are at work. The Russian child thinks of education not only as a personal but as a social duty. In their parks and theatres one is amazed at the care and effort the older children display in helping the younger. In their classrooms and wall-newspapers they criticize each other, but in a helpful way. Individuals, classes, and occasionally teachers will enter voluntarily into "Socialist Competition" to improve discipline, tidiness, cleanliness, etc. Class meetings are held in which pupils may put forward suggestions to and even criticism of the teacher. Teachers hold meetings and discuss each other's shortcomings and try to find ways of overcoming them. Teachers visit other teachers' classrooms, listen to the lessons and learn new methods of presentation from them. Parents and teachers frequently meet and discuss the child and his problems.

Since the New Decrees on Education fees are charged after the age of fifteen, but the better pupils can get these remitted and grants are given in cases of need. In all the larger towns education may now be continued at school till eighteen. Thereafter the student may go to the university. Grants, when given, are very generous and sufficient to make the student financially independent. Many students, in fact, marry while still at the university and live on these grants. Married quarters are attached to many universities and people of all races are to be found there.

Such then, in brief outline, is the Soviet System of Education. Many changes have taken place, and most of the objectionable features have been removed, *e.g.*, the question on social origin for university entrance, and the open political bias of much of the instruction before 1932. Some may still think that the treatment of religion is not satisfactory. But when we compare the position today with that of Tzarist times we can only be amazed at the progress made, and regret the fact that, as Paul

(Continued on page 233)

Should Married Women Teach?

By CHRISTIAN SCHIESSER

NOW that the stress of war has brought so many married women back to their former occupations we find an increasing number of them teaching in our schools. Many, of course, have husbands serving overseas, and are therefore free of close home ties. Others, particularly in the rural districts, have rearranged their lives to take over this important task of educating our children. While it is clear that many of these women will return to their homes after the war, it brings before us this vexed question to consider now: Under normal conditions, should married women teach?

There are three common arguments against the employment of married women as teachers: (1) What need is there for her to teach? She is taking a position that should belong to the young single teachers. (2) Her place is in her home. (3) It is her husband's place to support his wife and she is not in need of the money.

In the first place, let us consider the aim of most school boards in appointing a teacher. Surely it is to obtain the best teacher available for the children whose education is in their hands? This will certainly not rule out the employing of a married woman. It is appalling to think of the number of excellent teachers lost to the profession after only a few years of service, for it is only a few women who try to return to their former work after marriage. It is usually with a feeling of regret that parents and school boards see their good teachers leave to be married. True, their place can be filled, but there is always a feeling that something of value has been lost. It is these same parents and school boards who are gladly welcoming back some of these married women to their schools now that the war has caused such a shortage of teachers.

In the second place, let us consider the question of the family life of the married teacher. If she has children, you may be sure that she will not be teaching unless she is quite satisfied that she is not neglecting her home and children. She will have planned her home life to her own satisfaction with someone adequately to fill her place during teaching hours. Undoubtedly the time between school and bedtime will be mostly spent with her family, and school preparation reduced to a minimum after the children are safely tucked away in bed. If her husband is at home she will not neglect him any more than a man teacher neglects his wife in his evenings!

Now let us consider our third and what is usually considered the most telling point against the married woman teacher. Examine it carefully, you who have used this argument so crushingly in times of depression. Of what does it really consist? Simply this, that the teacher should be considered primarily as a wage-earner, not as a vital factor in the making of a better world through education. Too often is our viewpoint in life influenced by consideration of money-making. It creeps in like a poison gas through every crevice of our newly-growing plan for a better social structure for civilization! Is our married woman teacher not helping by giving us the fruits of her experience, the broader vision that comes often only after the soul-stirring joys of marriage and motherhood? Should we not rather be persuading such women to return to their profession after a period of marriage? It would give many a capable young girl with a love of children an opportunity to serve as housekeeper in such a home—perhaps to gain valuable experience of home-making preparation for her own marriage, better preparation than working for hours in a stuffy office, bent over a typewriter copying out boring letters for some soulless corporation.

In our wild chase after prosperity we have been neglecting the essentials of happiness, the only legitimate goal in the game of life. It can only be attained by the search for contentment in our everyday life and work. A man or woman who works eight hours or more at a monotonous or tedious task in order to earn enough money to enjoy the remaining few hours of waking is not living a happy life. The few uncongenial tasks that modern science and invention have left for us to do should only take a small portion of our time, possibly a daily average of two hours or less—our mathematicians could ascertain this exactly. The remainder of our time should be taken up by an occupation for which the individual has special aptitude and training and which brings happiness and contentment to that person.

Give us our married women teachers

The Reverie of Poor Susan

By EVERETT HURT, *Vancouver*

IT is a mistake, of course, to dwell upon a supposed moral in a piece of literature. But when the literature contains a philosophy related to the common experiences of life, as this little poem of Wordsworth's does, one is tempted to think of its meaning in a personal light. It sometimes happens that a phrase, a line, or a poem reveals some meaning to the random reader unseen by him before even in a careful study of the passage. At the moment, "The Reverie of Poor Susan", by a certain tenderness and simplicity unnoticed before, gives a brief glimpse of the profundity of Wordsworth. It can be imagined that there is here a view of personal development of rather immediate importance in one's effort to recognize beauty and know its importance. The poem seems to point back to the half-mystic impressions of childhood.

Being social-minded today, we do not find it easy to forgive even a poet for looking only to the beauty of nature to refresh deficient lives. We are inclined to feel that more material means should be suggested for making the lot of Poor Susan a happier one. Nevertheless on reflection we know that never can material satisfaction be so complete that we do not hunger for some "note of enchantment". The school child needs it, and sometimes gets it from nature. The shining, snow-clad mountain seen by a boy on the way to school (or better, on the way from school) may do more for him that day than all his lessons. In the mind of the child the thing of beauty is expansive, though mysterious. He knows only that he wants to run, that the world is calling him. It is natural that some of Wordsworth's warmest expression is through the figure of the child.

Now, "At the corner of Wood Street", Poor Susan has heard the song of thrush; a common experience, for the bird "has sung there for years". There is mystery only in the fact that there is in the song of the bird a "note of enchantment", that it brings to her the dreams of childhood.

". . . . She sees
A mountain ascending, a vision of trees;
Bright volumes of vapour through Lothbury glide,
And a river flows through the vale of Cheapside".

Then, as her vision fades, we are left to wonder about the spirit of nature in which Wordsworth believed. It can be felt that there are glimpses of memorable beauty which should be had more often, glimpses that the child is likely to have as part of his soul's inheritance. Here the feeling is uppermost that the child is prevented by artificial influences from building his own visions and expressing them.

The enlivening of the appreciation of beauty has long been considered a problem for the teacher. The problem might be simplified if our faith in the authenticity of the young person's impressions were firmer.

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then. They are not teaching unless they feel that it is best for them and theirs. They must enjoy their work or they would not return to it. Let us be glad to utilize their experience and thus give our children the best that we can. In a world freed from the shackles of money-making there will be ample room for all teachers, young and old, whose happiness in life lies in their work.

TRANSPORTATION REFUND

To be eligible for a share in "pooling" this year, teachers must have paid their B. C. T. F. and Local Association fees by March 31st, 1943. The Convention Committee will determine the number of sessions to be attended for credit at its next meeting in March.

CREDIT Unions have made the finest record of any form of banking during the depression with respect to the repayment of loans made.

Physical Fitness and Canada's Greatness

By Dr. E. A. Hardy, O.B.E.

(Reprinted from *The Manitoba Teacher*)

SOME FACTS

HERE are some facts:

1. 44 per cent of the first 100,000 or more recruits for military service in Canada were physically unacceptable for active military duty. (Hon Ian Mackenzie).

A writer in the current *N.E.A. Journal* states that the U.S.A. record was even worse.

2. 50,000 men in our industries every day are unable to work on account of illness. (Hon. Ian Mackenzie).

3. 200,000 persons in Canada are daily unable to carry on their usual vocations on account of illness.

4. One of the large cities in North America with 100,000 school children and with a high record for attendance and punctuality has annually total absences of over 1,000,000 school days, which equals 100 empty class rooms every school day of the year. Most of this is due to illness.

5. Statisticians estimate the cost of sickness in Canada to be at least $300,000,000 per annum, a very large part being preventable.

6. Statisticians estimate that the cost of sickness and untimely deaths means at least one billion dollars per annum to Canada largely preventable.

7. To combat this dreadful toll of disease and death waste, Canada spends about $7,000,000 a year in prevention measures. Of that seven millions the Dominion Government spends about one million, the province of Ontario about one million, and the balance is distributed among provincial and local governments.

8. The 27 cities and 3 urban townships of Ontario spend about $2,100,000 per annum for the public health services, covering 1,775,000 people, *i.e.*, an average per capita of say $1.20 per annum, or an average of about one-third of a cent a day for each person.

These are the progressive municipalities of the province, away ahead of the 800 other municipalities in regard to public health.

By contrast the average worker in any of these municipalities is sick from 3 to 5 days and industrial statistics indicate 9 days for the worker in industrial plants.

SOME CONCLUSIONS

Now add up these facts just noted and do they make sense? Canada possesses, presumably, as intelligent a population as exists in the world. But is there much evidence of intelligence applied to the problem of sickness in the above facts?

The annual income of Canada may reach the unprecedented height of six billions this year. And out of that we are spending huge sums for war purposes. And we are talking about a billion dollars in the third Victory Loan subscriptions. Such a response to the call of the country in its hour of need would be magnificent.

But here we are, year after year, losing one billion in sickness and untimely death, much of it preventable, and apparently doing little or nothing about it. Does that make sense?

SOME SUGGESTIONS

1. Every teacher and every teachers' organization should become informed on this health situation. The Ministers of Health at Ottawa and all the provincial capitals will send you, on request, the annual reports of their Departments and answer your questions about the most of sickness and kindred topics.

2. Every teacher should be thoroughly informed as to the relation of food to health. All the leading nutrionists today believe that health is directly related to food. They believe that health may be good, better or maximum, largely through proper diets. You can't have maximum health without the proper diet for maximum health.

It is perfectly obvious that every teacher should so revise his or her diet that he may have as nearly maximum health as possible.

3. In communities of any size there should be some organization to challenge the attention of the community to this appaling waste of sickness and untimely death.

Every municipality has a Board of Health and a Medical Officer of Health. A local organization should build up around the M. O. H. a strong support for the extension of public health services to the limit of that community.

4. Public health consciousness on the part of the general public would arouse

Canada to action so that advanced legislation would be passed, nationally and provincially. It may be taken for granted that every government will respond to active public opinion and that every government is anxious to lead in advanced legislation for public welfare, if they can be sure of public support.

Resolutions in support of advanced public health legislation should be sent from every organization in your community to the Prime Minister of Canada. These resolutions should be supported by some personal letters from individual members if possible. A flood of such resolutions and letters descending on the Prime Minister would assure him of the readiness of Canada to approve of advanced health legislation.

5. The Canadian Teachers' Federation at its annual meeting in Toronto last August gave a cordial reception to Dr. Gordon Bates, General Director of the Health League of Canada, as he presented his message in regard to the health of Canada. A resolution of approval was passed and another resolution suggested that teachers throughout Canada might lead in the formation of local branches of the Health League of Canada in their communities.

There are branches now in Vancouver, Ottawa, Toronto, Montreal, Quebec, Sherbrooke, London, St. Catharines, Niagara Falls and Welland, and other cities in Ontario are giving consideration to forming branches.

But there are many other cities and many towns and other communities throughout Canada where branches could be organized if some one would inform himself or herself on this great problem and take an active lead. Write the General Director, Health League of Canada, Dr. Gordon Bates, 111 Avenue Road, Toronto.

A WORD IN CONCLUSION

Two great facts may be noted in conclusion: First, Canada must do its utmost to win the war. Second, Canada must be prepared to be one of the active leading nations in world reconstruction. Is there any other nation in the world which is better situated to help in guiding the destinies of the new world to be?

Here are great, solemn and inescapable facts. Can any Canadian teacher fail to see them, and fail to act? And can any individual teacher fail to see his responsibility for building up a Canada so physically fit that it can render a maximum service and eliminate all possible wastage of human and material resources?

Western Civilization

An Attempt at Definition, by FRANK WILSON *of Chilliwack*

"CIVILIZATION" is a great packing-case of a word full of such a variety of meanings that it can denote just about whatever the user wishes. It is therefore a dangerous word and rightly suspected by students of semantics.

To say, then, that Nazism is an attack upon "Civilization" and a return to "Barbarism" is to say nothing very definite. We need first to know what those two words mean when we use them in this way. To recognize that many of the same forces which produced Nazism in Germany have been and still are in operation in the democratic nations, is to become conscious of a danger; a danger to our Civilization. But what does that mean?

I have a profound belief that the central task of our schools is to act as the custodian and conductor from generation to generation of the principles and ideals of our Western Civilization. But if I make that statement alone every one of my readers may apply his own concept and come to a different conclusion as to what I am saying.

Such considerations suggest that a little clarification is in order before I use that word again, for it happens to be one that I like. What, then does "Civilization" mean to me? This is a personal quest and my answer will not satisfy everyone; but if I can arrive at a degree of definition then at least I have the right to use the word.

First of all, "Civilization" implies such a degree of organization, co-operation and technical skill that the struggle for existence does not use the whole of man's energy. A degree of surplus energy and leisure, to permit the search for knowledge beyond immediate necessity and the pursuit of excellence for its own sake, is fundamental to all civilizations. A written language, so that the discoveries of each age may be recorded and transmitted and the energies of young people relieved from verbal memorization, is equally necessary. This, too, has been common to all civilizations.

It is hardly at this level that Nazism represents an attack upon civilization, although it has crippled the disinterested pursuit of knowledge in every direction except that of technical science. We need to go a little further and consider the nature of our Western Civilization.

To me, Western Civilization is the result of a merging of four great streams of influence, namely: the Greek, the Roman, the Christian, and one which is a contribution of our own, Scientific Research.

The Greeks were humanists beyond all else. They believed in reason, measure and proportion, and they believed that the human mind by honest discipline and inquiry could attain to wisdom. They recognized the unruly nature of the human passions but believed that "good wisdom should be charioteer over all". They respected craftsmanship and technical knowledge but believed that of far greater importance was knowledge of the "good". They placed knowledge of "ends" above knowledge of "means".

They extended the aesthetic ideal to every activity of man and delighted in harmony, balance and proportion wherever they found it. They recognized beauty in the wise and disciplined soul, in the trained body of the athlete, in the excellence of buildings as well as in the works of sculptors and poets. To the Greek the creation of beauty, the search for wisdom and the attainment of a gracious temperance and serenity of spirit were the proper aims of free man. These classic ideals have nourished and ennobled choice spirits in every generation of the Western world, and have contributed an irreplacable element of graciousness and restraint to that world.

From Rome has come our concept of order and security based on law. The idea that man should be governed by law rather than by rulers is a tremendous thing. It is the greatest guarantee of human dignity and freedom that we have. The rules of the game are established and the obligation to respect the rules of the game is laid on all. Within these limits man is made free and secure. He cannot be victimized or interfered with according to the whim of the powerful. He can only be punished after due trial for breaking the established and ascertainable "rules of the game". This is the foundation of the concept of the "rights of man" which has played such a great part in Anglo-Saxon and American history.

A civilization is based upon order and harmony. That order may be imposed by

coercion and the naked use of force; it may be based upon oppression and personal tyranny or it may be based upon the understanding and willing co-operation of the citizens. One of the glories of our Western civilization has been its attempt to found order upon the willing acceptance and the loyal support by the citizens of a system of law and a code of morality.

Freedom and security represent one side of the shield on the other side of which is loyal respect for the law and a profound sense of social obligation. Unless citizens gladly accept and loyally carry out their obligations to the community all chance of freedom is lost. Order must prevail and if loyalty and respect for law will not suffice, then force must be used. From this point of view *the measure of a civilization is, how little force is required to maintain order* and how much public loyalty may be depended upon.

From Christianity comes our belief in the infinite worth of human personality, and from this springs our determination that every child shall have his chance; that he shall not be crushed by malnutrition, lack of sunshine, lack of education, or exploitation. Out of this belief comes the battle against greed and the desire to exploit humans for profit. This battle is a never ending one, but it has not altogether been in vain. There are not many persons left today who dare openly advocate among us the denial of decent conditions of life to any class of the community. In spite of setbacks and in spite of human frailty, callousness and greed, the belief in the fatherhood of God and the brotherhood of man has played a big part in all that is best in our Western civilization.

Our own characteristic contribution to Civilization, the method of scientific research, is two edged. In one sense it is an instrument and, as an instrument, is neither civilized nor uncivilized. It is quite impartial. One of its most obvious fruits is that command over the forces of nature which is often called "know how". And "know how" is just as effective for the barbarian as for the civilized man, as the Nazis have well taught us.

But in another sense science is a real contribution to civilization. Its techniques give us dependable information regarding what might be called "the nature of things" and knowledge of the "nature of things" is the beginning of wisdom. It has given man an intellectual discipline, which, within its own limits makes the mind an instrument of precision. It has freed mankind from dark ignorance and fear ridden superstition and so has increased human dignity and power.

What is of supreme importance is this: that the immense powers of science should be controlled only by those who have thoroughly assimilated the other three parts of our heritage. Science alone will not produce the civilized man. It merely gives man great knowledge in certain fields and great power to do. The knowledge and power are needed if man is to escape from the tyranny of want and the constant struggle for existence. They are the promise of a better world. But if they are controlled by barbarians they promise nothing but infinite destruction.

The Greek faith in the perfectability of human wisdom by discussion and the free use of the intelligence unites with the scientific faith that dependable knowledge emerges only from constant questioning and the controlled testing of all propositions, to insist upon intellectual freedom. Only in a world where questions may be freely asked, where dogmas may be freely put to the test and where statements may be freely challenged and discussed is growth in wisdom and in knowledge possible. This conviction has become one of the firm foundations on which Western Civilization has built. We have come to value intellectual freedom, quite rightly, as the assurance of our future growth and of our ability to solve new problems as they arise. We believe that apart from such freedom a civilization becomes encased in dogmatic ignorance, stagnates and perishes.

If, then, this is what we mean by Civilization, we may use the word once more with some assurance.

A consideration of our own social and political condition in the light of these principles is rather disturbing. The long and miserable period of "appeasement" in Great Britain, the collapse of France, the growth of Fascist movements in the United States and Eastern Canada, the marvellous popularity of Huey Long and Father Coughlan, and the awful docility of the voters in the face of the constant encroachment of bureaucrats and politicians upon the basic rights of the citizen, suggest that our generation no longer holds firmly to these principles.

The barbarians without have a fanatical faith in their barbarism. They must be met by a deep and steady faith on

our part in the central principles of our way of life. Is not this the great task around which all the work of our educational system should be integrated?

Our schools need such a unifying aim. For too long they have drifted chaotically at the mercy of conflicting theorists, and with teachers concerned too greatly over *method* and not sufficiently clear as to *end*. The real task of the school is to be the custodian and conductor of our civilized heritage.

We need to educate men who belong to the civilized tradition, who have taken hold of and possessed the values upon which our civilization is built; for only such men are fit to use the sharp tools which modern science has given them.

Group Discussion

By EMELYN DICKINSON

TODAY much is being said about democracy and all it implies. The air is charged with an emotionalism that has led many to pay to make a supreme sacrifice. Surely those of us who go about our peace-time occupations, little hindered by the actual batttle, can give of our leisure to the actualization of our democratic way of life.

Chief among the implications of democracy is the right to discuss public issues freely. The individual avails himself of that freedom but he gets nowhere. The group, on the other hand, organized for intelligent, honest and well informed discussion, is a force to make itself felt. That is why the teachers of British Columbia have asked for leadership in the matter of forming study groups all over the province to discuss "Education and Democracy".

The Women's Group of the Vancouver Elementary Teachers' Association is already at work upon a course of study and discussion along these lines. Realizing clearly that any new programme of education will be based, of necessity, on the needs of the post-war world, it has planned to learn first what the post-war world may be. Topics chosen are as follows:

1. The Meaning of Democracy—Its Political and Educational Significance.
2. The Atlantic Charter.
3. Plans for Reconstruction—
   Economic: The Beveridge Report;
   Church: Malvern Conference and Philadelphia Conference.
4. Education in the New Social Order
   —Philosophy.
   —Practice in Child and Adult Education.

A convener and small committee of two or three is responsible for the original presentation of each topic after which the other members are free to discuss any aspect of the subject.

There are definite principles to be observed in successful group discussion. Perhaps a brief review of these would be timely. First, the members of the group must understand what is involved in the subject for the next meeting. He will have some ideas about the topic already. These he must appraise carefully and, where he finds his knowledge inadequate, must collect further information. Then only can he form a tentative opinion, the result of his best thinking. But each member will have an opinion to express and these opinions, if the group be well constituted, will differ. It is the duty of the members and of the chairman as host, observing a slightly formalized method of good conversation, to integrate the opinions put forward and to form a group decision. This conclusion may not be the best in the eyes of an expert but, for the democratic group, there is no such thing as the best solution of a problem in any absolute sense; the best solution is that which gives most satisfaction or, better perhaps, least dissatisfaction all round.

It is hoped that this discussion, brief though it is, will prove helpful to other groups at work along the same lines. May we hope to hear from them through the pages of *The B. C. Teacher*.

NO person should be permitted to play with the destiny of boys and girls. Teaching is a responsibility too important to leave to the amateur. It is no place for the unemployable or unsuccessful in other fields.—Alonzo G. Grace, Commissioner of Education for Connecticut.

TO begin with the Credit Union is the first sustained, scientific effort in history to eliminate usury.

On the Application of Intelligence to Education

By DONALD COCHRANE, *Ocean Falls, B. C.*

WAR is a stress that tests everything, and shows up weak spots that were unnoticed in other times: weaknesses in national character, in political or enonomic arrangements, or in the individual's physique and mental development. What weakness has it shown in our schools?

The war finds us desperately short of men, and women, who have learned to do anything in particular. The reason is that the schools have been careful not to teach the young anything in particular, but only everything in general, and very little of that. This is the result of basing our system on tradition instead of intelligence. Admitting that British Columbia's system is the best in the English-speaking world, it is still based on the tradition of "culture"—an antique tradition that has to be propped up with all sorts of rationalizations, labeled "objectives".

From time to time a little intelligence seeps into the schools, pushing always against the dead weight of tradition. It seems to have started at the primary grades (with the teaching of phonics before the alphabet) and worked up against ever-increasing resistance. The Junior High School is in essence an effort to work a little intelligence into the system, not because it was more needed there than elsewhere, but because the gap between Elementary and High School was a joint in the reptile's armor through which the virus of common-sense might be injected. It was hoped that the infection might spread all through the creature, but the forces of stupidity have rallied nobly, and kept the trouble pretty well localized. Technical schools are based on common sense, but even in some of them you find stupidities such as not allowing a girl to learn how to darn socks because her drawing is not up to standard.

But the greatest stupidity of all is University Matriculation. Here is a boy who has gone through the technical school, learned the electrician's trade, passed with very high marks in science and mathematics—but the university will not admit him to the study of electrical engineering, because he has not learned his irregular French verbs. Why should French verbs be essential to an electrical engineer? Nobody pretends to know except the professors, and one has a dark suspicion that they profess French because they don't know anything else.

And here is a perfectly lovely girl who enjoys literature, history and French, but is as the beasts that perish with regard to mathematics. (Do you know who confessed to that defect? Rudyard Kipling: he could never have matriculated).

And here is another with no particular ability or interest, but a sponge-like brain that soaks up all subjects equally because it has no preference for any of them. It the university receives gladly, as a butcher receives a sausage-casing: stuffs with a general mixture of this and that, and finally offers (half-baked) as an educated human, or facsimile.

It's worse than that. We have High School Graduation certificates for those who do not want to take the complete academic course, but you cannot even get one of those things unless you pass in Wordsworth—and when you get it, what good is it? No hospital, business man or normal school will look at the thing, and I don't blame them, because nine times out of ten it is simply a certificate of not being good enough for Matric. I know the original intention was that each school should build up its own reputation, but has anyone seen any signs of that yet?

It did not matter much in peace time, when school was just a device to keep children out of mischief. It did not seem to matter during the depression, when high schools were crowded with adolescents smattering along at this and that, and the longer it took them to learn it the better, because they had nowhere else to go. But now, under the stress of war, those young people have to be taught arts and crafts, even science and mathematics, that they could have learned in school. Against us are nations spending on education a small fraction of what we spend, but getting real results for their money, by using intelligence instead of tradition.

So I think the best thing that any school can do to win the war is to teach everybody something that he can use. Knowledge that you can use is the only true knowledge.

THERE is no longer any possible question of the durability of the Credit Union.

Teach Democracy in the Schools

By A. B. CUSHING

THE most enthusiastic supporters and advocates of the Democratic way of life, exemplified by the democratic mode of government in various countries, and more especially in British Commonwealth of Nations and in the United States, will unquestionably admit that such examples of this way of life leaves much to be desired.

Lord Bennett in his recent address in Vancouver and with his characteristic clear and forcible manner laid bare some shortcomings of our democracy in Canada. This one-time Premier of the Dominion is probably the most able living exponent of Democratic rule, its benefits and its shortcomings in present practice.

But in the writer's carefully considered judgment, there is one very important, in fact, the most important, defect in the working out of Lincoln's great dictum—"Government of the people, by the people and for the people", and a defect that neither Lord Bennett nor most, if any, of the reform speakers and writers, lay the necessary emphasis, namely, that the principles of ideal Democracy have no relatively important place in the curricula of our schools and colleges.

Someone has very pertinently said that what you wish the people to believe and practice *you must teach in the schools,* to the youth of the land. Any theory of government, any ideology as to human welfare, in order to become an actuality must be taught in the schools. People must be taught in their youth how to rule themselves for their own good.

Perhaps the most outstanding example of what school teaching can do toward realizing a particular form of government is Germany. For the last one hundred years the teachers there have taught the subordination of the individual to the state, that government by the people is not the ideal government. Their schools teach that despotic monarchy, or, as in Hitler's case, a dictatorship backed up by the all powerful military clique, is the ideal government for the German people. Because the youth of the land have this ideal firmly established explains all the trouble that German people have caused the world since the days of Bismarck and William II, and the much aggravated trouble they are causing now.

The adult people now living can hardly cure the ills of democracies, they were not taught in their youth to know and practice the cardinal principles of ideal democracy, principles that they must work for and live for, when they took over the management from their forebears.

But it is possible and very necessary that the young people now in the schools, or in the immediate future to be there, shall forthwith begin to study and learn what every boy and girl in the land should know, namely, matters pertaining to government and social well being in the democratic state.

If the reader agrees, as I feel sure he must, that we are dealing with a matter of outstanding importance, at least two pertinent questions will at once arise:

(1) What is to be taught?

(2) Who can teach?

To answer these questions in detail is beyond the scope of this article but in a general way an approach to the answers can be outlined.

First: What is to be taught? The fundamentals of the ideal democracy are the teachings of Christ as recorded in the New Testament. To inculcate these teachings in the mind and affections of people, young and old, has been considered the duty of the Christian church. But for various reasons, the chief of which is the disunited character of the church, this foundation stone on which our democratic institutions are or should be supported is directly unknown to the great majority of boys and girls who crowd our public schools.

It is urgently desirable that textbooks suitable for lower grades and especially for higher grades be prepared by competent educationists from which the learners may learn under competent tutors the basic principles of Christian democracy. Such textbooks before being authorized should be reviewed, endorsed or amended by a commission composed of capable men and women appointed by the various bodies of christian churches —Roman Catholic, Protestant, and, perhaps, Jewish. Such textbooks would be prepared especially for public schools but should be adaptable for all schools throughout the whole Dominion. This does not mean an attempt to teach reli-

gion or theology in the public schools, but it does mean the teaching of morals, it does mean the fashioning of upright characters.

Further, these textbooks should include the data necessary to teaching the set-up of the present governing bodies of the Dominion—The King, the Governor-General, and Lieutenant-Governors; the Dominion Parliament, Provincial Legislatures, and the Municipal Councils, and the character of the legislation with which each governing body is entrusted. The school youth should learn also from such textbooks outlines of the History of Rule in Canada before and after the founding of the Dominion, and to understand wherein the constitution set up for government of, by and for the people has proved by trial to be defective, and to learn also the causes for defects. In general, textbooks are required to give the knowledge required for people that undertake self government.

As to the second question: "Who shall teach?" The answer is, of course, the school teachers in all grades of public and high schools and university. The task of training the present teaching staffs to make them capable of guiding the youth to become worthy citizens will be difficult. The establishment of special summer schools and night schools, conducted by the education department, would seem to be the best if not the only solution of the problem. University professors in social and political science, principals and professors of church colleges, and statesmen might be called to furnish instructions.

Then those in training for teachers now and in future should be provided with special instruction and be made capable of giving this special service required of them. In the course of two or three years the curricula of all schools shall provide for teaching the subject under consideration and a teaching profession qualified to teach. Further, what we suggest for public or government schools should obtain also in church schools, in private schools and in so-called separate schools in provinces where these are provided.

Rule by the majority can only be right when that majority is made up of people who are able, each for himself, to understand what the ballot he casts stands for. He will vote for the candidate, man or woman, who has the qualification and character necessary to be a legislator, not only because said candidate belong to a political party. Democratic rule cannot dispense with party politics, but when the party managers know that they must put up properly qualified candidates to obtain the support of an intelligent electorate, then corrupt practice at elections will not obtain. Moreover, the electors will know "how to vote" when in the schools they have learned the responsibility of the electorate and how to exercise the franchise.

Another important observation is that our high schools and universities should provide training for specialists in the science of government. This training being provided, then young people who aspire to be M.P.'s, M.L.A.'s or councilors must show graduation diplomas for such profession. In the same way as teachers must show credentials to be teachers, or as doctors, or lawyers must first pass their scholastic examinations before they can practice, so shall the would-be legislators require requisite qualifications before *becoming a candidate* for the votes of the electors. Lord Bennett believes in compulsory voting, after the example in Australia. But how much better would it not be to have an educated electorate in case compulsory voting were adopted. Being able to read and write should not constitute an eligible voter.

"Teach Democracy in the Schools" might well be the watchword for obtaining a fuller and better life for our people; in short a Freeman's Education.

GOOD NEIGHBOURS

NEWS of British Columbia schools' good work in War Savings has gone far afield. The other day the School Savings Section of the National War Finance Committee received a letter from the Editor of *School Arts Magazine* in Worcester, Massachusetts, as follows:

"News of School Savings in *The B. C. Teacher* prompts me to enquire if it might be possible to obtain a copy of the British Columbia School Savings Bulletin.

"The writer handles the advertising for one of the local savings institutions, which has been working shoulder to shoulder with the schools, teachers and pupils in this city, hence any information or ideas from you would be very valuable.

"This year shall be one of success and may it bring victory, for which we are striving with all our energy, all our manpower, and all our wealth".

The complete kit of school material was sent to them.

School Library Experience in Switzerland

By MARY ELIZABETH COLMAN

THE first school library of my experience was housed in the tower of a medieval castle. "Le Chateau de Rolle" was built beside Lake Geneva by the Dukes of Savoy when both shores of the lake were part of the duchy.

It is of typical Norman architecture, built around three sides of a cobbled courtyard which contained a fountain. The fourth side was closed by a high stone wall, the only entrance a strong portcullis. At each angle of the castle, and at each end, stood a tall tower, while a smaller one jutted out into the lake joined to the main building by a narrow corridor guarded by an iron door. This little tower was the ancient prison of the Dukes of Savoy, and contained an "oubliette"—a trapdoor in the floor under which flowed the deep waters of the lake. Sharp iron stakes fixed to an outjutting shelf of masonry made certain that an inconvenient prisoner was well and truly "forgotten".

When the people on the eastern shores of Lake Geneva revolted against their cruel overlords and after bloody battles joined the Swiss Confederation as the Canton de Vaud in 1803, the Commune de Rolle became owners of the castle and put it to peaceful municipal uses.

The moat became grass-grown; the meadows, starred in spring with butter-coloured primroses and white violets, were cut by municipal employees and the cured hay sold by auction; the portcullis was rusted permanently open and good sized windows replaced the narrow glassless slits of the middle ages.

The castle housed the elementary and secondary schools, the law-courts and a famous law library, the municipal hay crop, the library, the jail, the curé and the caretaker, whose family consisted of his wife and a daughter in the last stages of consumption. There were besides many great vaulted rooms left to the rats we could hear scampering away when we went there to play at recess time in bad weather. It was said that a ruined tunnel joined the chateau to another castle half a mile away. I never saw its entrance, and am inclined to doubt its existence, but in those days we spent many a happy hour searching for it and had high hopes of discovering the family silver of the Dukes of Savoy which they were said to have hidden in the tunnel at the time of the War of Independence.

The library, which served both the school and the community, occupied the second story of the north-west tower. Daylight entered by two narrow slits and was supplemented by a single electric light bulb dangling in the centre of the room. A breast-high shelf affixed to the central pillar was the librarian's desk, a large leather-bound ledger, pen and ink, his equipment.

All around the walls, from the floor to the high ceiling, shelves had been built, and the stepladder which gave access to the top shelves lurked in a shadowy corner to trip the unwary.

The higher shelves were filled with leather-bound tomes—among them may have been ancient and fascinating books, but for the thoughtless child that was I they held no interest. On the lower shelves were to be found the plays of Racine, Corneille, Moliere; the poems of Victor Hugo, Alfred de Musset, Lamartine, the Swiss Jaques Olivier; the novels of Dumas, Anatole France, Balzac, Zola, Jules Verne. There were also a few children's books: *Pinocchio, Bons Coeurs* (de Amici's famous book, translated from the Italian), *Leila sur l'Isle Deserte* (a French imitation of *Robinson Crusoe*), *La Petite Princesse* (probably the very first "Grasutark" novel for children), *Les Memoirs d'un Ane, Heidi, La Corde a Virer le Vent, La Famille Pfaffling,* are titles I remember.

The very bottom shelves were devoted to whole series of "feuilletons" donated by the newspapers of Lausanne and Geneva. These novels were first published in the newspapers as serials and then paper-bound to sell at two francs—about fifty cents. Invariably they dealt with life in America—an America inhabited exclusively by millionaires who lived in marble palaces and used gold and silver dishes. The daughters of the family always became entangled with the most undesirable suitors and slunk about after dark in concealing cloaks until the inevitable illegitimate baby was born; mother and child were then sent to the country in disgrace where they met a man of simple manners but noble character who married the girl and became a father to her fatherless chee-ild.

Besides being allowed to borrow books for home reading, we girls were encouraged to read aloud while we knitted or sewed two afternoons a week. During these times the boys studied Latin, Greek and Algebra, subjects considered unsuitable for the female intellect.

The back of one of the classrooms was set aside for the sewing and knitting lessons which were shared by all the girls in the secondary school. Each girl had her own little chair, footstool and sewing basket which were stored in a large cupboard between lessons. The teacher was enthroned in an adult-sized chair with her back to the wall, her neat little feet in high black buttoned boots on a footstool, and we sat on our little chairs in a large circle around her, each girl's work-basket on her footstool beside her. While we worked, one of us read aloud. I was very poor at sewing and worse than that at knitting the fine black cotton stockings of which we were expected to make a pair each year, but I was the favorite reader. That is until I grew so interested in the story that I forgot to read audibly, but raced ahead in silence. One afternoon while I was reading one of the yellow-backs about American millionaires I reached the part where the baby was born. The description was both detailed and vividly realistic. I glanced ahead and fell silent.

"Mademoiselle Marie," reprimanded the teacher sharply, "unless you read aloud you must pass the book on and return to your knitting."

"I don't like to read this aloud . . ." I faltered, blushing.

"Show me the book."

I handed it to her and she glanced at it rapidly. All work ceased as we watched her plump, beautifully cared for hands turning over page after page. At last:

"Well, young ladies," she said crisply, "if when such an experience comes to you, you wish to discuss its intimate details in public, you will be at liberty to do so. In the meantime, Mademoiselle Marie will continue the reading here . . ." indicating the following chapter.

We took turns in choosing the book to be read aloud. When it came to my turn I had a lovely time browsing in the library and finally brought *Le Crime de Sylvestre Bonnard* to the desk.

The master who taught history and geography was also the librarian. He took the book and entered its title and my name in his ledger.

"Ah, Mademoiselle Marie," he said, shaking his head sadly, "you only take this book because you think it is a story of crime. You will be disappointed." (An indication of how early in life my low reading tastes were established and known).

But I was not disappointed. Anatole France's little masterpiece of sentiment charmed me, and it is re-reading it just lately which brought sharply to mind these early library experiences and prompted me to share them with you, instead of writing the serious article which was expected. I hope you won't mind.

PUMPING LEAD AT NAZIS

REPORTS received from 460 British Columbia schools with regard to War Savings Stamp sales for the four months of the first term show over $95,000 invested by the pupils in stamps. That amount will keep a Bren or Lewis gun operating 102 hours, or four days and 16 hours, pumping lead at Nazis; supply two pilots with flying clothing and equipment; one anti-aircraft searchlight; one advanced navy training plane, and eight army tents, and one army Jeep.

From all over the province comes news of the increasing number of students saving, as emphasis has been put on the "More Savers For Victory" idea. At Port Alberni the school children are certainly setting the pace. During January they purchased over $400 worth of stamps, thereby exceeding the quota mark set for the term. The objective of the school was set at $1200 for the year, but according to present indications they are out to exceed this figure, with February keeping pace with the first month.

The annual Indoor Track Meet of the Alberni School on March 4th featured four teams, each having a name, such as "War Savings", "Red Cross", "Cheer For the Soldiers", etc. A selection of posters produced by the Vancouver School students was sent over to decorate the Community Hall for the event.

The Question Box

Have you a question regarding a teaching problem you would like answered? Send it to MR. E. F. MILLER, *130 W. 22nd St., North Vancouver*

ANOTHER deadline rolls around and the editor is becoming restless and wanting to know when his copy is going to be ready. So it goes. Nobody seems to have any problems and nobody seems to have sent any suggestions so we shall just have to take the typewriter in hand and see whether there are still any ideas around that might be of help to someone in the far-away places.

Some of the following suggestions are modifications of methods suggested in D. J. Dickie's *The Modern Teaching of Composition,* a book which is very much worth having, some are ideas picked up from friends and some are just lucky ideas that seem to have worked.

We are having a little drive at the moment on vocabulary which, by the way, seems to have more far reaching possibilities than appear on the surface. While giving spellings I keep a lookout for words that have several synonyms. After the lesson, I put each of such words on the blackboard in a sentence in which the other synonymous words would make sense. The pupils then take any spare moments they may have to write the sentence out with each synonym. They thus have the dictionary practice in finding the synonyms and then they have the further practice of using each word in a sentence. In senior grades it might make the exercise more difficult if the original sentence were so arranged that one synonym would fit exactly and another would not. The pupils would thus have to discriminate between words of almost the same meaning and thereby develop an appreciation for fine shades of meaning.

A device for giving drill in silent reading which has been found to be fairly satisfactory if the teacher has lots of time on his hands is the following. Skipping quickly through old magazines one is able to pick out paragraphs which have considerable content and yet which do not depend on context to be understood. These may be clipped out and pasted on the top half of pieces of manila tag cut to about four inches by six inches. Underneath each paragraph the teacher then writes or types five questions which may each be answered in one word. The questions may be varied by asking for actual points of fact from the paragraph, by asking questions which require the putting together of several facts in the paragraph to get the correct answer, by asking questions which are answered by inference only, or by asking questions of general information referred to in the paragraph. After a complete set of these is made, each card should be given a number. The cards may then be distributed in order, down one row of pupils and up the next. The pupils have a page ruled into five columns and numbers down the left side. At the word "start" each pupil reads his paragraph and writes his five answers in the five spaces after the number corresponding with the number of his card. After a suitable interval, say two minutes, the teacher says "change" and each pupil passes his card to the next. This goes on until each pupil has done all the paragraphs. The exercise would probably take too long for a large class, but for a small group of ten or twelve, perhaps a remedial reading group, it makes a brisk exercise. The greatest objection to the plan is that it takes a good long evening to find twenty or thirty suitable paragraphs including sections from advertisements, recipes and anecdotes, and it takes longer than that to make good questions.

A variation on the foregoing has been suggested. This is to have all the pupils bring the week-end supplement of the paper most commonly read in the area. From these the teacher can get ten or more copies of the same article which may be cut out and mounted on nine by twelve manila tag. The questions for these can then be put on the blackboard and each pupil will have a copy. An example of suitable material would be the nature articles by "Wildwood" on the editorial page of the *Vancouver Daily Province.* Another extension of this would be to have pupils bring copies of letters to the editor. When a number of people are writing letters for and against some proposition, the teacher could clip out the most reasonable letters on each side and have the questions arranged so that they require the pupil to read both sides of the argument and weigh the evidence as presented by the letters. To encourage the pupils to think clearly, the teacher might clip a news item which is likely to bring forth letters to the editor

Lesson-Aids Committee

All correspondence in connection with Lesson-Aids should be addressed to the Honorary Secretary-Treasurer, MR. HARRY G. BOLTWOOD, *3486 West Second Avenue, Vancouver, B. C.*

EASTER CONVENTION

BY the time this issue is in your hands the Convention will be almost upon us. As in former years, we shall have a complete display of units, and members of the committee will be on hand each day to give information concerning them. If you have worked out any special lesson plans which you would like to pass on to others, please contact the secretary at the convention, so that he can discuss them with you, with a view to their subsequent publication. Many of our units are the work of rural teachers, who understand the special difficulties in their work. These units have proved to be some of our most popular and useful.

We should particularly like to meet teachers who have any criticism of any of the present units, or who have helpful suggestions to make regarding their improvement.

PLEASE REMEMBER

LESSON-Aids are the work of practising teachers, and are issued to help those teachers who, through lack of material or time or opportunity, are unable to prepare them for themselves. They have been an important feature of Federation activity for several years, and get better every year. The cost has been reduced from time to time until it is now at the lowest possible. For the past four years Lesson-Aids have been self-supporting, and we again will finish the year with sufficient balance in hand to carry on as usual. We are very proud of the success which has attended our efforts to make Lesson-Aids so popular. We are often asked how we can publish them at such low prices. The reason, of course, is that teachers by their purchases make it possible.

ANNUAL REPORT

COPIES of the Annual Report will be available at and after the Annual General Meeting of the P. E. T. A. at the convention. Please ask for a copy.

NEW UNITS

THE following is a partial list of new units issued since the last convention, or to be issued almost immediately:

No. 129. Grade V. South America—Enterprise Unit; 10c. (This is specially good).

No. 130. Grade VII. *Ivanhoe*—Objective Test, with Key; 10c. (Prepared by the same teacher who was responsible for the very popular test on *Treasure Island*).

No. 131. All Grades. Preparation and Preservation of Natural History Specimens; 6c. (Very useful in rural and maritime districts. Prepared by the Director of the Provincial Museum at Victoria).

No. 132. Grade VII. June Science Test—an excellent test on the year's work; 3c.

No. 132. Grade VIII. General Grammar Test.

No. 134. Grade VIII. Mathematics Matching Test. (Testing Tables and Vocabulary; 2c.

No. 135. Grade VII. Mathematics Matching Test; 2c. (Similar to above).

No. 136. Grade VII. Historical Play—Henry VIII and Wolsey; 10c. (Written by six children; excellent).

No. 137. Grade VIII. Mathematics Problems Test; 2c.

No. 138. Grade VIII. Grammar Test for January; 2c.

(Continued on page 238)

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and then, when the letters appear, clip out the ones which have missed the point or have taken a narrow interpretation of the article as being the only interpretation. This will take a lot of planning, but a collection of large cards with this material pasted on could be used over and over again in different ways. Its advantage over the readers is that it contains live, current material which the pupil can discuss with his parents. It might be wise for the teacher to avoid material which involves political prejudices, but such subjects as chlorination, treatment of aliens, university education for formerly interned German Jews, one-man street cars, market control boards, and many others offer valuable fields for silent reading, weighing of evidence, vocabulary and language exercises.

The Psychology of the Direct Method in Modern Languages

By GEORGE A. KLINCK, M.A.

THE Direct Method of teaching modern foreign languages has long been in vogue in the countries of Europe. The English-speaking countries of the world, in their splendid isolation, were slower to adopt this practical method of instruction. The Direct Method finally replaced the classical grammar-translation in Britain, Australia, and the United States of America. It was not till five years ago, however, that this method was authorized in Ontario, despite this province's proximity to French-speaking Quebec. Though there are still several inconsistencies to iron out, the Direct Method has been heartily acclaimed in Ontario as it has been elsewhere. Why should this method have such an appeal? What is the psychological basis of its popularity and efficacy?

The Direct Method, as its name implies, involves a direct approach to the subject without resorting to the mother-tongue as a medium of instruction. In the words of Gourio, it "consists in teaching the foreign language without having recourse to translation, by associating names at once with the realities, and using known words to discover the meaning of a new one. It is the way in which we learn our mother tongue". The Direct Method approach is the natural approach: hence, it is psychologically sound. It is the most economical and efficacious method of teaching a modern language. Carl A. Krause quotes a member of the "Conseil Supërieur de l'Instruction Publique" of France in support of this method. This Frenchman stated as early as 1912: "I am a sincere believer in the direct method which has vivified and regenerated our instruction". Again, in Circular 797 of the British Board of Education, we read: "The essential condition for acquiring a command of a language—both of the spoken and of the written idiom—is to establish the same direct association between experience and expression as exists in the mother tongue".

It is the application of the principle of direct association between the language and experience that has revolutionized modern language teaching. The ancient classical trilogy of "foreign tongue—native tongue—concept" has been reduced to the direct coupling of the foreign term with the mental image. The "limp" has been taken out of comprehension. The substitute stimulus has been discarded and the student sees that the foreign symbol has a meaning of its own. It is no longer an invidious curb on his imagination. As Gourio explains it, there is now a direct association of words with realities. It is this fact which makes Direct Method instruction both meaningful and economical.

Meaningfulness, according to Gates and other enlightened psychologists, is a prime factor in the psychology of learning. The pupil's absorption in the foreign idiom, to the exclusion of the English, makes the language real and meaningful to him. The Gouin method, a popular interpretation of the Direct Method, emphasizes the importance of associating the foreign word with the action which it symbolizes. The student learns to carry out commands, requests or commissions in response to the foreign phrase. While performing the action he tells what he is doing and the class repeats the statement in the third person. Problems of tense can also be solved meaningfully by this system. The Gouin method has the advantage of appealing to the child's desire for motor activity. In this respect it follows out the "Stimulus Response" theory of the Behaviorists. It also takes into account the potentialities of the classroom situation.

Objectivists, on the other hand, make their instruction meaningful by direct reference to the object. Realia of all kinds are called into service as concrete illustrative material. Classroom objects, articles of clothing, parts of the body, pictures, charts, and models, all serve to give the foreign word an immediate significance.

The Direct Method embodies both procedures. The author of an article on the Direct Method which appeared in the New York *Times* Educational Supplement, advocates the presentation of an ever widening range of topics within the experience of the pupils, the family, the street, the village, various trades or callings, everyday things in French settings. In learning, there must always be this natural progression from the familiar to

the unfamiliar, from the real to the abstract, if the subject matter is to be meaningful and practical.

This advance from concrete terms to abstract thinking may be achieved without recourse to the mother tongue. As Gourio says: "Through combinations of words, infinitely varied and frequently heard, he (the student) arrives at understanding the meaning of grammatical terms and all those other words which do not denote sensible objects". New vocabulary is taught by reference to words with which the student is already familiar. "Words are drawn up", continues Gourio, "not in alphabetical order, but in such a succession of meanings that every new word, if it allows of it, is defined by the words previously learned". Explanations are given in the foreign tongue by means of definitions, paraphrases, synonyms or antonyms.

Thus, throughout the course, the student's mind is kept centred on the foreign idiom; he gradually develops a feeling for the language; he gains an insight into its genus and its structure. The pattern becomes clear to him and he is able to fit his materials into this pattern. The student can do completion exercises intelligently; he can choose the verb form which fits naturally and logically into a given sentence; he can make adjectives agree with the nouns of which they are necessary, meaningful adjuncts. In short, he is acquiring a "Sprachgefuhl" which Krause defines as "the intuitive, unconscious and unerring feeling for what is correct and idiomatic in a language".

A minimum of formal grammar instruction is given when teaching by the Direct Method. Irregular verb forms, etc., will, of course, still have to be memorized. This involves a certain amount of drill which can be kept meaningful by maintaining the relationship of the part with the whole. Memorizing no longer consists in repeating endless paradigms, but is rather a process of meaningful repetitions in infinitely varied situations. The modern instructor no longer seeks to establish well-worn memory paths in the minds of his students. He tries to get the student to see just how and where the fact to be retained fits into the general plan of the subject. He gets him to practise his newly acquired knowledge in meaningful situations for "we learn to do what we practise doing". Words and phrases of high frequency will not require drill as they occur so often in the daily classroom discussions and in the reading matter that their relationships will be established in the subconscious mind of the student with little conscious effort on his part. In the Direct Method, as in the learning of our mother tongue, a working knowledge of the language precedes the study of its grammatical rules and relationships. To quote Gourio: "In the direct method, the language is not taught by means of grammar, but rather the grammar by means of the language, which is more rational". Florence Baker supports his view when she says: "A grammar rule should not be given until the need fo it or an opening for it has appeared". And again she affirms: "Grammar is simply the handmaiden of the other units of study and can only be introduced when they are already known". Grammar thus becomes meaningful and practical to the learner. He regards its logical rules as an essential concomitant of the genius of the language. He comes to look upon grammar as a convenient, though not perfect tool, to aid him in perfecting his oral and written expression.

Textbooks and readers must be drawn up in the same psycho-*logical* order as the oral lessons. The reading material and the exercises must be carefully graded in order that the pupil may not suddenly find himself beyond his depth and, in consequence, lose that feeling of power and mastery so necessary to continued success in a subject. The law of effect, which demands satisfaction in work well done, still functions. The ideal textbook proceeds ever so gradually with the introduction of new voacbulary and new terms. Each succeeding lesson is a logical extension of the one before it. The learner's intellectual horizon is gradually broadened, until the now meaningful foreign symbols conjure up a whole familiar chain of pictures and ideas in his mind. He has now gained the power to delve into the exciting mysteries of a new world of thought.

Graded supplementary reading is an important feature of the Direct Method course. It is hard to discern any tangible benefits which may accrue through such extra reading. Assimilation can be expected to take place to a noticeable degree only when the student is actually living in a foreign milieu. If a student is reading largely for comprehension, he will retain very little of the vocabulary and idiom of the text, despite the frequent repetitions of a graded reader. What he does gain, however, is a feeling for and an appreciation of the language

as a whole. The Gestaltists would say that he has grasped the pattern of the language. Above all, supplementary reading satisfies the alert student's innate craving for explorations. His researches spur him on to attain increased mastery of the subject. In this personal, independent reading he "finds himself" and develops a taste for the literature. A good student will require no urging to tackle his supplementary reading. A mediocre student, on the other hand, will take a greater interest in his reading, if he is provided with a set of meaningful questions to answer from the text. His work is then no longer passive. He reads with a purpose and develops a mental set which will impel him to search through the otherwise boring pages of foreign hieroglyphics until he has reached his goal. His interest will be all the more sustained, if he can be led to set himself a problem of his own choosing or even to accept the one suggested by the teacher as his own. We democratic people are a stubborn lot and prefer to do self-appointed tasks. One must be careful not to overburden the child with supplementary reading. Such reading, if it is to produce worthwhile results, must be regarded as a privilege, as a reward for diligence.

Advocates of the so-called Reading Method regard comprehension as the prime objective of language study. We may accept this as the main objective, however, without in any way detracting from the importance of oral instruction and oral expression. In learning our mother tongue, comprehension comes first, then oral expression. Last of all we acquire the ability to read and write, skills which are learned more or less painfully at school. Direct Method teachers agree with Krause that "knowledge of the living language is the best road toward an intelligent appreciation of the literature". By the living language is meant the social interchange of ideas through speech and aural comprehension. "Speech comes first", though it may be only a means toward a better comprehension and appreciation of the language.

From the beginning and throughout the course strict attention must be paid to pronunciation. Correct pronunciation is essential, as even in silent reading the words echo in the mind of the reader, and, if the echo rings true, he is practising the correct pronunciation as he reads. Moreover, a student who has learned the sounds of the foreign words and has acquired facility in expressing them in their natural sequence will read more intelligently and rapidly than one who merely knows the meaning of the printed symbol. His mind will not have to stumble over these mental hurdles which have been placed in the path of comprehension through the insistent faculty of the inner ear to retain the echoes of oral speech.

Oral expression satisfies the child's innate desire for vocalization. The wise teacher will make use of this irrepressible urge in planning his language program. Give the child the opportunity to express himself freely and frequently in the foreign tongue, alone or in chorus, and he will not feel the need of discussing irrelevant subjects with his neighbours in his mother tongue. After a student has overcome his natural shyness at expressing himself in a foreign language he gets a thrill out of speaking it. The ability to speak is a more striking and demonstrable sign of mastery than is mere comprehension. Correct speech gives the student immediate satisfaction —a stimulating sense of power. Aural comprehension and speech should be set up as the first and most immediately realizable objective of language teaching.

Though it is essential that the student should learn the correct pronunciation from the start, it is not wise to spend too much time on mechanical phonetics. Capitalize on the child's propensity for imitation. "The pupil repeats what he heard; if one speaks to him well, he will speak well", says Gourio. Moreover, the study of the language will be more interesting, more meaningful and, consequently, more effective, if, in the very first lesson and from then on progressively throughout the course, the child is taught meaningful words, phrases, entire sentences and paragraphs, which will speedily give him the assurance that he is accomplishing something worthwhile. Exponents of the merits of oral instruction, notably de Sauze of Chicago, do not hesitate to make the sentence the unit of instruction. It is a meaningful whole, and, according to Gates and his associates, the sentence method is the most economical way of learning a language.

The singing of French songs and the memorization and recitation of significant bits of prose and verse are more effective ways of learning pronunciation than is a formal study of phonetics. A musical composition cannot be interpreted as being merely the sum of the notes of which it is composed. It is the inter-relation of the notes and their relation to the com-

position as a whole which constitute the melody. Similarly, language is not a mere succession of words, but rather a speech pattern in which each word fulfills a significant function. A sound or a meaning is learned most readily and most thoroughly, when it is studied in relation to its context. Exponents of the Direct Method are fully aware of this fact. Fitting words into their proper categories according to sound is a more interesting and meaningful exercise than studying arbitrary symbols for sounds. Phonetics can later be brought in incidentally as a scientific test to correct inevitable errors due to the previously acquired speech habits of the mother tongue. Gates warns us that "there are certain accents and pronunciations in foreign languages that a person has difficulty in mastering as an adult but could have mastered if he had begun to use the language as a child". In consideration of this psychological fact, the New Brunswick Department of Education recently introduced the study of oral French into Grade VII of the elementary school.

The modern trend toward socialization and group activity in education, which is one of the phases of Direct Method instruction, capitalizes on the child's natural social instincts as well as on his propensity for oral and physical activity. Students like to take an active part in the lesson; they get a thrill out of taking over the class; they like to feel that they are contributing something to the group, that they belong to it. Like adults, they are, consciously or subconsciously, hungry for approval, which is one of the strongest social instincts. Students will willingly participate in group projects or dramatic presentations. They like to talk to one another. Adolescents, in particular, are intensely interested in one another and react profitably to group enterprises. If they are allowed this privilege, their social instincts will develop and a democratic spirit will be created in the class. The student's loyalty to his group will impel him to master the language so as to contribute his fair share to the common enterprise. Socialized study fosters a better class spirit, stimulates interest, and promotes efficiency in the study of the foreign language.

Aside from its social applications, the student's need for activity has been recognized as a strong motive in the learning process. As Pintner says: "Passivity is a waste of time. We do not learn by absorption". Only by active participation in an endeavour can we become truly interested in it. Oral recitation and "acting out" the lesson is the surest way to make it a part of the student's personality. Dewey has often reminded us: "We learn to do by doing." Gates has given us a more specific version of this phychological fact: "We learn to do what we practise doing". Active participation in the lesson is essential to the learning process and Direct Method teachers appreciate this fact. "Spoon-feeding" can accomplish little. In his essay on "Objectives and Methods in the teaching of French" Stock puts it this way: "It is as true in these days of soft pedagogy as it ever has been, that the teacher can only teach and that it must be the student who does the learning."

A wise language teacher will make full use of the potential dynamics of the classroom situation. He will endeavour through his own enthusiastic approach and by appealing to the natural instincts and proclivities of his pupils to arouse and sustain their interest, thus establishing that indispensable condition and prerequisite of learning known as "mental set".

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A CREDIT UNION LOAN

THE following table shows how a loan of $100 at 1 per cent per month repayable at $10 per month would be repaid:

Month	*Principal*	*Interest*	*Total*
1st	$10.00	$1.00	$11.00
2nd	10.00	.90	10.90
3rd	10.00	.80	10.80
4th	10.00	.70	10.70
5th	10.00	.60	10.60
6th	10.00	.50	10.50
7th	10.00	.40	10.40
8th	10.00	.30	10.30
9th	10.00	.20	10.20
10th	10.00	.10	10.10
	$100.00	$5.00	$105.50

The Teacher Looks at Parent-Teacher Associations

By Dr. S. R. Laycock

Professor of Educational Psychology, University of Saskatchewan; Western President, The Canadian National Federation of Home and School

WHILE Parent-Teacher associations have been multiplying and while the movement towards closer co-operation between home and school has been making steady progress, many teachers still look askance at this new organization. They do not give it adequate support or effective leadership. Without such support and leadership a Parent-Teacher association is almost certain to be a failure. It becomes not a parent-teacher organization but merely an organization of parents. Some teachers give the Parent-Teacher association their blessing and then wash their hands of it or at least have as little to do with it as possible. As the teacher is the educational leader of the community he possesses professional knowledge which the Parent-Teacher association cannot do without. Parents need guidance as to what a Parent-Teacher association should be. They need guidance, too, in the choice of suitable topics for study and as to where they can get material and help in the study of these topics.

However, apart from the above, a Parent-Teacher association is jettisoned at once if one of the necessary partners refuses to co-operate. The whole essential purpose of the organization is defeated if the principal and the teachers of a school are out of sympathy with its spirit and purpose.

Why do some teachers hold aloof from Parent-Teacher associations? There would seem to be three chief reasons: (1) the teacher has an inadequate understanding of the aims and objectives of modern education; (2) the teacher has an inadequate conception of the part which a Parent-Teacher association may play in achieving these objectives; and (3) a certain number of unprogressive teachers, who do not keep apace with modern developments, are afraid that their professional ignorance will be exposed. We shall discuss these reasons in turn.

First of all, the modern educator has a new conception of the meaning and purpose of education. The old school existed to teach "the 3 R's" and some facts in history, geography and literature. Our fathers thought that these were all that were necessary in the preparation of a citizen for community life. How inadequate that conception is has been proven by recent events. Wider knowledge and greater technical skill have not solved the world's problems. In possession of both of the above our civilization totters on the brink of destruction.

We are coming to see democracy not as a political system but as a way of life in which new skills of co-operative living, new social attitudes and a new feeling about the use of knowledge are essential. Knowledge alone apparently is not enough. So democracy, fighting for its existence, calls out for a type of education which will put boys and girls in possession not of the tools of personal power and aggrandizement but of the spirit and purpose of living happily with their fellows and serving their needs.

Parallel with the new conception of democracy is modern psychology's conception of the individual. We are reminded that it is impossible for a child to bring his brain to school and leave his emotions and social attitudes at home. Psychology tells us that the whole child comes to school and is profoundly affected by everything which goes on there. He is not learning basic skills and important fact only. His health habits and attitudes are being moulded. His social attitudes, like his ability to co-operate, to make friends, to be a good loser, to be a good winner and to play fair are being restricted or extended. So are his attitudes to folk of other races, creeds and color. Emotional patterns of shyness, oversensitiveness, bad temper, sullenness, sulkiness or more wholesome patterns are being formed. Behavior traits of bullying, boasting, bossiness, dishonesty, and truthfulness or their opposites are being developed.

The school, in the face of the above and other forces, has come to accept as its aim the promotion of the growth of the whole child. It aims to develop him

into a wholesome personality who has sound health habits, healthy social attitudes and mature emotional patterns as well as a good repertoire of skills for studying and solving problems.

Every progressive teacher sees the above as the aim and purpose of his teaching. Too often, his community has a different opinion. The parents of his pupils still think too often of the school's task in terms of getting high marks and of making rapid progress through the grades. How this is affecting the child's social, emotional or even his sound intellectual growth seems to matter not at all. Education is, too often, a cramming of facts in history or literature or the memorizing of theorems in geometry—processes which have no real significance to the pupil and are unrelated to his life. Many high school teachers are judged as to their success by the percentage of passes their students attain at the Departmental examinations in June. How can such a point of view be changed? In a democracy the only method is to persuade one's fellow citizens of a better way. This can be done only by public discussion and study. There isn't much use of a teacher discussing the democratic way of life unless he himself employs the democratic method of persuading his community of a better way of education for his pupils. Too often he merely rails at the ignorance and obtuseness of the parents. He does nothing to change their point of view. The Parent-Teacher association offers that opportunity for public discussion and study.

The second reason why teachers often look askance at Parent-Teacher associations is that they have an inadequate conception of how much associations may help in promoting the real aims of education as discussed above.

The Parent-Teacher association is *not* an organization to take out of the hands of the community-elected school board and its executive officer the running of the school. No organization, organized on a voluntary basis, can be allowed to do that. The only grievance committee in a school is the principal or the board. This should be made clear in organizing a Parent-Teacher association and repeated as often as is necessary.

A Parent-Teacher association is not a social organization to organize whist drives, dances and other community affairs. Most folk prefer to arrange their own social life. Certainly it is not a teacher's job to be the organizer of a community club. He has plenty to do as the educational leader of the community.

Neither is a Parent-Teacher organization a general culture club which arranges lectures on China, on the plays of Shakespeare or on the reform of the money system. There are other organizations to do this if needed.

Further, the Parent-Teacher association is not a ladies' aid to buy supplies for the teacher. That is the job of the board. It is not the job of the organization to raise funds to send the school team to the next town or to buy library books or even a lantern for the school. True, Parent-Teacher associations often wish to make a gift to the school and should do so occasionally. That, however, must be a subordinate part of the organization's work.

What then *is* a Parent-Teacher association? It is a study club which exists for two purposes (*a*) that the parents and teachers of Bill and Jean should have a chance to know and understand one another as individuals and (*b*) that parents and teachers may have a chance to study and discuss together not only the meaning and purpose of education but also the nature and needs of childhood and methods of teaching and organization used in promoting child development.

It goes without saying that, if the school aims to develop high grade citizens and wholesome personalities, its work can be helped or crippled by the influence of the home. No teacher can guide the development of his pupils wisely unless he knows a great deal about their background, their homes and their out-of-school life. In order to understand his pupils the teacher will want to know as much as possible about their parents' intelligence, education, health, occupation and personality. A knowledge of the emotional climate of the home, its economic and moral status, the kind of discipline used and the amount of family recreation will help the teacher to understand the child at school. So will data regarding his early health, his eating and sleeping habits, the infectious diseases he has had, the kind of playmates and hobbies he has and his general behavior at home.

And it works both ways. Parents cannot give their best guidance to their child unless they know his teacher, understand her personality strengths and weaknesses, her methods of discipline and her philosophy of living.

Parents and teachers must, therefore, know one another as individuals. This could, conceivably, be achieved by personal conferences, though these are more time-consuming than most teachers can manage. However, most personal conferences leave the parent's fundamental ideas about education almost unaltered. There is need, therefore, for an organization where parents and teachers may study and discuss general matters of educational policy as these operate in the development of children in both home and school. That study should take place in Parent-Teacher organizations and the study-groups they foster.

What should be discussed in a Parent-Teacher organization? The answer is three main aspects of the problem of education. The first is the one already mentioned, namely, the meaning and purpose of education. Topics like what does getting an education mean and what do I expect my child to get out of his school life, come under this heading. The second general aspect of education to be discussed is the nature and needs of childhood. Under this heading any progressive teacher could at once list fifty topics. The nature, causes and educational implications of individual differences could be discussed for many evenings. What the home and school can do to satisfy the emotional needs of the child for security, status and achievement forms another series. The origin and treatment of such behavior characteristics as bossiness, bullying, shyness, disobedience, bad temper, sulkiness and dishonesty furnish still another series of topics. How language develops in a child and what the parent can do to help is yet another topic. Any good child psychology textbook will furnish dozens of others.

Finally, parents need to know something of modern methods used in schools. They want to understand that, since a child learns first by wholes we no longer teach reading by the "a, b, c" method. They are puzzled over the way we teach social science instead of by descriptive lists of exports and imports in geography and dates in history. They do not understand all the newfangled methods of enterprises and projects and so the topics go on almost without number.

The final reason why a few teachers fight shy of Parent-Teacher associations

(Continued on page 236)

Industrial Arts Project

(Will someone please write and tell the Editor to whom he is indebted for this article. It was sent in from the Interior somewhere)

THE shop instructor very often has a difficult time placing suitable material before a class that will give the students a chance to achieve the following:

1. Show their creative ability.
2. Interest in keen competition.
3. Give a feeling of accomplishment.
4. Development of utilitarian articles.
5. Salvage thrift.

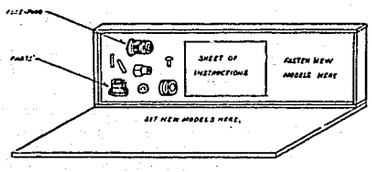
I have had a splendid response to this project. It consists of a suitable displaying board, 10 inches by 24 inches; two burned out fuse-plugs; one plug assembled and the other dismantled. These are all fastened to one end of the displaying board. A sheet of paper with the following motivation material is appended to the centre of the board.

INVENT

Have you any ability as an inventor?

TRY THIS ONE

DISPLAY BOARD



A fuse-plug is valueless when burned out. Can you make it into an object of beauty and utility? The new project should have a commercial value of at least 1c. Submit your model and receive credit from the instructor.

Fasten the new inventions on the other end of the display board, after giving credit in the register.

I have found the above problem sufficient in itself to bring out the student response.

The word, invent, has a stimulating effect; allowing a credit inspires competition; demanding only new or improved models from each student has developed some worthwhile articles.

The following are some of the articles turned in:

From the glass top—Stool-leg glides, door-knobs, a set of salt and pepper shakers, toothpick holder, candle holder, drawer pulls, pin cushions, etc.

From the metal collar—Box hinges and catches, box straps and corners, box feet, sandle holders.

From the porcelain—Insulators for antenna, feet for teapot stands, pencil and pen holders.

From the fuse-wire — Decorations, name-plate letters.

This project should emphasize that salvage reclamation can be effectively translated into terms of everyday practicability.

FOREST INDUSTRIES PUBLISH SECOND BOOK ON FORESTS FOR SCHOOL USE

TREES for Tomorrow, second educational book on the forests to be published by the American Forest Products Industries, Inc., is ready for free distribution to schools.

Like its predecessor, *America's Forests,* the new book is geared to the seventh, eighth, and ninth grades. Whereas the first book discussed the past and present of America's most abundant natural resource, *Trees for Tomorrow* emphasizes the measures being taken by the forest industries to perpetuate the forest harvest on a sustained yield basis. It is liberally illustrated and printed in well-spaced, legible type.

Trees for Tomorrow will be supplied to all teachers and schools requesting it in sufficient quantity for all members of their classes. It is intended to be used in direct classroom work, to be collected after study, and re-used the following year.

THE fundamental principles of a Credit Union are those of mutual help and service, and, because it operates among a group of people known to each other, the Union affords greater opportunity to exercise these principles.

SOVIET EDUCATION . . .

(Continued from page 211)

Winterton pointed out in the *News Chronicle* (11/9/42), and Mr. Wendell Willkie in his recent speech, the education system has to some extent broken down in the towns near the war front.—G. N. RENNIE.

What We Are Reading

Books for review and correspondence bearing upon book reviews should be addressed to MISS LILLIAN COPE, *3590 West 22nd Ave., Vancouver*

THE MODERN SCHOOL

THE Modern Elementary School, by Alexander B. Currie; The Ryerson Press, Toronto; 1942; pp. 110; price, $2.50.

The author of this excellent little book is a Canadian of wide experience as teacher and inspector both in Ontario and in the prairie provinces. As such he possesses wide practical experience, which he has supplemented with studies in the Institute of Education in London University, where he worked under Sir Percy Nunn and Dr. Fred Clark. Thus, in addition to his knowledge of trends in education on this continent, he has gained much from his contacts with men from other parts of the Commonwealth while studying with them the "British and European traditions that have by no means exhausted their potential contribution to the twentieth and subsequent centuries," to quote Professor Hughes, Chairman of the Department of Education in McGill University, in which the author is now assistant professor.

With such a background we may expect to find him a conservator of educational values. He is, but not a reactionary. Having examined the traditional school and compared its results as they affect child development with those of the well-managed "enterprise" school, he is decidedly in favour of the latter. This he terms the "modern school," and it carries forward the hard-won gains of the past. These gains will be "applied with good sense, judgment, and self-criticism".

The enterprise, although selected by the teacher as one which will further contribute toward a better understanding of some phase of our civilization, is carefully presented, and is accepted by the class as one which they wish to undertake. Working together toward the achievement of a common purpose, they develop a spirit of co-operation and comradeship. They become an organized society, each one bearing some responsibility for the success of their enterprise. And as any group demands certain standards of its members, (and he is indeed an exception who does not crave full membership in his group) civic virtue, a sense of social responsibility, and sound character are developed. The social import of the modern school thus becomes apparent.

Anyone interested in recent trends in elementary education should read this book.—F. A. ARMSTRONG.

CANADIAN PROBLEMS

THE Common Problem; Yendall, W. R.; Ryerson Press; 1942. Price $2.00, cloth; $1.00, paper.

The author, born of English parents in Detroit, became a manufacturer and in 1913 moved his interest to Canada. He brings the combination of theory and practical experience to the consideration of present Canadian problems. *The Common Problem* deals with a dozen of the most contentious issues of Canadian life, and opinions are supported by "facts and figures". Amongst the topics discussed are: Capital and Capitalists; Machinery and Unemployment; Crises and Depressions; Money, Employer and Employee Relations; Post-war Adjustments.

The book is well written and is interesting in that it contains some sections upon which any reader will agree and other sections upon which the reader will not. The "problem" is "how are we to get what we want, how are we to be what we want to be, within the conditions of Canadian life and of Canada's place among the Nations?" In answering the question the author combines a fine idealism with a realistic attitude. He suggests that the main element in the technique of progress is the protection and the proper use of liberty. Summing up his examination of the "problem" the author states: "There is nothing in the contentious issues in current Canadian opinion that need cause an hour's ill-will in any part of Canada, toward any group in Canada". Do you agree? The author concludes with this paragraph:

"The choice is before us—whether we waste the years in the futile wrangling of a dozen 'pressure groups', each striving to unload its burdens on the shoulders of others whose burdens are no less than their own, or go forward joyfully together to great happiness and prosperity —as a nation in deed and in truth".

We commend this interesting and thought provoking book.—W. E. REED.

CANADIAN HISTORY

BUILDING the Canadian Nation, by George W. Brown; J. M. Dent & Sons, Toronto; $2.25.

History that reads like story; illustrations that keep the pages turning; old familiar facts presented in a fresh new manner—a real life story of the Canadian people that is excellent in every respect.

The author is a Professor of History at the University of Toronto who is regarded in university circles as a great man in the field of history and an excellent teacher. The book well maintains the author's reputation.

The language is simple and direct, the style almost conversational. Explanations are exceptionally clear. Historical matter is well chosen and carefully presented—main, and more familiar, outlines placed strikingly against backgrounds of very interesting less familiar detail, with everywhere a masterly control of detail. Unusually vivid impressions are conveyed, one of the excellent features of the book.

Illustrative material, too, is exceptionally good. It is drawn from a wide range of sources and includes maps old and new that really explain Canadian developments and relate them to world settings; copies of paintings and drawings by Canadian artists; copies of postage stamps and old cartoons and sketches, old advertisements and contracts; photographs of all sorts—scenes from recent motion picture plays, up-to-the-minute pictures by Royal Canadian Air Force, National Film Board, and Canadian Press. Illustrations are carefully related to content.

The content covers the history of Canada from Columbus to Pearl Harbor and Compulsory Savings, and includes all the familiar leaders and events, but emphasis is placed on the problems and development of the people and the effect on them of events and leadership. It is a picture, not a chronicle. Highlights are on the work of each leader, the broad setting and results of each major happening, and the effects of environment—the building of the Canadian Nation. Time sequences are very clear. Surveys and summaries are excellent.

Reading references are as good as the rest of the book. They offer inviting lists of plays, novels, adventure stories, biography, letters and diaries.

This is a good book for anyone of any age from Junior High School on—especially "on".—I. R. W.

LEGENDS AND MYTHS

THE teachers of Social Studies IV will be particularly pleased with the new Canadian edition of S. H. McGrady's *Legends and Myths of Greece and Rome*, published by Longmans, Green & Company, Toronto; 1942; pp. 142; price $.50. This book formerly appeared in the "Heritage of Literature Series".

A nice balance between poem and prose selections is maintained. Old favorite legends such as "The Golden Fleece", "Theseus and the Minotaur", and "The Fall of Troy" find place with Matthew Arnold's "The Gods Look Down", E. B. Browning's "Pan", and William Morris' "The Race of Atlanta".

The book deals largely with the Greek legends. Only one of the twenty selections can be said to be definitely connected with Rome and that is Edward Brooks' "The Escape of Aeneas".

The style is simple and direct and the usefulness of the books is enhanced by the inclusion of brief notes on each selection. Black and white illustrations are added attractions.—R. J. B.

DEMOCRACY NEEDS EDUCATION

DEMOCRACY Needs Education, by Julia Grace Wales; Macmillan; 1942; pp. 107; price $.50.

This is a small book of fifteen chapters. In the first, Dangers to Democracy, Miss Wales lists: (*a*) Ignorance, (*b*) Not striving to protect and perfect the good we already have, (*c*) Indifference. This is followed by a chapter on the Principle of Democracy, five on Democracy and Politics, and one each on Work, Thrift, Co-operation, Leisure, Educational Institutions, The Church, The Home, Democracy and World Citizenship. There are sentences in every chapter one feels one must remember, as, for example, the last sentence in the book, "It is the values worth dying for that make life worth living, both for the individual and for the race".

Each subject is handled with incisive directness. Miss Wales makes expert use of simile and metaphor and leaves no tag ends of doubt as to her meaning. It is a book for anyone who enjoys reading that challenges thought without being too profound, a book for teachers of Social Studies to have by them, a book for anyone to have at hand when an epidemic of autograph album breaks out.

—J. A. W.

Letters To a Country Teacher

March.

My Dear Niece:

So you think that problem children come from problem parents? *All* parents are problems, more or less difficult to solve, more or less dangerous if unsolved.

The first step is to get acquainted with your problem; you seem to have neglected my advice to get acquainted with all the parents as soon as possible. Parents are more or less human, and if you meet them first under pleasant circumstances they are much easier to deal with later on when unpleasantness arises between you and their offspring. They all want to expand their egos in one way or another; let them see that they can get more expansion as allies than as enemies.

Some parents have a prejudice against the school, dating back perhaps to the last teacher, perhaps to their own school days. Always remember that they may be right. There are various things about our school system which I certainly would not defend at all, and others about which I think people might quite properly hold very different opinions. At least, they think they are right, and your endeavor should be to show them their mistake in such a way that they can retreat without "losing face". "Yes, that used to be the law, but they changed it. I don't know whether it's any improvement, but I just have to go by the regulations". . . . "Tommy is one of the slow but sure kind; he needs to go over last year's work again, so then he'll know it and never forget it". . . . "I'm so glad you came right to me about it, Mrs. Smith, instead of talking about it to everyone else, like some people do". . . . "Nina is a lovely girl, but a little quick-tempered some times—she didn't get that from your side of the family, did she?" (This leads off to a discussion of the psychology of Nina's father, and quite away from the fact that you had to punish Nina for throwing an ink-bottle at another girl).

Some teachers take the opposite line, put the parent firmly in her place (it's generally the mother), and maintain their own authority and dignity. But I hold that it doesn't do one's dignity any good to stand on it, that is does not pay to win an argument and lose a friend, and that the customer is always right.

I suppose your settlement is too small to have a Parent-Teacher Association, though I should think ten mothers would be enough. When you get drinking tea with them (never have a meeting without tea; it's both a tongue lubricant and a temper-soother), the little discontents disappear, and the general feeling of the community, to which you had better pay attention, gets expressed. And if you intend to do something that they or some of them won't like, the time to talk it over is before you do it. You can either get them to agree, or make some acceptable compromise. If you are clever enough, you can state the problem in such a way that they will suggest the answer themselves, and go home in a pleasant glow about how clever they are, and how amiable you are about taking suggestions. The Inspector when he comes around will find people speaking well of you, and probably give you a good report.

Ever your loving

UNCLE JOHN.

TEACHER LOOKS AT PARENT-TEACHER ASSOCIATIONS

(Continued from page 232)

is that they do not keep themselves abreast of modern trends by refresher courses at summer school and by systematic reading of new professional books. It would be illuminating to know how many teachers in Canada have read five strictly professional books in the last five years. Some who do not read and study are afraid of Parent-Teacher associations lest they, as the educational experts of the community, be asked questions which they cannot answer.

In conclusion, every enterprising principal of any Canadian school wants to do things for his school and in his school for which his public is not ready. The sensible thing to do is not to berate parents but to persuade them that the newer ideas are worthwhile. Then their co-operation will be assured. Most parents are, after all, vitally interested in the welfare of their children and want to help the school once they see what it is trying to do and how they can be of help.

Parent-Teacher partnership is an inevitable corollary to modern educational ideas and methods. Many teachers do not like the fact but the fact itself is inescapable.

Correspondence

JUNIOR RED CROSS

355 Burrard Street,
Vancouver, B. C.

Editor, *The B. C. Teacher*:

May I take the opportunity, through your magazine, of extending to the teachers in our British Columbia schools, congratulations and thanks from the Provincial Advisory Committee of the Canadian Junior Red Cross.

In the past year members of Junior Red Cross in this province have borne their full share of the responsibilities which are theirs as members of this school section of the International Red Cross Society.

With the zest and enthusiasm characteristic of Canadian youth, these students from Primary to University age have been ready and anxious whenever called upon, not only to answer the many calls of wartime through Junior Red Cross service work and generous donations to their various Junior Red Cross war funds, but at the same time to continue on the home front peace-time efforts on behalf of many needy and suffering children through their own Junior Red Cross Crippled and Handicapped Children's Fund.

Acting as "Voluntary Red Cross Workers" in directing the activities of Junior Branches our teachers are making a contribution to this organization which is not only of tremendous value at the present time, but it one which will be most far reaching and permanent in its benefits.

We realize that the spirit and response of our Junior Members is largely a reflection of that shown by their teachers, and we feel that these teachers are directly responsible for the splendid results which have been achieved by British Columbia Junior Red Cross in the past year.

As at February 15th, the names of 42,729 students in our British Columbia schools are on file at Junior Red Cross Headquarters. 1314 teachers have volunteered to direct the efforts of these enrolled members. These members we hope will increase each day, as new Branches are registered at Junior Red Cross Headquarters.

Again, may I thank the British Columbia teachers for the support and co-operation which they are giving to Red Cross in organizing Junior Red Cross Branches in their schools.

Sincerely yours,
W. O. BANFIELD,
Provincial Chairman,
Junior Red Cross.

The British Columbia Junior Red Cross Advisory Committee has recently been extended to include the following:

Mr. W. O. Banfield, M.A.Sc. (Chairman); The Hon. H. G. Perry, Minister of Education; Dr. H. B. King, Ph.D., Chief Inspector of Schools; Dr. G. H. Amyot, M.D., D.P.H., Provincial Health Officer; Mrs. H. A. Ramsden, Chairman, Women's War Work Committee, C. R. C. S.; Miss L. Holland, R.N., O.B.E., Provincial Advisor on Social Welfare Policy; Miss J. McLenaghen, B.Sc., Provincial Director of Home Economics; Mr. H. Charlesworth, Secretary, British Columbia Teachers' Federation; Mr. A. Fellowes, Secretary, British Columbia Trustees' Association; Miss M. B. Carruthers, B.A., representative of B.C.T.F.; Mr. W. R. McDougall, B.A., representative of B. C. T. F.; The Hon. E. W. Hamber, President, British Columbia Division, C. R. C. S.; Mr. F. W. Tuffrey, Commissioner, British Columbia Division, C. R. C. S.

IN APPRECIATION

4396 W. Eleventh Ave.,
Vancouver, Feb. 4, 1943.

B. C. T. F. M. S. A.

Dear Sirs:

This letter is to express my satisfaction with, and gratitude for, the service your Association has given me during the past year. It is my hope that you may be able to use it as an aid in building up the Association's membership.

Before I joined the M. S. A., neither my wife nor I had required the services of a doctor in any way since the usual tonsillectomies at the age of 10 or 12. We both seemed in the best of health, and there appeared to be no pressing need for sickness insurance. We joined partly because the M. S. A. scheme seemed to us to be worthy of every teacher's support. We thought, moreover, that the peace of mind the insurance would bring us would be well worth the very moderate fee. We definitely did not expect any

early profit on our investment. That was in February.

By the end of October my wife had undergone an emergency operation at St. Paul's Hospital. The M. S. A. had taken over for me the task of paying the doctors, an anaesthetist and the hospital. The total cost to the Association has been in the neighbourhood of $200. Had I been paying the bills myself the sum would have been over $250, since I would have been given none of the discounts the M. S. A. gets. On my salary I should have been pinching for the next two years to meet those bills.

The M. S. A. has paid me a 650 per cent profit on my investment of one year's fees. It has saved me from the worrying situation of having outstanding bills hanging over me. And the knowledge that she needn't worry about the cost gave my patient the peace of mind that is the first essential for a convalescent. Best of all, we are still in the position that we can afford to be sick again.

I would like to say, especially to the teachers whose salaries are lowest, and who have no cash reserve nor much prospect of accumulating one, "You *can* afford to belong to M. S. A.—the truth is *you can't afford not to*".

Yours very truly,
J. ALLAN SPRAGGE.

B. C. T. F. MEDICAL SERVICES ASSOCIATION

Editor, *The B. C. Teacher*:

We have had many enquiries from teachers who would like the protection of the B. C. T. F. Medical Association, but who are already members of some local hospital scheme. Since the benefits of the latter duplicate the provisions for hospital services in our own scheme, teachers in such districts are reluctant to join our Medical Association, though they are keenly interested in it and fully approve of it. We believe that the cost of hospital care is much less under our scheme than it is in the usual hospital society. We realize, however, that there is considerable local enthusiasm and pressure to support the district hospital. Our experience shows that hospital costs under our plan are about one-quarter of the total paid out in claims; Medical Services being three times as much. This relation of hospital costs to medical costs is confirmed by the records of other organizations that have similar plans, such as the Vancouver Teachers' Medical Services and the B. C. Telephone Medical Services. We are considering, therefore, offering a contract for *Medical Services only* at proportionately lower rates. These rates would probably be $15 per year for members without dependents, $22.50 for members with one dependent, and $25.00 for members with more than one dependent. If interested teachers will write to us at once giving their reactions to this proposal, we can form some idea of the support it might receive and, if necessary, draft the amendments to the by-laws for presentation at the Annual Meeting.

Yours truly,
E. H. LOCK,
President, B. C. T. F. Medical Services Association.

LESSON-AIDS—NEW UNITS

(Continued from page 225)

No. 139. Grade VI up. Decimals Test; 2c.

No. 140. Grade VII. A Set of Four Percentage Tests; 2c. (These are in line with Unit No. 111, the best-seller of Lesson-Aids).

No. 141. Grade VII. Mathematics Problems Test; 2c.

No. 142. Grade VII. Mathematics Achievement Test; 2c.

All of the above are either issued or in active preparation. The tests have all been prepared in response to a very general demand that rural teachers may have access to tests that are set in larger schools, so that they may compare their children's progress with that of others. We are making a special issue this year of single sheet tests. Any test issued at 2c per copy can be purchased in quantity at 10 for 12c postpaid, or 10 for 10c, when ordered with other units.

There will probably be more new units by convention time.

NEW PRICE LIST

THIS will be issued at Easter. We hope all teachers who are unable to get to the Convention will send for a copy, mailed free. Ask your delegate to pick up a supply.

IT is our basic principle which should never be violated that the Credit Union seeks to make money the servant of man—not man the servant of money. —From Cuna Emerges by R. F. Bergengren.

News, Personal and Miscellaneous

TRANSITION

MARRIED, at Victoria, on Saturday, January 9th, Lance-Corporal Emile J. Lautard, R.C.O.C., Signal Hill, Esquimalt, and Miss Bernice Bubar, Beaverdell, B.C. Miss Bubar was, until December, a member of the Armstrong Consolidated School staff.

Born—To Mr. and Mrs. J. H. Sutherland, in January, a daughter.

Returning to teaching after a retirement following thirty-eight years in the profession, Mr. Robert Smillie, recently of Nelson High School. After this wide experience in schools reaching between such widely scattered points as Toronto and Dawson City, Mr. Smillie retired at the end of the 1942 school term, only to resume his duties in December on the Grand Forks High School staff.

GLEANINGS FROM HERE AND THERE

AS far as the teaching profession is concerned, it is a small and strangely homogenous world in which we dwell. Educational journals from the four corners of the globe echo strangely similar complaints and cry for remarkably similar reforms. With educational system in no two countries entirely identical, educational tendencies throughout the English speaking world are moulding themselves into similar forms and are moving in closely parallel lines. The following excerpts read as though they might have originated in Alberta or Saskatchewan instead of from the widely varying sources from which they are derived.

We are indebted to the *Scottish Educational Journal* for some discerning remarks concerning educational reform: "One of the great values to be derived from conferences on post-war education is the cross section of public opinion which is generally found. Teachers are generally in a minority, and they have to listen to the views of laymen on work in the schools and on education generally. It is not uncommon to find someone (generally an employer) who advances ideas which were current a hundred years ago. The nimble fingers of the young, it seems, are still necessary if industry is to flourish. Boys waste their time in school after 14—and particularly if they are dull. It is amazing how one's own interests shape one's educational outlook. The claims of industry may still be regarded by some as superior to the claims of education. Educational reform will not be realized without a struggle".

Under the caption of "Historical Dead-End" appears a plea for the translation of great German historical and political works. Amidst the welter of contemporary events the history teacher feels like imitating Ajax in the dire extremity of the Greeks at Troy—a prayer for light that he might see his enemy's face; he is indeed aware of the value of, if not the dire necessity of, a deeper understanding of Germany, of that great nation's political temper and of the motives of those who have seemed to control its destiny. If Germany is our enemy of enemies in the twentieth century as Spain was in the sixteenth, and France in the eighteenth, surely it is imperative to understand the spiritual as well as the material resources of that nation. And yet the way is barred. Not only books on Germany of the middle ages, but those of the country at the present day, are untranslated, states the article. Some books, such as Bernhardi's *Germany and the Next War* were printed in Germany for their propaganda value, and translated into English as the supposed expression of a morbid jingoism. Even *Mein Kampf* was first made available to the vast majority of readers only through the comments of an array of critics. The answer, states the *Journal*, lies in translating and making known to schools and the public all works, all books concerned with contemporary development or possibly useful in a search for co-operation between nations.

Another pertinent article concerning languages comes to us from the *Journal*: "An international language is one of the most important necessities of post-war settlement. It will be needed for the business of international commerce and for the freerer interchange of ideas among the nations. A committee of the British Association has recommended that every university should require its students to learn an auxiliary international language. Doubtless the requirements will not stop there. One can see it applying to commerce students, bankers, the civil service—and probably, if the movement takes hold, to the senior classes in our high schools. One more!"

Still another article from a recent number of the *Journal* might prove of direct interest to some of our British Columbia schools and bears the heading "Ship Adoption". The plan of adopting a ship has been sponsored by many schools, but the case of the St. Ninian's High Schols stands out as singular. This school in 1940 adopted the King George V, and has so well provided its foster ship with money and comforts that the ship in turn has given the school a beautiful brass gong made from a shell, and later an honour trophy with space on it for the name of the pupil who has done the most to uphold the honour of his school during the session..

The *Transitional Educational News* sheds some true beams of light on home and the school. There is a natural antagonism, the article states, between the parent and the teacher, the parent fearing being criticized by the teacher, and the teacher often failing to appreciate the difficulties in running a home. Mothers, especially, feel that the school steals their babies and returns them changed and independent; the teacher sees with horrible clearness the mishandling at home of many children, and feels irritation at over-indulgent or unreasonably strict parents.

Knowing that some form of this antagonism exists, we can deal sensibly with the situation. The school, suggests the article, is essentially a social centre, offering wider contacts than even the largest families. It can help with vocational guidance, and offers an excellent standard of comparison among students. Parents can help by lessening the child's feeling of inferiority by allowing him and encouraging him to do things on his own. Both the parent and the teacher should determine the child's capacity and give him things to do at his own ability. If the parent fail in his share, the teacher must work the harder, but if the teacher succeed in his double work he has rendered the home a service beyond compare.

Physical Education teachers in British Columbia might do well to consider their subject in somewhat the same light as an article in the New Zealand *Education Gazette* deals with it. "Of course, there are many aims in physical education, but one of the most practical, most definite and most likely of realization is that of craftsmanship in movement. Already in many parts of education, whether in the home or in the school, we are developing craftsmanship in movement—that is, the making of skilled movements for a definite end which shall be satisfactory to the eye or, indirectly, the ear. The parents teach the child to manipulate knives, forks and spoons in an efficient and, as far as possible, pleasant-looking manner. The teacher leads the child to manipulate pencil, pen and brush so as to produce the symbols of writing, or arithmetic, or pictures. The young child learns chiefly through movements. It is becoming an increasingly accepted idea that movement has an important part to play in all education, at least at the top of the post-primary school."

NATIONAL FILM BOARD 1942 CATALOGUE SUPPLEMENT

THE National Film Board of Canada in Ottawa announces the publication of its 1942 catalogue of 16-mm. film releases and will be glad to forward copies on request. Information concerning the recently organized volunteer projection service for showing war films in urban areas is included, as well as a revised list of regional libraries from which National Film Board productions may be obtained.

In order to facilitate their use for functional and instructional purposes films in the supplement have been classified under various headings, *i.e.,* Agricultural Films, Health in Wartime, Aid Raid Precautions Films, etc. In the latter category certain British produced films describe methods which have stood the test of experience under fire and a number of these are now available in Canadian libraries.

Films in the "Canada Carries On" and "World in Action" series recently released in 16-mm. include "High Over the Borders" which tells the story of bird migration, and a revised version of "Inside Fighting Russia" with a modified commentary designed especially for school use.

Although the majority of recent productions fall into the war information category, it is the policy of the National Film Board to continue production of educational films designed to reveal various geographical and racial aspects of Canadian life and a number of new films in this classification, such as "Fur Country" and "Ukrainian Winter Holiday" are now available.

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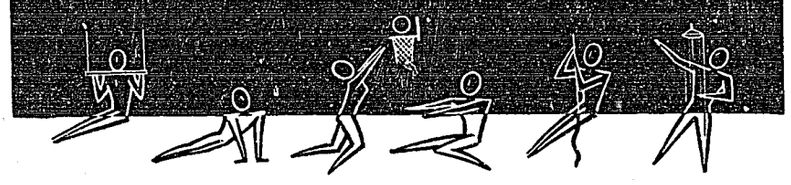

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