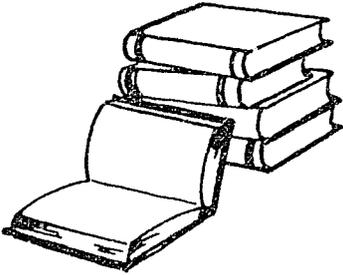


THE

B · C · TEACHER



OFFICIAL ORGAN OF THE B · C · TEACHERS' FEDERATION

VOL. XXI., No. 1. SEPTEMBER, 1941. VANCOUVER, B. C.

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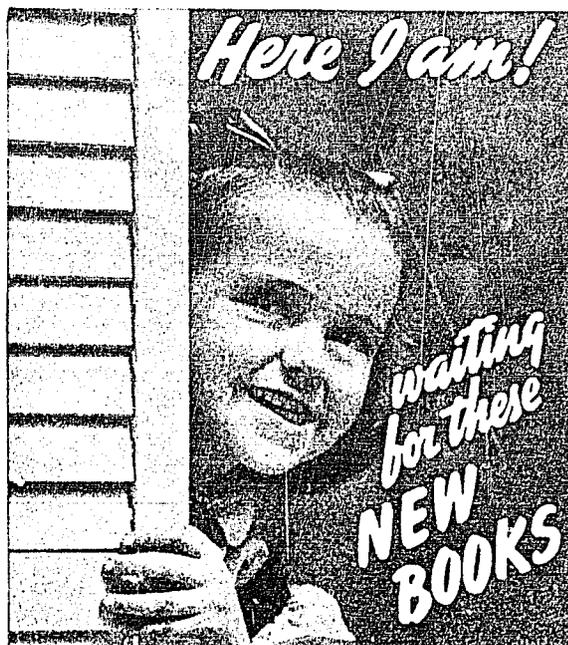
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Official Organ of the British Columbia Teachers' Federation

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THE B. C. TEACHER

Official Organ of the British Columbia Teachers' Federation

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SEPTEMBER, 1941.

VANCOUVER, B. C.

CO-OPERATION IS INVITED

British Columbia Teachers' Federation is the recognized official spokesman of the teaching body in this province. Its membership always includes the overwhelming majority of the teachers throughout British Columbia but the Federation would be still more influential upon their behalf if every teacher were duly enrolled among its members.

It is true that many of the advantages of membership can be and frequently are secured without the expense involved in the payment of membership fees. Non-members as well as members enjoy the rights incidental to the pension system which the Federation secured. If trouble of one sort or another arises, the non-member as well as the member may appeal to the Federation for such aid as it can render and it will be given without question. The non-member as well as the member enjoys the advantage of manifold reforms incorporated in the school law and in departmental regulations as a result, in many instances, of long and difficult campaigns carried to success by British Columbia Teachers' Federation. But is it quite fair?

If the reader of this editorial is not already enrolled with the Federation, he or she is very respectfully invited to give the thought it deserves to the message of the Membership Committee, printed elsewhere. Thereupon it is highly likely that we shall enrol a new colleague to and for whom *The B. C. Teacher* will have the privilege of talking throughout 1941-1942.

MORITURI TE SALUTAMUS

IT is not conclusive evidence of a morbid frame of mind if teachers who have already completed their years of classroom service glance toward their younger colleagues and echo the greeting of the gladiators, "We that are about to die salute you".

From year to year for a considerable time the editor has at this season had a word to say to retiring veterans. This year the shoe is on the other foot. Very considerately and undilatorily the writer of this article has been placed upon the top shelf, with other volumes still somewhat prized though a bit out of date and rather desk worn. He has even been assured that he will be a useful reference work!

So this year, on his own behalf and that of his fellow superannuates, he speaks from the ranks of the demobilized to readers still in active service, some of them recently rather raw recruits.

Does somebody ask how it feels to be a pensioner? Let the writer bear witness to the fact that to date he has not noticed much change. Until longer years with more days of less evanescent hours and microscopic minutes come into general use, he expects to find himself about as busy as usual. With so many books still to read and so many things still to learn in and regarding so interesting a world, he does not expect to find himself bored for lack of occupation, maybe even of occupation more or less serviceable to others as well as to himself. One feels oneself a lucky dog that such occupation will not involve adherence to a time table made by somebody else, nor the daily study of pages of mimeographed routine



Today's Lesson
**BETTER LIGHT
BETTER SIGHT**
B.C. Electric

instructions, nor the making and filing of endless reports devised by the Devil with the aid of one's administrative superiors, nor the struggle to maintain consciousness through interminable staff meetings, nor the construction and marking of an infinitude of tests that do not test much beyond the teacher's staying powers, nor maintaining the superficial decencies of the professionally impeccable, nor struggling to help youngsters to overcome the handicaps of heredity and environment (with the growing suspicion that one's inadequacy as a teacher is a large and unfavourable factor in the latter), nor combatting high blood pressure incidental to having to put up with other people's silliness when one has an ample supply of one's own.

Envy us, ye youngsters, and come on in, ye oldsters? The water is fine.

Consider our freedom from temptations,—temptations to homicide, suicide and infanticide (not to mention more serious breaches of ethics and of the *mores* of our tribe), and, particularly, our effective isolation from those temptations incidental to a plethora of worldly goods. That part at least of the prayer of Socrates has been answered in so far as most old teachers are concerned; we have "such quantity of gold as a temperate man, and he only, can bear and carry".

(What a lovely and inspiring and comforting prayer it was:

"Beloved Pan, and all ye gods who haunt this place, give me beauty in the inward soul; and may the outward and the inward man be one. May I reckon the wise to be wealthy, and may I have such quantity of gold as a temperate man, and he only, can bear and carry. Anything more? The prayer, I think, is enough for me".

Are we who for many years have loved Socrates, as an intimate friend and contemporary, quite sure that we have done all we could to ensure that friendship for our successors?)

We on the sidelines are likely to find the remainder of life too short for entire forgetfulness of the balls we muffed. We are heartily sorry that we were not better and wiser and more lovable. We hope for the forgiveness of those against whom we have trespassed and we are even giving serious attention to the possibility of forgiving those who have trespassed against us; though of course that is a very different matter. We ruefully regret—but with increasing equanimity—the hard bumps we experienced from time to time. Some of them we, of course, deserved but some seem to have been included in our allotment simply to ensure good measure. Certain of our dearest hopes and ambitions were fated for disappointment. All of which notwithstanding, the game has been well worth the candle.

The writer is convinced that in no other calling does the worker reap more reward as the job proceeds. "Life is more than meat and the body than raiment" and there are good things that cannot be stored in safety deposit vaults. We experience rather extreme discomfort in the region below the occiput and grow somewhat restive, to be sure, when trustees and aldermen and our neighbours, the Joneses, complacently remind us of the sacredness of our tasks and, as complacently, withhold from us the financial recompense properly due; but the fact remains that a lot of us would rather teach than eat, and if we have been allowed to teach, even on a very moderate bill of fare, we may well be grateful.

And your editor has found his profession increasingly interesting, decade after decade. He has seen numerous educational fads come and go,

but he has also seen much indisputable and profoundly important educational progress. Schools are infinitely happier places than they were in the 'Nineties, or even in the 'Twenties and 'Thirties. We do a great many silly things yet, but upon the whole, the teaching of today is unquestionably very much better indeed than the teaching of former times. And this progress is cumulative; it has been greater in the last decade than in any preceding it. There are many schools in which, for example, the routine results attained in art and music and in handicrafts, and many other branches, are of a quality that a few years ago would have been looked upon as quite extraordinarily high. You that are still in active teaching may expect to find your work increasingly interesting and increasingly effective and increasingly productive of happiness for all concerned.

That is the writer's experience and faith; if it be not yours, it may indeed be well for you to consider transfer into some other calling. Though teaching is the best job on earth if and when things are going aright, it is a job of Tartarean qualities which we are not allowed to specify in *The B. C. Teacher* if and when things are not going aright. For example, nobody, howsoever wicked, ever did anything to deserve or justify his incarceration in a schoolroom in which he is unable to maintain pleasant working conditions. One may have robbed banks or actually have owned bank stock, but even then the punishment would be too bitter for the crime.

A word of warning. Your job as a teacher will not bring the happiness it might if you go dead at the top; as, of course, many teachers do. To combat that tendency (and for other motives) the writer made up his mind, away back in the 'Nineties, that, for twenty years at least, he would not stay in any post longer than three years and that he would not accept the same kind of appointment twice. The resolve was one of very questionable wisdom, but long observance of the principle underlying it has certainly contributed to the interest of living. New and worthwhile jobs have always been appearing and others beckon from the horizon of today.

Morituri? Confronting death? Why, certainly. Who isn't?

Mortui? Dead? Not yet.

Friend in the firing line, we veterans salute you!

THE DEPARTMENTAL EXAMINATIONS

THOSE responsible for the direction of educational policies in British Columbia are justified in feeling considerable satisfaction, even pride, in the remarkable improvement that in recent years has occurred in the system of examinations for secondary school students.

Examinations no longer dominate the normal processes of high school education to anything like the extent that they did a decade or so ago. Step by step the teacher and his principal have been emancipated from traditional restrictions and have been vested with authority to promote their students from grade to grade without interference on the part of the Department of Education; and even in the graduating year our system of high school accrediting—imperfect as it undoubtedly is even yet—has increasingly released the energies of teachers and pupils for investment involving better educational returns than does cramming for final examinations prepared and read by outside authorities.

Intramural tests will always remain exceedingly important, chiefly as

means through which the teacher discovers possible inadequacies in his own teaching. The examination that is not followed up with remedial and supplementary instruction, resulting in general mastery of those aspects of the prescribed course in which weakness has been revealed by the students' answer papers, is generally a waste of time and energy on the part of all concerned. Such waste still occurs, but in the better schools it is steadily decreasing.

Departmental examinations, however, still serve useful purposes and are likely to survive for a long time to come. As yet they are obviously necessary in the case of candidates not prepared in accredited high schools or not exempted under the regulations governing high school accrediting. Moreover, the official examination papers are widely used as the basis for the spring term tests of the following year, when accredited schools are determining which of their students should be granted high school graduation or junior matriculation standing without being required to sit for the June Departmental Examinations. In the case of candidates for senior matriculation, these tests still control admission to normal schools or official recognition that the students have successfully completed courses substantially equivalent, so far as they go, to first year work at the provincial university.

Properly upon the whole, and certainly quite inevitably, the Departmental Examinations exercise in many quarters a decisive influence upon teaching and the interpretation of the authorized course of studies. Teachers commonly feel that they cannot afford to risk disaster to their pupils and themselves by devotion to the objectives and subject matter set forth in the Programme of Studies, or other official publications, if they have reason to know or fear that their students must present themselves for examinations that will ignore those objectives or disregard those statements of required subject matter or that will not conform to the best usage in the matter of testing.

The difficulties confronting those responsible for the framing of our Departmental Examinations are admittedly great. In the first place the examiners are not in intimate touch with high school conditions and students of matriculation grade and, in almost all cases, they have never taught the particular course for which they are required to prepare a final examination. Until recently most of them had had little training in the art and science of examination-making and too many of them failed to remedy, by independent study, that defect in their equipment.

However, we are making good progress. The editor of *The B. C. Teacher* is in receipt of numerous communications, confidential and otherwise, indicating a general recognition on the part of high school teachers that this year's Departmental Examinations were the best yet. Even a superficial reading of the questions leaves one impressed with the revolutionary changes that differentiate them from the examination papers of a few years since.

Geography teachers, for example, are rejoicing that at last there has been produced an examination paper that really deals with the course as authorized. Some of the questions would probably floor the editor of *The B. C. Teacher* but that does not greatly matter since he has reached that happy stage when one does not have to reveal one's ignorance by attempting to answer matriculation questions. Anyhow, the paper as a

whole is admirable and may fairly be taken as representative of the better type of test now becoming general.

Of course, there is no room for undue complacency. One had to look twice at the Greek paper to be sure that the date was really 1941 and not 1921, and some other papers are open to serious criticism. Elsewhere in this issue a valued contributor deals somewhat fully with the examination in English and, in future numbers, that and other papers will receive further consideration. We are sure that constructive criticism will be welcomed by the authorities.

To be effective, such criticism should be forthcoming as promptly as possible. As a general rule teachers have waited until the Easter Convention before offering the suggestions that in their opinion might result in better papers and by then it was too late to put their proposals into effect for the current year. *The B. C. Teacher* therefore invites its correspondents and other contributors, who feel that they have something of possible importance to say regarding the Departmental Examinations, to speak up promptly or else to adopt the traditional advice given in the course of the marriage ceremony to folk who withhold until too late information that might otherwise change the course of events.

OBITER DICTA

WITH this issue the chief responsibility for our Question Box passes to Mr. E. F. Miller. Upon his behalf the Editor would bespeak active and public spirited co-operation such as that which our good friend, Mr. D. G. Morrison, was so successful in eliciting. "Dee Gee" is now on active service with the Air Force. He is followed by the good wishes of all his former associates.

* * *

THE Editorial Board is also the poorer by the resignation of Miss E. E. Tufts, who has done such excellent work in connection with our department devoted to "What We Are Reading". We are confident, however, that our readers will still from time to time find in the columns of this magazine book reviews over the initials E.E.T., which constitute a guarantee of excellence. Chief responsibility for reviews—which really means chief responsibility for lining up competent and willing book reviewers—is now in the hands of Miss Lillian Cope.

* * *

THE only other change in the Editorial Board is the accession of Mr. Harry Charlesworth, upon whom will devolve responsibility for the supply of all Federation news suitable for publication in our columns.

* * *

EACH issue of *The B. C. Teacher* normally represents the combined labours of from thirty to fifty members of British Columbia Teachers' Federation, in addition to those belonging to the Editorial Board. An attempt is made each summer to send a personal letter of thanks and appreciation to all contributors but it is inevitable that omissions occur. If you are one of those to whom we are indebted for news items, letters to the Editor, questions or answers for our Question Box, poems and miscellaneous articles that we had the pleasure of publishing in 1940-1941, and if you are not included among those many who have recently received letters of friendly acknowledgement from *The B. C. Teacher*, please do not mistake silence for lack of appreciation.

Our Magazine Table

Much inconvenience will be avoided if all magazines sent in exchange for "The B. C. Teacher" are mailed direct to Mr. ROTH G. GORDON,
2274 Adanac Street, Vancouver, B. C.

PRIOR to the opening of school in September, daily papers love to picture sad-eyed little boys sitting disconsolately on schoolhouse steps, drearily awaiting the opening gong in their heroic battle (in the best Greek tradition of a losing fight) with the three R's. But why is it these same sheets never paint the really pathetic picture of patient pedagogues plodding painfully plowward after a restful summer at camp, an exhilarating tour of the country, or a stimulating summer session? Be that as it may, here we are back in harness again. In the fond hope that part of the toil ahead may be lessened by a judicious use of appropriate educational journals, some of which we hasten to bring to your kind attention.

FIRST, however, let us remind you of a publication which, while not a professional journal, is certainly one to which hundreds of British Columbia teachers should be subscribers. We refer to *The Canadian Forum* (28 Wellington St. W., Toronto; \$2), which is undoubtedly one of the most cleverly edited and thought-provoking magazines published in Canada. Canada needs to have, and teachers need to read, publications that exercise the right of free and well-informed comment on public affairs and this the *Forum* provides. In the August number appeared an excellent and informative article by Mrs. Laura E. Jamieson, M.L.A., relative to the Japanese situation in a typical British Columbia company town. *The Forum* publishes more vital new poetry than appears in any similar publication, and its book reviews are vigorous and enlightening.

REMEDIAL Reading" and "First Aid Suggestions" are topics one might expect to find in an English journal or a health magazine, respectively. They are, however, the titles of two important articles in the June *School Science and Mathematics* (450 Ahnaip St., Menasha, Wis.; \$3). The first mentioned essay deals with the effective use of science materials and activities in improving the reading ability of school children. The second contribution offers

an outline of first aid treatment of cuts and small open wounds, burns, foreign bodies in the eye, fractures and sprains, bites, scratches, and miscellaneous items such as convulsions, head injuries and frost-bite. Other topics of more definite scientific or mathematical trend to be found in the same issue are "Practical Mathematics", "High School Physics for General Education", and "The Commercial Mathematics Curriculum".

TEACHERS of English who are seeking a professional magazine dedicated solely to their interests may like to know that the official organ of the National Council of Teachers of English is *The English Journal* (University of Chicago Press, 5750 Ellis Ave., Chicago, Ill.; \$3.35). The opening article in each issue of this periodical generally features the life or work of an outstanding poet or author. Kenneth Roberts, author of *Northwest Passage*, was the subject of discussion in June. "It Isn't Cheating—It's Integrating" is the intriguing title of another article in the same issue. The department known as the Round Table contains many short but pithy essays. Two of these in June dealt with the subject of voice recording—a technique for language improvement which appears to be coming very much to the fore in modern education. News and Notes and Books are two other stimulating sections of this magazine—especially the latter, which deals thoroughly with several of the important newer volumes and offers interesting brief reviews of many others.

IF you are a teacher of French, Spanish or German you will find a magazine much to your liking in *The Modern Language Journal* (450 Ahnaip St., Menasha, Wis.; \$2.50) published by the National Federation of Modern Language Teachers. Each article in this periodical is prefaced by an author's summary, an invaluable aid to the rapid selection of important subject matter.

THE *Classical Journal* (450 Ahnaip St., Menasha, Wis.; \$2.75) is, of course, dedicated to the welfare of teachers of Latin and Greek. This magazine is published by the Classical Asso-

ciation of the Middle West and South with the co-operation of the Classical Association of New England and the Classical Association of the Pacific States. Evidence of patient research and fine scholarship is seen everywhere throughout each contribution to this publication. Quiet dignity in the face of many vicious attacks in the name of "practical" education against the humanities is another hall-mark of contributors to *The Classical Journal*.

AS we turn aside from the classics for the moment in order to discuss another subject—this time of scientific import—we remind you that the official publication of the Division of Chemical Education of the American Chemical Society is the *Journal of Chemical Education* (20th and Northampton St., Easton, Penn.; \$3.50). Although much of the material in this periodical may be said to be of especial value to advanced workers in chemistry, many articles found in every issue are of great general interest even to the uninitiated. Speaking personally, I particularly enjoy the new department called "What's Been Going On" which is guaranteed to keep one up-to-the-minute on recent scientific advances. Another department of special interest is the section devoted to high school chemistry.

AND what have we to offer for teachers of history and geography? Well, to paraphrase a well known saying, now is the time for all good instructors in Social Studies to send in subscriptions to *World Affairs* (224 Bloor St. W., Toronto; \$1), that grand little Canadian magazine for students of current events. Each issue of this highly recommended publication is replete with excellent news summaries on all fronts, clever cartoons and accurate carefully selected maps. The June issue contains a first rate quiz (with answers) based on information supplied from September, 1940, to June, 1941. Better try it on yourself first in the privacy of your den before handing it over to the students in your classes.

TWO magazines on the subject of Art come regularly each month to this table and both are always made extremely welcome. It has long been my belief that an examination of the contents of any issue of *The Magazine of Art* (The American Federation of Arts, Barr Bldg., Wash.; \$5.50) is of more direct benefit from an artistic viewpoint than is a personal visit to most art galleries. The

paper used in this magazine is of excellent quality, the pictures themselves always carefully selected, and explanations and criticisms consistently couched in everyday language which no one can justly ever accuse of being "arty".

SCHOOL Arts (The Davis Press, Inc., Worcester, Mass.; \$4) deals with art in practical terms of the needs of young students. In almost every issue many examples are given of the imperfect yet seemingly inspired work of young learners themselves. From cover to cover this magazine can truthfully be said to be full of valuable and ingenious teaching aids and suggestions.

MUSIC Educators' Journal (64 E. Jackson Blvd., Chicago, Ill.; \$1.50) is issued six times a year in the interests of music education by the Music Educators' National Conference. Even the dullest monotone will enjoy very much reading the series of witty articles in it addressed as letters to a beginning music teacher and entitled "Dear Lucy, This is Strictly Personal". The magazine itself, although vitally interested in raising musical standards, adopts a somewhat lenient attitude to students who like a little swing music occasionally as a change from grand opera.

MUSIC Teachers' Review (45 Astor Place, New York, N. Y.; \$1) is a quarterly containing many informative articles and well-arranged departments. The section known as Music and Visual Aids in the March-April number offers a brilliant review of Diemy's "Fantasia". This magazine is particularly interested in fighting for a higher standard in the music teaching profession and, rightly or wrongly, adopts an uncompromising viewpoint on the question of jazz or swing. The answer is No.

ONE more subject before we turn to magazines dealing with more general themes and that subject is easily the most important of all. It is Health. A magazine which deals in particular with one special phase of general well-being is *Your Health* (555 Howe St., Vancouver.; \$2), official organ of the British Columbia Tuberculosis Society, a voluntary organization having for its object the promotion of good health, the prevention, early discovery and cure of tuberculosis and the dissemination of reliable information on that disease. Each month several pages of this magazine are devoted to praising the virtues of selected British Columbia cities. In July,

Vernon, city of sunshine and health, was chosen for this honour. In August the lot fell to Kelowna, the orchard city.

* * *

NOW while we are so busy bringing to your attention publications which deal with special subjects on the curriculum we must not forget that all exertion and no recreation makes petit Jonathan a poor insurance risk. May we at this point suggest *School Activities* (1515 Lane St., Topeka, Kansas; \$2) as a panacea for whatever ails your present extra-curricular schedule. No little pills of Dr. Whoosit will ever do your flagging school spirit so much good as the food for thought found in such profusion in every issue of this lively little periodical.

* * *

WE would certainly feel conscience-stricken indeed if we failed to mention in our September issue *The Instructor* and *The Grade Teacher*. Whenever free copies of these two magazines are on display at our Easter Convention they disappear just like hotcakes. Primary teachers see to that.

The Grade Teacher (The Educational Publishing Corporation, Leroy Ave., Darien, Conn.; \$2.50) contains special articles, units, posters, art, language, picture study, songs and stories, plays and other entertainment material, and other inspirational features and departments.

The Instructor (F. A. Owen Publishing Co., Dansville, N. Y.; \$2.50) is full of things to draw, paint and make, programme material for all grades, illustrated units of work and such departments as Let's Find the Facts for Ourselves, Teachers' Help-One-Another Club, The YOU, You Can Be, Your Counsellor Service, How to Use the Handwork in This Issue, and The Children's Corner.

TEACHERS of elementary grades who prefer to go to Canadian sources for aid in assigning primary seat-work, diagnostic tests, study questions and remedial exercises are advised to secure somehow (we suggest a subscription) a copy of *The Modern Instructor* (School Aids Publishing Co., 1935 Albert St., Regina, Sask.; \$2) and examine it thoroughly. Much of the material in this magazine is in a form ready for use in the classroom.

Another magazine in practically the same category as the before mentioned periodical is *The Canadian Teacher* (The Educational Publishing Co. Ltd., 36 Shuter St., Toronto 2, Ont.; \$2). This publication is the one which specializes in hectograph exercises, forty-eight pages of them in fact. Besides an always interesting editorial, instruction essays are another standard feature of this magazine as well as are lessons in soap carving, an informative Current Events department, a correspondence section and several pages given over to Helps and Suggestions for Teachers.

To this list of Canadian periodicals must also be added *The School* (371 Bloor St. W., Toronto; \$1.50) which comes in two editions, one for elementary schools, the other for secondary schools. Each month both editions of this magazine features important articles in every subject department of the curriculum as well as timely essays of great general interest. Perhaps the most interesting article, at least to British Columbia teachers, in the June issue is "New Report Cards in British Columbia" by Miriam L. Peck. Illustrations of a page of the Primary Report Card and one of the Secondary Report Card in Social Studies are given. Teachers of Canadian history (and also teachers of French) will find "La Seigneurie Au Canada Francais" very interesting and useful.

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B. C. T. F. and Kindred Associations

The President's Message

I WISH to extend to the teachers of British Columbia the best wishes of the British Columbia Teachers' Federation for a happy and successful year. You will have many opportunities, individually and collectively, to make contributions to the advancement of education. By taking a keen interest in the objectives and actions of our Federation and by making constructive criticisms and by adding your moral and financial support you, the teachers, make our organization possible, and you bring our goals appreciably nearer to fulfillment. Without your *active* assistance we lose and you lose. The British Columbia Teachers' Federation means you.

I also wish to welcome those who have just entered the ranks of the teaching profession. I hope you will avail yourselves of the wealth of friendly assistance and advice which is yours for the asking from your older colleagues. Remember that adjustment to your present job involves occasional mistakes, takes time and patience, and frequently requires a long view. Keep your individuality, but don't overlook the values of co-operation.

The Federation Executive meets quarterly on your behalf, and the Inner Executive (Consultative Committee) meets when urgent problems arise. At all times the General Secretary and the Office Staff are working to smooth out problems which are submitted by teachers and Associations from all over the province. Any difficult matter affecting your welfare as a teacher should be reported *at once* to our office. We may have the solution, worked out from previous experience. Or a new principle may be involved, the successful handling of which should be made available to others. Use your Federation. That is why you created it, and why you keep it.

Extension of the services of our organization (including the enlargement of this excellent magazine) are needed and demanded, but are not possible because of lack of funds. An upward revision of fees, or automatic membership would circumvent the difficulty, but both are frowned upon by the majority. The answer is increased membership, with that important person, yourself, assisting.

The best efforts of the Federation will be devoted to the establishment of a Provincial Basic Minimum Salary Schedule, and it is hoped that success will be obtained before the next Annual Meeting. Our special duty at this time is the effective organization and functioning of the various National Service activities which can be carried on in the classroom.

The issues at stake in this war, the lessons which should have been learned after World War 1, and a proper appreciation of the unceasing efforts which freedom-loving peoples must make to preserve the democratic way of life will become more and more apparent with the passage of time. It is our paramount duty to acquire as great an insight as possible in these issues and to transmit this wisdom to our pupils, so that for them this is not just "another war", and so that they in their turn will not make the same tragic mistakes that have been made in our time.

W. R. MACDOUGALL,
President, B. C. T. F.

The Membership Committee Speaketh

CAN YOU AFFORD TO BE AN OUTSIDER?

AS you glance over the pages of this, the first copy of *The B. C. Teacher* for the school year, perhaps you will ask yourself "What does it stand for? What does this magazine represent? In what way is my position any different as a result of the British Columbia Teachers' Federation from what it might have been had there been no teachers' organization?" In the hope that present members of the Federation may be strengthened in their faith and that non-members may be brought to see the light, the Membership Committee attempts as below to answer these questions.

In your school, wherever you may be employed in British Columbia this year, you will be receiving an annual salary of not less than \$780, admittedly a low minimum, but a minimum higher than that of any other province of Canada. If you are very young and not quite convinced that teaching is the only job in the world worth doing, you may object to the pension deduction from your cheque, feeling that you will never be old enough to draw a pension. But alas, even teachers, in their leisurely way, grow old and "soon we who run however fleet" will become pensionable and be glad of the fact that British Columbia has a pensions scheme that is admittedly the envy of every teaching group in Canada. For the teacher who does not remain in the profession until pension age is reached there is generous provision made for the return of contributions to the pension fund and the Act also provides against total disability that may overtake the unfortunate. And in a world where all is change and uncertainty there is a measure of security in the fact that using reasonable restraint and common sense you have a job that is yours as long as you are able to do it and that should you be unjustly dismissed from that job there is the machinery of the Board of Reference to see that you are given justice.

In your daily struggles with the Programme of Studies there is some satisfaction in the fact that it was largely compiled by groups of teachers and that, if you have a fair criticism to make of that work, it can be brought forward at the Easter Convention from whence, if it is found reasonable by the teachers of the province there assembled, it will be brought before the Department of Edu-

cation. Many changes in the curriculum have been the result of just such procedure.

These privileges and rights that you are enjoying are the result of the combined efforts of the teachers of this province working through their professional organization, the British Columbia Teachers' Federation.

"But", you may say, "we have those things. Why should I do anything about joining the federation now? The work is all done." That argument has actually been put forward. But the work is not all done. Literally dozens of committees are working steadily for more and better services and improved conditions for the teachers of British Columbia—not only for Federation members but for all teachers. Are you willing to sit by and take the benefit of the work of those who are getting in and doing things??

Besides the satisfaction of being a member of your professional group there are material benefits to be received from such membership, not the least of which are *The B. C. Teacher* itself and access to the following: Group sickness and accident insurance, group life insurance, sick benefit fund, benevolent fund, professional advice from the General Secretary or the Federation lawyer when necessary and, perhaps most important of all, the right to be represented at or to attend the annual meeting of the Federation at the Easter Convention and to have your ideas come before the whole teaching profession and be considered equally with those of any other individual or group.

And what does all this cost? If you are receiving a salary of less than \$1000 a year the annual fee is \$3. If you should happen to be a Normal Graduate who signed an application form last spring the fee will be just half the regular fee. The scale of fees varies approximately with the salary. The treasurer of your local association will be seeing you soon and will give you all information. If you think that this is an exorbitant charge, compare the fees of other professional organizations. Consider the shipyard worker who pays fifty cents every two weeks to his union, \$13 a year, which amount is paid only by the few teachers receiving over \$2800 per year.

Three-quarters of the teachers of the province are members in good standing.

Can you afford to be a teacher who stands outside the professional group? It is only by getting into the organization and joining your weight to that of the others who think the way you do that you can make the Federation the sort of an organization you would like it to be.

Attend the first meeting of your local association and help to make it a live group. Don't be one of those who does not attend meetings and then complain that nothing has been done.

Sign an enrollment form and pay your fees as soon as possible.

If there is no local association within reach, send your fee to the General Secretary, 1300 Robson St., Vancouver.

REMINDERS

1. Local Associations, be sure to make your first meeting a live one and invite all the teachers in your area to be present. Introduce new teachers to the group. Arrange for transportation. Have your treasurer working with enrollment forms and a receipt book. A collection of blank cheques all ready to be post-dated is a good defence against the plea of no money at the moment.

2. If there is to be a Fall Convention in your district, be prepared to take part in it. Ask questions. Make suggestions. Find out what the problems are in your own particular job and discuss them with others or offer suggestions. A Fall Convention is a place to talk over the particular problems of your area and from there to send recommendations to the Easter Convention.

3. Is there a staff representative in your school? Bring the matter up at the first staff meeting.

4. Executives of Local Associations, send a list of your officers to the British Columbia Teachers' Federation office.

5. Membership Committees, this is the time to get to work before the autumn rains and the snows of the hinterland block up the roads.

6. A fee in time is not worth nine but it helps to keep the wheels turning at 1300 Robson Street.

LESSON-AIDS COMMITTEE

WE once again start the work for a new school year, and we know that many young teachers will soon be finding that they need help with their work. They know that "Lesson-Aids" are designed specially to help them, and we know that we shall soon be extremely busy despatching packets of units to all parts of British Columbia.

We ask all teachers to watch for these

notes each month, so that they may keep themselves up to date with our new issues.

We have several new units in process of preparation, and full information regarding them will appear in the October magazine. It is physically impossible to arrange for their issue sooner than that.

Don't forget that our full two-page price list is still available for the asking. Please address all correspondence to the Secretary-Treasurer, Mr. Harry G. Boltwood, 3486 West Second Avenue, Vancouver, B. C.

HOME ECONOMICS ASSOCIATION

By JANE A. WEIR, Vancouver

THE Canadian Home Economics Association held a convention—the first since inauguration two years ago—in Victoria, July 2nd, 3rd, and 4th. Almost two hundred members attended and learned that, in the first two years of existence, the initial membership of seventy-one had grown to four hundred and twenty-four.

Able lectures and discussions on each of the several phases of Home Economics were held. Teachers of the subject are still congratulating their executive on securing a lecture by Dr. E. V. McCollum of Johns Hopkins University. For years many British Columbians have studied his findings, not dreaming that, one day, brief personal contact with him would give them new interest. He was just as wise and learned as his hearers knew he would be—and more humorous. While describing a thoroughly sound method by which "improved" flour is being made in Canada, he deplored the fact that "enrichment" and "fortification" of foods by the addition of synthetic vitamins is fast passing into the fad stage and spoke of sponsors of misleading food advertisements as the descendants of the old-time vendors of quack medicines.

Dr. Katharine Taylor, consultant in family life education in Seattle schools, spoke on "Family Relationships" and won all hearts. Delinquency, her audience felt, would be quite worsted when confronted by understanding and charm such as hers.

The meeting in which we joined with the Business and Professional Women's Club (also in convention at that time) was addressed by Mme. Casgrain of Montreal, who spoke with enthusiasm of the present-day opportunities and obligations of organized women.

Mr. McIllwaine of Saba Brothers showed some of the newer textiles; Miss Melvin, in a display of fabrics, provided a veritable feast of colour, and Mr. Victor Mott dealt in the magic of clothes designed with attention to personality.

The association received informative reports from its various committees, settled routine business, and passed several exigent resolutions—notably the one asking the Department of National War Services and the C.B.C. to have programmes dealing with subject matter of a Home Economics nature supervised by a recognized Home Economics expert, to obviate the dissemination of misleading matter.

The Department of Education entertained the visitors and their Victoria friends at a garden party at the Uplands home of Mr. and Mrs. R. W. Mayhew. The members of the association also had luncheon at the Empress Hotel, to which the Okanagan fruit growers sent samples of their wares. Proceedings wound up with a banquet (guest speaker, Dr. Ewing) at which Miss Alice Ravenhill was made honorary member and Miss McLenaghan, retiring president, presented the gavel to her successor in office, Dr. Jessie Brodie, head of Home Economics in the University of Toronto.

LEAGUE OF EMPIRE HAS FORTY-FOUR CENTS AND GOOD RECORD

PARTIES, picture shows, teas, donations, and the collection and sale of tinfoil were all grist to the mill of the League of Empire War Service Committee, which during the past year cabled drafts totalling \$1552 for war rehabilitation work in Great Britain.

Miss Edith Lennie of Vancouver is secretary of the committee which, having distinguished itself during 1940-1941, is laying plans for even greater efforts during the coming school year.

According to Miss Lennie's report, the L. E. W. S. C. left forty-four cents in the bank as a modest nest-egg for the funds which her organization will raise this year.

WAR WORK IN P.-T. A.

THE third year of the war finds Parent-Teacher associations still confronted with problems and pressure from immediate needs of war service. Despite sewing, knitting and the care of evacuees, the importance of parent-teacher objectives during a national crisis and the careful planning of programmes is recognized, so that war work may be a means

to draw associations closer together, not break them up.

All through the province the call for urgent assistance has been heard and answered. Red Cross groups have been formed and are active in many centres. They assisted materially, last year to the extent of \$2015 in cash, 5774 garments and 442 blankets. Donations made to war charities included the Lord Mayor's Fund and to the Canadian Commissioner in London for aid of children in bombed areas.

The rising cost of food demands a greater knowledge of how to feed families as many vitamins with fewer dollars. Nutrition classes are to be conducted again this fall as they were last. Home Nursing classes were available last year in order to equip folks in time of crisis; members of a Vancouver class passed their examinations "Grade A". It is hoped that like advantage will be taken of the classes offered this year.

And so (even though I was taught never to start a sentence with "and") with the opening of school the wheels of parent-teacher work pick up momentum after the partial shut-down of summer. What lies ahead? A purposeful year and a successful one, we hope.

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Ramblings of Paidagogos

TOUCHING THE CLASSICS

IT is a curious thing, and perhaps some sort of judgment upon me, that the two finest teachers I ever had were teachers of the Classics. There seems to be an irony in the fact that I am constrained to look back with admiration and awe to two men whose educational credo wholly contraverts my own. Clearly, my finest teachers should have been men of the modern world, realists, scientists. But they were not. For some whimsical reason, they were men nourished in an ancient and even outmoded tradition—men with a contempt for pedagogy and a distrust of the so-called science of behavior.

I would not have you imagine that either of these men counted me among his jewels. I was not the stuff of which classical scholars are made. If he thought of me at all—as in kindness he probably did—it was as one who was constitutionally unprivileged to meet Homer and Cicero on any but the most distant terms. For me, alas, the classical tongues had no affinity—they were just the unavoidable means by which I might haply be enabled to achieve a certain professional standing. I was a poor subject indeed, either to be instructed or to be impressed.

And this it is that makes the outcome remarkable—because I was tremendously impressed. Although I lacked any genuine interest in the subject matter these men taught, I must nevertheless admit that no one has exercised a greater classroom influence upon me than they did. And now that I am growing old and stubborn, I doubt if anyone ever will.

You may be wondering what has carried me off into this personal vein. Well, the answer is easily given. I have been meditating on the fact that I shall shortly be an educational orphan. Of the two real teachers I have had, one passed to his reward over a decade ago, and the other is retiring from active work this year. I suppose they would both smile at my folly if not at my presumption, but I look forward to the new term with a queer sense of estrangement and loss. For the first time in my life there is no heroic figure marching ahead of me.

But it is not of my personal feelings I would write. The thing that has laid hold upon my mind at this moment is the enormous significance of character as over against subject-matter. These men taught the Classics—but the Classics served only as a medium through which they gave expression to the truth that was in them. They would have expressed themselves nobly through any subject on the curriculum. This is heresy, I know, but it is my profound belief that they were large-hearted, wise and eager-minded men first, and classical teachers second. I believe they were more interested in people and ideas than in the literary masterpieces of Greece and Rome.

Thinking of them, I cannot but ask myself if teaching is not a good deal more of an art than a science. And this, for a man in my situation, is a very disturbing question. You see, I doubt whether either of these two teachers of mine had what is called a sound pedagogical training. The probability is they simply started to teach—and liked it. No doubt they were pretty amateurish for the first couple of weeks, though for the life of me I cannot imagine them so. But after that, their touch was sure. They

had learned it was only necessary for them to be themselves, which is a great lesson—for the right person!

Who then is the right person? It would be nice to know. But I suspect we shall never know. When we have compiled a list of all the pedagogical virtues, and invented clever tests to reveal and measure them, we shall still be sitting in darkness. Because some quite unsuspected person will appear with the authentic marks of genius. There is no pattern, no personality profile, no design for teaching. Greatness is where you find it. All we know is that teaching is an intimate human relationship, a largely unpredictable effect of one person on another.

Which brings me back to the point where I began. So small a distance has my meditation carried me, I still think it a curious and ironical thing that my two finest teachers should have been teachers of the Classics. But I am no longer wholly at a loss to explain the phenomenon—I have picked up a theory on the way.

I think these two men drifted into the Classics because in those days the Classics supplied them with the readiest medium for expressing their philosophy, because in the Classics they found scope for comment and speculation. I think their seeming pre-occupation with antiquity placed them in an advantageous position for viewing and appraising the modern world. I give them credit, that is to say, for making the best of opportunities more limited than ours. I suggest that their real passion was for academic freedom.

To Teachers of Grade Nine Mathematics

The new (sixth) edition of **Geometry Exercises and Work Book for Grade Nine—A. D. Hotchkiss**—is now available

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Kitty and the Jolly Miller

By "NEMO"

MY young friend, Kitty, was in to see me the other day. I like Kitty, but she is apt to blow her fuses over a great many things, not all of which merit the indignation expended upon them; and on this occasion she positively spluttered.

"I've just been to Zemke school", she began, without even the formality of a greeting, "to see the Jolly Miller activity project there's so much talk about".

"Well, well", said I in soothing tones, "you don't say so. It does not seem to have excited in you the admiration Dr. Jinglebob is said to have expressed when he saw it".

"I should say not," exploded my young friend; "let me tell you about it. You haven't seen it?" she added as an afterthought, then proceeded as she had planned without giving me a chance to reply.

"The classroom it is in is a lovely big one, and the class not over large, so there is plenty of room at the back to spread the project and show it off to best advantage. There, in miniature, is a charming landscape—trees, farm houses, a church, a little village, the river meandering between the green fields of the farm lands; and, on the river bank, the mill, complete with sacks of flour, a cart arriving laden with grain, the jolly miller and good King Hal himself".

"Sounds very nice indeed", I remarked as she paused for breath. "I suppose you are going to tell me that it is so good the children couldn't have done it, and if you are, let me tell you—"

"Not at all", interrupted Kitty, "this teacher is particularly successful in getting the children to do things themselves, with a minimum of assistance. But listen my dear, listen", she paused impressively, "it's a windmill".

"A windmill?" I echoed uncomprehendingly, "well, what of it?"

"Oh—h-h-h!" it was a groan, "had the miller of Dee a windmill? If so, why was it on the river Dee? Why did he 'thank the river Dee?' Where, in that part of the country would enough wind come from to keep the mill turning regularly?"

"I see what you mean; but after all, is it very important? I'm afraid you missed the main point of the activity programme. This represents the children's conception of the mill. It may not

be perfectly accurate, but as they gain experience they will correct their ideas. After all it is not reasonable to expect little children to build a mill structurally and mechanically perfect".

"And I don't. As a windmill this is not perfect, either structurally or mechanically, or any other way; but I have no quarrel with it on that account; it represents a windmill with quite sufficient accuracy. The point is it shouldn't be, it couldn't be, a windmill at all".

"Granted. But is it fair to expect the children to know that? Their ideas are gained from their conversation with their teacher, and their reading, and 'mill' means 'windmill' to them".

"Yes. That is obvious. But it should not". Kitty sounded a little weary; she spoke slowly and softly, as to a person she had reason to suspect was a trifle simple-minded.

"That is just the point. They receive their concepts of things beyond the range of their immediate experience mainly from their teacher. It is therefore clearly the teacher's first duty and responsibility to make sure that within the limits of their comprehension these concepts are accurate. Not complete, but correct as far as they go. It couldn't have been a windmill".

"There is a good deal in what you say", I admitted, "but surely there was not water in the river. the walls of the mill were of paper or cardboard, in fact, there was probably nothing absolutely correct in the whole project. Why cavil at one point?"

With infinite patience Kitty explained. (This weary patience makes her very trying at times).

"Silver paper for water, cardboard for walls are representational; they represent accurate concepts and are satisfying to the children. A windmill is not a satisfactory nor an accurate representation of a mill when the facts of the poem, the natural features of the landscape, the known climactic conditions demand a water mill. I may be old-fashioned", she went on, but without conviction, "but I do feel that if the activity programme is to be divorced from the ordinary disciplines of learning, if it is to wander on its own sweet way unhampered by any restriction of relevant fact, it is not only useless, but a curse".

"Now, now", I murmured soothingly, "remember that not only Dr. Jinglebob but hundreds of teachers—some of them quite as clever as you are—have admired and commended this particular project".

"I don't care if the angel Gabriel admired and approved of it", cried Kitty violently, "that does not alter the fact that its main premise is untrue and misleading. Tell me, what meaning has education if it does not set us on our way to truth?"

But I had no answer to this obviously rhetorical question, and so Kitty had the last word, as usual.

Of course, "The Jolly Miller" is a mythical activity, undertaken in a school which exists only in fancy, admired and commended by fictional teachers and a professor who is a mere figment of the imagination. All the arguments, pro and con, however, are actual arguments, really used by flesh and blood teachers about activities undertaken in real schools, and some of them, enshrining fallacies as glaring as the one attributed to the mythical activity described.

What about it? Whither the activity programme? Is it a maverick, or can it be trained to pull in harness?

Practical Mathematics and Practical Methods of Teaching

By A. C. KENDRICK, *Wells School, Wells, B. C.*

THIS year I have tried a different method of teaching mathematics. The ideas are based largely on a summer school course in methods of teaching, given by Inspector H. A. Jones, and suggestions made by Inspector C. J. Frederickson. I am summarizing the work in case it should be of any use to other teachers.

I have three aims in view: (a) To give the child a *practical* working knowledge of mathematics, so that he may be able to work out every-day problems as they confront him; (b) To teach the child to think mathematically, so that he may be able to apply the knowledge he has gained; (c) To have the child enjoy mathematics.

A lesson has four main parts: motivation, the oral lesson, the child's work, and testing.

Motivation is one of the most important factors. Instead of starting with the oral lesson, the problems are given first, set out on a hectographed or mimeographed sheet. This has two important functions: it gives the child a reason for learning the various operations that are coming in the lesson, and it induces interest. These problems must be "necessary" problems, not ones in which there is very little practical use. They lead to the lesson that is to be taught. The pupil has to look up information for some of them; for others, he may have to do some measuring. When he gets stuck, *he asks for the lesson*. In this way he sees the need for the lesson, and that he is not merely learning something for the teacher.

(All work should be done as it would

be when confronted out of school. For example: when teaching business forms, the forms should be obtained from a bank and the pupil learns to fill them out and not to draw them).

The class is then gathered together (some may be in various parts of the school gathering information), and the lesson is given. When it is finished, the class goes on working until somebody else asks for information. If the information needed is a minor matter which the class as a whole knows, the rest of the pupils need not be stopped.

Under this system the textbook is used only for reference and for supplementary problems.

When the pupil has to look up desired information, he puts that down on his paper first. This has the desired result of making him set out his problems in a better manner.

After each unit a short test is to be given. Review tests are given a few times a year. Some of the material in the tests should be of the same type as in his daily work, but all problems must be practical.

The results I have noticed from this method are as follows:

- (1) The material is thoroughly learned and in a more pleasing manner.
- (2) Practical uses of the operations are understood.
- (3) Mathematics becomes more enjoyable.
- (4) The problems are set out in a neater manner.
- (5) The child has learned to use his own brain more in thinking out the methods of solving the problems.

A High School Cafeteria

By ALICE STEVENS, Home Economics Department, and R. S. PRICE,
Commercial Department, Vernon Junior and Senior High Schools.

THE Vernon Consolidated School District has six buses bringing boys and girls to the Elementary and Junior-Senior High Schools. Approximately 25 per cent of the children are from the country, so a hot dish is most urgent in the winter months. Some of the town children live more than a mile from the school, so at times they bring their lunches. A cafeteria is in operation in both schools.

At the Junior-Senior High School the work is under the supervision of the Home Economics and Commercial Departments.

Home Economics Department

The equipment was supplied by the School Board when the new high school was built and consists of an electric stove, cupboards, long counter, cups, saucers and spoons for serving as well as stock-pots and small equipment for cooking.

A choice of menu is provided. The hot dish is the main feature. Hot cocoa or soup is served daily. As much variety as possible is attempted. The soup is a cream soup or a stock soup, and different vegetables and thickenings are used, such as tomatoes, carrots, corn, potatoes, onions, barley, macaroni, soup-mix and dried peas. To add variety to the cocoa, one-quarter of a marshmallow is put in the cup before the cocoa is poured in.

Desserts are served twice a week, such as baked apples, applesauce, apple crisp and jelly.

Half-pint bottles of milk with straws are on sale every day. The price of all these servings is the same and the student can use his tickets for any purchase.

Meat soups are not served on Wednesdays, Fridays and during Lent.

The actual preparation of the food and the supervision of the serving and clearing-up is done by a very capable woman. She works from about 10:00 a.m. to 1:00 p.m. for \$1.00 per day.

She is assisted by the Home Economics girls taking the CCIII course, who undertake the cafeteria work as a class project. This year the girls who are taking Special Home Economics (a new course that is being tried out in Vernon) have been in charge for two months. Two girls are excused from their regular classes for a part of the fourth period and they help with the final preparations and take charge of the serving. They

stand behind the counter, close to the stove, and fill, from large white pitchers, the cups, which have been set out. The woman keeps other pitchers filled from the stock-pot, so that there is no delay in the serving. A vigorous beating of each pitcher of cocoa helps to work up a froth and prevent a scum. These little touches help to make the servings more attractive to teen-age boys and girls who are apt to be a bit fussy.

Whenever possible the Home Economics girls prepare the cafeteria servings in their regular Home Economics periods but this is not allowed to interfere with the regular Home Economics course. Certain lessons, such as those dealing with cocoa, baked apples, cream soup and desserts, lend themselves to this type of integration.

The dishes are washed by six boys or six girls, who volunteer for this work for a week. Four of them wash and dry dishes at the two sinks and two of them wash the tables where the students ate the lunches.

Vegetables and apples are bought from the students and paid for by cafeteria tickets. This business transaction seems very popular, as there is always a long waiting list.

In buying groceries, great care is taken for special prices. Tomato puree is bought by the case, in No. 10 cans, for the making of cream of tomato soup. Pasteurized milk is used and the dairy gives a special price of 9 cents per quart. The towels are sent to the laundry once a week.

Forty cents worth of soup bones are bought for each pot of soup. The soup is started by the woman and the girls and then carried over to the Home Economics building where it cooks slowly all afternoon on a coal range. It is set off to cool by the janitor when he leaves after school. In the morning, the fat is skimmed off and the soup is heated up and is ready for the woman when she arrives at 10:00 a.m.

The school nurse is consulted about children who need the hot dish but cannot pay for it. Social welfare organizations outside the school made donations before the war years, but this help has not been available of late. Some cafeteria money has been used for this purpose.

To keep the equipment up to standard,

some replacements are necessary each year. The sum used varies from year to year but averages about \$10.00.

The cafeteria equipment is used by student committees for all school functions such as parties, dances and suppers after games. These committees work in co-operation with the Home Economics Department but very little actual supervision is necessary.

When the bell rings at noon, the cafeteria soon becomes a busy scene. Two cashiers from the Commercial Department stand at the ends of the long counter. They sell the strips of tickets and collect the tickets for the day's purchases. The customers line up and as they pay the cashiers, they pick up saucers from the piles near the cashiers. The saucers act as receipts and as soon as the customers reach the servers they are given cups of hot food on their saucers. Spoons can be secured if necessary. Next the students go over to the long tables, which are made with seats attached, in the style of picnic tables. Salt and pepper containers are placed on the tables on soup days. All students eat their lunches in the cafeteria and those who do not wish to buy the additional food go directly to their places at the table, without lining up at the counter.

Commercial Department

The Commercial Department is very fortunate in having the handling of the financial end of the school cafeteria for it affords a very valuable project for a number of bookkeeping students.

Nine students from the second year bookkeeping class are chosen, eight of whom act as cashiers, while one is the secretary-treasurer. Two cashiers are on duty daily in the cafeteria for a week at a time, selling tickets to the students. These tickets are printed on the school mimeograph machine and sold in strips of five tickets, at 10c per strip, so that each serving costs two cents. Tickets of a different color are exchanged for the vegetables obtained from students. This really means that the Food Stamp Plan is being put into operation in a simple way.

The School Board pays the salary of the woman and, at the end of the term, any surplus is handed over to the School Board. This surplus reimburses the board for about one-half of the salary. The actual purchase of supplies is done by the Home Economics Department and the sales slips and monthly statements are handed over to the Commercial Department for payment.

Each cashier begins the week with \$6.50 worth of tickets and 25c (chiefly composed of coppers) for change. The cashiers keep a Day Book in which there are columns to record the daily cash sales (no credit allowed), tickets on hand, tickets exchanged for cafeteria servings and tickets outstanding.

A bank account is opened in the name of the Vernon High School Lunch Fund, and the secretary-treasurer signs all cheques. The duties of this student official include making of deposits, the payment of bills, and the recording of all transactions taking place during the month. The cash book used has the following columns: Cash, Bank, Accounts Payable, Purchases, Sales, Laundry, General Expense, and General. The weekly totals of the sales are transferred from the Day books to the Cash book and deposits are made at the end of each week. At the end of the month a statement is prepared, showing the net profit for the period. The preparation of this statement forms a very splendid exercise for the whole bookkeeping class.

When the cafeteria closes, a financial statement is prepared for the whole period of operation, together with certain statistical information for purposes of comparison with former years.

The names of all students from the Home Economics and Commercial Departments, together with the approximate number of hours of work they have spent in connection with the cafeteria, are sent to the awards committee. This school service is recognized by merit marks towards gaining school crests.

The cafeteria is in operation from the beginning of November to the end of March and seems to fill a real need in the health of the Vernon students. In addition, they receive valuable experience in handling food in large quantities, serving the public, bookkeeping and actual salesmanship.

A copy of the Financial Statement for 1940-41 and a comparative statement for the four years the cafeteria has been in operation is available to any teacher who may care to write for it.

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Ici On Parle Francais

By DESMOND HOWARD, *Kamloops High School*

THE following vocabulary-increasing devices are being constantly used in the French classes of our school, and are herewith set forth in the hope that they may be of help to other "maîtres de français" in the province.

Considerable work is done at the blackboard, by the pupils. Those to be victimized are practically never designated by name. Instead, it is a case of: "Ceux qui ont quinze ans, allez au tableau noir," or "celui qui est arrivé en retard ce matin," or "celle qui porte des rubans verts." Dozens of variations suggest themselves: "La jeune fille qui demeure près de moi," "le plus grand garçon de la classe," "ceux qui portent quelque chose de bleu," "le garçon qui est en train de manger son style," "celui dont la soeur s'appelle Jacqua Rita," "l'élève derrière Pierre," "la jeune fille qui vient d'acheter une bicyclette." Incidentally, it becomes embarrassingly difficult for a pupil to "faire un somme" during such a barrage. Nor need the teacher do all the talking. When the class is wading through an exercise of some fifteen or twenty exam-

ples, have the pupils themselves use this same method to select the ones responsible for each sentence. They will probably correct your tendency to patronize some pupils quite frequently, and others very seldom.

If any of your classes contain pupils from more than one division, and there are attendance slips to be marked, vary the nose-counting ceremony with instructions such as: "10-8, levez la main gauche; 10-7, levez la main droite touchez (poliment) le nez," "10-7, montrez-moi le pouce."

Finally, for the three or four minutes sometimes available at the end of a period, conduct a rapid "Oui, Monsieur" or "Non, Monsieur" session. The pupil must not evade, with a "Je ne sais pas," answering such questions as: "Vous ôtez vos souliers avant de vous coucher?" "Vous dormez sous le lit?" "Vous vous lavez quelquefois?" "Vous avez des cheveux? des chevaux?" Again, once the pupils "get the idea," they will provide, with much gusto, the questions needed.

Vous pourriez vous servir de ces idées?

Sub-division

THAT bright Spring morning I saw a dreadful thing,
I saw a young fir tree,
Tall, slender, and beautiful in its adolescence,
Swaying and trembling in agony
Against a clean-washed sky of blue.
Low down, its trunk was marred
By a hacked and gaping mouth;
While two little men, with rasping saw,
Moved forward and backward in mechanical murder.

Helpless to run away,
This slim creature, trembling in its length,
Could only wave its upper arms protestingly
In mortal pain.
And from its height could see former companions
Clean-cut down;
Dead, but not yet cold;
Lying amid scrub roots, carelessly slashed;
All quiet.
Behind; other companions stood looking on,
Also helpless, also quiet;
But with the waiting quietness that precedes death.

All this Death on a bright Spring morning,
Heralding the birth of a new Sub-division.

—C. H. S.

What's Wrong with English?

By ERIC J. DUNN, *Port Alberni*

SOME people never know when to leave well enough alone. I suppose I am that way about examinations. For some twelve years we had in this province a series of Junior Matriculation papers that were, to put it flatteringly, incompetently set. And everybody protested loudly, vocally, and bitterly. Then for the past seven years we have had papers that on the whole have been either very skillfully set, or at their worst, innocuous. King Log has definitely succeeded King Stork. And yet I, for one, as a chronic "view-with-alarm-er", see in certain of our new type tests, tendencies which if allowed to run unchecked are due to have demoralizing effects on the teaching procedures of this province. I refer in particular to the English VI examinations.

My complaint is not that the paper is too hard. If anything, it is too easy. No one who has at any time assisted in the reading of papers could have any complaint as to the method of marking. The system is as fair, efficient and fool-proof as any system of evaluation could possibly be. The device of scaling is, despite its limitations, efficiently administered, and, on the whole, satisfactory. The form of test is quite adequate, and the papers themselves show that obviously much time has been spent on them.

My objection is simply this,—that whatever the papers may test, one thing they do not test is English Literature. Statistically, of course, such a test will show a high degree of spurious validity, that is, if the suitable technique be used. In practice the test has, and can have, no validity whatsoever.

It consists of three main divisions, all based on the best answer system. In the first section, the candidate's "Reading Comprehension" is measured by his ability to guess which of three or four closely related synonyms would be the one which the individual setting the paper would guess to be closest in meaning to some expression to which the synonym is faintly related. The beauty of this is that it would be impossible to find any two Honour Graduates in English to come up with the same set of answers, and that whether or not the candidate can either read or comprehend what he reads is treated as irrelevant to a Reading-Comprehension test.

The second section of the paper is a set

of similar questions on the "Tempest". From this any question dealing with character study, dramatic development, sources, or anything on the Course of Study is rigidly excluded. The third section, intended to govern about five-sixths of the work, is subdivided into three subsections, one on memorization, one on a sight poem, where such highly important skills as knowing whether Fowler's definition of alliteration is technically correct are tested. The final subsection "tests" four out of some two hundred poems by such devices as asking for a few more synonyms, or inquiring who wrote Gray's *Elegy* (No. 106).

The significant thing about all this is that at no place is there any attempt to test the content of the course.

I admit that it is extremely unlikely that any great injustice has been done. The paper boils down to something more or less resembling a vocabulary test. The correlation between intelligence and vocabulary is reasonably high, between intelligence and literary knowledge is also fairly high (much higher in fact than the correlation between intelligence and the so-called English Literature examinations we used to have in this province).

The top 40 per cent are accredited anyway, and the others, on a test of this nature, should get within 10 per cent of the mark they actually deserve. The serious thing to me is the effect of this sort of thing on teaching and study habits.

If I have been told once, I have been told a hundred times this summer that it would make no difference to any student if he had ever opened a textbook, let alone studied it.

Modern psychologists tell us from the depths of their wisdom that examinations should not be an incentive, that students will work just as hard and develop just as good study habits without examinations as with them, that having a material goal discourages true scholarship, and that the important thing is not whether a student has any knowledge or skills, but how ignorant he is compared with how ignorant he could be if he really tried. At that the psychologists may be right. It's about time they were right about something. But with a fine irrelevance I am reminded of the remark of the Negro sent into the lion's den, "You know this lion's a vegetarian, I know

this lion's a vegetarian, but do the lion know it?"

Already teachers in this province are making jokes about how English in their schools will be taught next year. Some are going to discontinue Literature in favour of pure Composition (without, of course, any practice in writing essays or paragraphs on paragraph topics, since a paragraph on an essay topic is what is required). Others are going to train their pupils to sleep with dictionaries and keep a thesaurus for a mistress. At present this is in the joke stage, and will remain there in the accredited schools. But how long will it remain a pleasantry in the non-accredited schools or in the schools which pursue scholarships? How long is it likely to remain a joke to the poor teacher in Dead Horse Gulch, perpetually harassed by a School Board demanding *results*? To my mind the situation is serious.

Nor does the blame lie entirely at the door of those setting the papers. They have spent much time and labour on a thankless task. But the very nature of the course makes it difficult, if not impossible. The present course in English is extensive rather than intensive. It undoubtedly attempts to cover too much ground, so that the average teacher must choose between teaching half the course and half-teaching the whole. The protests of the English teachers at the 1940 convention were treated in such cavalier fashion by the Central Revision Committee that they have given up the struggle for reform. And we are left with an enormous mass of poetry that is of doubtful literary value save as a study in anemia. Modern poetry and American literature are rigidly excluded. It is a significant fact that aside from Milton, the entire course does not contain even one poem that appears on any list anywhere of the world's hundred best poems. But we all know that protests in this respect will get us exactly nowhere.

What can be done? Diction is not everything in English. Content can be tested objectively. It is well tested in the Senior Matriculation papers. The University Entrance papers in Physical Science, in Mathematics, and in Geography this year showed what could be done. As a basis for discussion I should like to suggest:

(1) That the questions be proportioned more accurately between the various units.

(2) That questions based on diction be limited to 25 per cent of the paper.

(3) That no question be included unless (a) it be clearly within the range of a majority of the candidates, and (b) one on which three out of four Honour graduates would agree on the answer.

(4) That questions be included to test at least a few of the following:

(a) The lives of one or two poets or of Shakespeare.

(b) Shakespeare's theatre, his use of sources.

(c) The content of one or two poems.

(d) Ability to place a few quotations.

(e) An elementary knowledge of literary history.

(f) Reading-Comprehension as opposed to diction.

(g) That teachers be given fair warning of any change in the type of examination.

(h) In the drama, a few questions on character study, on use of dramatic devices, on development.

(5) That at the earliest opportunity the present course be drastically revised or thrown in some non-too-particular ash-can.

I realize it is great presumption on my part to criticize the work of so great and august bodies as the Revision Committees and the Board of Examiners. I also realize that if matters were to be reformed as I suggest, it might mean that personally I might have a few failures in English.

What I do hope is that I have placed my views before the teachers clearly enough to persuade a few of them to agree or disagree with me. I confess to a certain curiosity as to whether my views are a mere "voice in the wilderness". And I should appreciate it if even a few could resist the combined forces of inertia and the bother of writing a letter to tell me or the Editor of *The B. C. Teacher* whether they agreed or disagreed and why.

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Eye-Movements in Reading

By J. A. COLBERT, *Kitsilano Junior High School, Vancouver*

DURING the last few years many books have been written on the causes and correction of reading disabilities; also, in the educational and psychological journals of the past decade there are hundreds of reports dealing with studies of reading problems. In any comprehensive study in this field, reference is made to eye-movements, and much research has been devoted to this particular aspect of reading.

It is the purpose of this article to present a brief survey of the literature dealing with eye-movements in reading, and to make some evaluation of their importance in relation to the problem of reading retardation. It should be noted here that any statements which follow regarding the use of the eye-movement camera or the tachistoscope are not based upon the writer's own experience. Though he has used these instruments with his reading classes, he has no personal data of controlled experiments upon which to draw. Rather, his interest in this approach to the study of reading disability has led to this survey which is offered for what it may be worth to those also interested in reading problems.

The first reported study of eye-movements during reading was made by Javal, the French ophthalmologist, in 1879. His work influenced pioneer investigators on this continent, such as Dodge, Huey, and Judd, who early in the century were attacking the problem of oculomotor behaviour during reading. In 1901 Dodge developed the method of recording eye-movements upon which the modern eye-movement camera is based. This method consisted of having a beam of light directed to the reader's eye, whence it was reflected to a falling photographic plate which recorded changes in the direction of the beam occurring with each movement of the eye. Rate of reading was measured by means of an interrupter which broke the beam of light at regular intervals. Subsequent major improvements have been the use of photographic film instead of plates, the perfecting of a method of photographing both horizontal and vertical eye-movements at once, and the development of more accurate timing. Elaborate eye-movement cameras are now part of the equipment of the psychological laboratories of most large educational schools. Outstanding in this work are the Universities of Chicago, Stan-

ford, Minnesota, and Iowa. Prominent present day investigators are Tinker of Minnesota, Buswell of Chicago, and, more particularly in the field of visual anomalies, Dearborn of Harvard.

In addition to the use of the eye-movement camera, many methods have been devised for studying eye-movements during reading. Among these is the Miles¹ peep-hole technique by which the observer places his eye at a small opening in the centre of the page from which the subject reads. This method reveals oculomotor tendencies, but records of eye-movements made in this way, even by a skilled observer, are comparatively unreliable.

In reading a line of print, the eyes move from left to right in a series of jerks (saccadic movements). Perception takes place during the pauses (fixations) which occupy approximately 94 per cent of reading time. Dodge states that some perception takes place during saccadic movements but because of attentional factors, we have learned to ignore stimulation occurring between fixations. Authorities are not agreed upon this point. If there is confusion in perception or apprehension, the eyes may make a long fixation, or they may move back along the line from right to left (regressions). As the end of each line is reached, the eyes move to the beginning of the next line (return sweeps). Photographic records of eye-movements yield five records of reading performance:

1. Duration of eye-movements (reading rate).
2. Number of fixations per line.
3. Number of regressions per line.
4. Pause duration.
5. Perception time (sum of pause durations).

There is conflicting evidence as to the nature of individual differences in eye-movement measures. There is a tendency for the reading pattern of rapid, efficient readers to be characterized by comparatively few fixations and regression movements, and by accurate return sweeps. In analyzing eye-movement records, one must bear in mind the nature of the material read, and the degree of comprehension required of the reader. Among others, Pressey² reports evidence regarding the above mentioned characteristics of efficient reading. Tinker³ points out that eye-movement patterns reveal important characteristics of the

reading process, but that eye-movement scores are largely measures of reading rate. Regarding the findings of an experiment involving one hundred Grade IV and V pupils, Eurich¹ states: "When photographic eye-movement records are evaluated in terms of reading tests for which the reliability and validity have been demonstrated, the photographic records do not appear to be highly satisfactory". Similar findings are reported in the extensive study made with university students at the Dartmouth Medical School².

The reliability of eye-movement records is found to be high. That is, for an individual, the various eye-movement measures remain fairly constant when reading passages of similar difficulty. On comparing eye-movement records with scores made on reading and intelligence tests, Eurich¹ finds what he considers low validity coefficients, and he thinks that eye-movement records do not afford highly satisfactory measures of either rate or comprehension. Tinker³ suggests that a high validity between eye-movement scores and reading test scores need not be expected, because when scores on one reading test are correlated with scores on another, composed of material which is not strictly comparable to that of the first, correlation coefficients seldom exceed .60. He finds that perception time and fixation frequency have comparatively high validity as measured by reading test scores.

Considerable study has been made regarding the efficacy of attempting to overcome reading disabilities by pacing eye-movements. Several methods have been tried. A very simple one as described by Sisson⁴ is the breaking of a line of print into divisions, with vertical strokes to indicate fixation points. Experiments have been made with successive sentence units flashed upon a motion picture screen. Tachistoscopes of various kinds are used in research laboratories. These are all designed to reduce the number of regression movements, to extend the perceptual span, and to increase rate. Some investigators believe that, if used along with other techniques, intensive training in eye-movements will improve reading ability. They are not all agreed, however, as to what is the nature of the improvement effected. Dearborn, in an address before the 1939 Reading Conferences at the University of Chicago, refers to the use of eye-training methods with a group of Harvard University students. He states: "By projecting phrases or sections of lines of print

across and down the screen, according to the pattern of the movements and pauses of the eyes of the skilled reader, a means was provided, . . . for 'pacing' the mind, if you will, and the eyes of the poor reader . . . What this method may do is to increase the perceptual span by offering the reader fresh motivation. It succeeds, not by stretching a hypothetical visual span, but by spurring the mind". Many investigators are of the opinion that because reading involves an exceedingly complex central process, it is useless to attempt to improve it through the control of peripheral oculomotor factors. They regard eye-movements as symptoms rather than causes of reading efficiency. They find that eye-movements improve solely as a result of teaching methods such as vocabulary extension, and training to increase comprehension and interpretation. Tinker⁷ ". . . concludes that the measurement of eye-movements may be dispensed with in the reading clinic, and that pacing eye-movements may be omitted without lessening the effectiveness of the reading instruction".

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The Dreamer

By LESTER R. PETERSON, *Gibson's Landing*

IF I, like a dreamer, could turn off and on
The thoughts of my vagabond mind,
And magical visions could steal like the dawn
When night lifts its mantling blind;

I wonder what fairy-like castles I'd view
On hilltops bedizened with gold;
I wonder what mythical lays I'd pursue
Through glamorous ages of old;

I wonder what legends I'd choose to inspect
From nets of adventure I cast;
I wonder what heroes I'd choose to project
On screens of the glorious past;

I wonder if it is the biggest event
That longest remains in our heart,
Or is it some short joyful hour we have spent
That seems the most loath to depart?

If I, like a dreamer, could choose as I please
From all earth's ecstatic reserve,
And from the sweet depths of my slumbering ease
Could conjure my visions to serve,

I think by my ingleside lowly I'd rest,
All free from the cares of the day,
And, gazing on scenes that my boyhood loved best,
I'd dream all the long hours away.

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Consumers

By LLEWELLYN JOHN PRICE, *Lumley Schools*

A RECENT contributor to *The B. C. Teacher* effectively related the difficulties faced by the poor consumer in differentiating between the claims made by rival companies for the "soupiest suds." He, too, sadly noted the tendency of even the most sceptical of us to buy "Hellova" watches simply because pretty girls wear them and because men with pleasant voices assure us of the "Hellova" time we shall have ever after buying one. In reality, these are relatively harmless problems, although they may prove financially embarrassing. Not so simple, nor so harmless, however, are some of the other advertising pitfalls which exist to whittle away the consumer's dollar. Have you a pet cure for colds? Are you among the "regulars"? Do you buy powder by the perfume? What "coke" is your poison? What a relief we feel to turn to those magazines which provided a "Consumer's Bureau" and put the seal of approval on advertised articles! But be careful! Do such Bureaus exist? And if they actually do, what is their purpose? Ask the American Federal Trade Commission which has been requiring drastic changes in the set-up of such organizations. In desperation, many feel as though they should resign themselves to a solitary fate.

Fortunately, the consumer is not and need not be alone. Consumer's Research is one organization that provides useful and readable reports on highly advertised products. Not so well known is Consumer's Union, an offshoot of Consumer's Research. Consumer's Union is a cooperatively owned testing organization. The reports of Consumer's Union are not sold on the news stands. Though they are not confidential, these reports are sent only to members. No leading newspaper has ever consented to carry Consumer's Union advertising. Don't ask me why, because Consumer's Union has never, to my knowledge, been used.

Reports are issued once a month. In them a wide range of tests is explained; among the more recent ones are those on 1941 automobiles, canned fruits, catsup, sheets, blankets, etc., etc. Articles are listed by brand name as Best Buys, Also Acceptable or Not Acceptable together with the reasons for such listing. These reports may be loaned to your friends. Last month, Consumer's Union began a

new service, the publication of a weekly newsletter called, appropriately enough, "Bread and Butter." "Bread and Butter" is designed to keep the consumer in touch with the rapid price and supply developments which take place in these war days. In addition, the member receives annually a condensed version of the ratings in a booklet form. This a buying guide which may be carried when one goes on a buying spree, but as no tests are explained in it, the booklet must be kept confidential.

Other features contained, for example, in the February issue included articles on "The strange case of Professor Rugg and the Advertisers", "How to finish unfinished furniture", "How not to treat a cold", "Minerals in your diet", "Consumers' Witness (Government investigations of advertising)", "The Docket (Government action taken against false and misleading advertising)", "Ford and the U.W.A." Additional advantages extended to members include reduced prices on such books as *Millions on Wheels, Our Common Ailment, Diet and Die, False Security* and an insurance advisory service on a small fee basis. Arthur Kallett, well known for his co-authorship of *100,000,000 Guinea Pigs*, is Technical Director. Finally, for those readers who may be interested, the labor policies of the manufacturers of the tested articles are explained, though such practices have no bearing on the ratings as such.

Another source of Consumer help, and one quoted occasionally in Consumer's Union is the United States Department of Agriculture (Consumers Counsel Division) Consumers' Guide. This useful semi-monthly, listed in the High School Programme of Studies, is to a limited extent distributed free of charge. The latest issue contained the following topics: "Low Income Diets", "Cotton Stockings", "Bread Facts for Consumers", "Continuation of a Milk Glossary", "Consumer's Bookshelf (new books and consumer information)", and "The Trends of Retail Food Costs in the United States."

Modern conditions make consumer education an ever more pressing necessity. Teachers could do well to keep themselves abreast of developments not

only for their own protection but also for the benefit of their pupils who may be thus aided in their present or potential consumer problems.

Consumer's Union Reports: 55 Van

Dam St., N.Y., (\$3.50 per yr.) including "Bread and Butter", \$4.00.
Consumers' Guide: U.S. Dept. of Agriculture, Consumers Free Counsel Division, Wash., D.C.

Trustee and Teacher

By E. A. HARDY, O.B.E., *Chairman, Board of Education, Toronto*

THE basic fact in this discussion of the teacher from the trustee's point of view is that the relationship of trustee and teacher is one of a partnership with the objective of the promotion of the highest welfare of the child in their community. Technically, of course, the trustee is in the official position of employer representing the community, and the teacher is in the position of employed. But the real relationship is that of a partnership.

This partnership is, therefore, a relationship of equality in a great enterprise, and not a relationship of superiority and inferiority. Each member of the partnership brings into the concern certain high qualifications of responsibilities and abilities, all of which are to be devoted to the common end of the best possible educational standards and achievements for the particular community involved. These high obligations place both partners on the basis of equality in their enterprise.

There arises at once the duty of stating briefly the major responsibilities of the trustee. He must, first of all, be aware that he is the representative, not only of the taxpayer, but of all the persons in his community, and particularly of the children of school age. It is his duty to secure the best possible building, playground, and equipment, and to provide for the operation of this physical plant in the best possible fashion. This is a considerable task, often a very heavy one, but absolutely essential.

His other major duty is to secure the best possible teacher for the children, taking into account all the great qualifications that should characterize the teacher of that school. Petty matters should not determine his choice, otherwise he is not loyal to his trust nor to his oath of office. He is under obligation to understand what a teacher should be, for he must know that a wrong selection of a teacher may result in irreparable loss to some or all of the boys and girls in the community.

His further great duty is the protection of the teacher from all that would interrupt or injure the teaching service.

No teacher can do his best work unless he knows that he has the loyal support of his trustees. A teacher somewhat rapidly develops an immunity to petty annoyances and intrusions, if he knows that his trustees are supporting him. When he knows that they are not supporting him, it is time for a change for one or other or both parties in the partnership.

One of the outstanding facts of trusteeship, as I have seen it in my years on the Toronto Board of Education, is the staunch support of the Board of Education for its teachers. This has been shown not only in their protection of the teachers' salaries against many kinds of attack, but in the support of the senior officials of the Board in their dealings with the staffs and the public. The consideration for teachers' interests evidenced by the Toronto Board is doubtless characteristic of larger Boards of Education generally, throughout the province, for most of the cases coming before the Board or its Committees can be dealt with impersonally. Large staffs and large communities tend to eliminate personalities in the Board's discussions, since few of the trustees have any personal knowledge of the people concerned. The smaller the community, naturally the personal element plays a larger part in all such discussions, but even in the smallest school section the trustee is bound by his oath of office to represent all interests fairly. I am quite sure that thousands of trustees in Ontario have realized and are realizing their duty in this respect, and are loyally supporting their teachers.

Another phase of the trustee's relationship to the teacher is that of pride in the staff and the school. On many occasions I have heard trustees speak, both in public and in private, of their satisfaction with their teachers and of their pride in their work and worth. This, to me, is one of the most hopeful advances of the past generation and augurs well for the future of our schools.

I have spoken thus far of the trustee. The other partner, the teacher, may be considered from the point of

view of the trustee. First of all, the teacher must possess an authorization from the province concerned, stating that his scholarship and professional training have met certain prescribed standards. The tendency towards higher standards has been very marked during the past fifty years. Formerly, three years of secondary school courses, with three months' professional study at a county model school, admitted the youth of Ontario to the majority of teaching positions. This third-class certificate was abolished and the second-class certificate, requiring four years at secondary school with a year's training at a Provincial Normal School, became the minimum standard. Now five years at a secondary school, with the Normal School or Ontario College of Education course of one year, is the minimum standard. The probabilities are that standards for professional teachers' certificates, both elementary and secondary, will continue their upward tendency, following the lead of Scotland and various American centres, *e.g.*, Chicago, which requires a degree from the Chicago Teachers' College before appointment to the elementary school staff.

But the trustee requires more from the teacher than the attainments prescribed by the Department of Education of the Province. The trustee is constantly appraising that qualification most difficult to appraise, which goes by the name of personality. That indefinable quality includes, in the case of the teacher, a native ability to teach, which is absolutely indispensable for high grade work, and which no training in the world can supply. It includes a co-operative element which enables a teacher to work easily and happily with his pupils and to get along successfully with the community. This quality is not recognized officially by the Department of Education certificates, but it is of high importance in the successful conduct of a school.

Another quality, closely akin to personality, possibly an element thereof, is character. It doesn't take long for a class or a school to estimate a teacher in the terms of character. You will remember that schoolboy dictum *est* a famous English public school headmaster, that "he was a beast, but a just beast." That schoolboy recognition that a teacher is fair, just, dependable, in other words, a man or woman of integrity, is a great factor to be reckoned with.

I have referred to the co-operative aspect of the teacher. That applies not

only to classroom work, where the teacher and the class are a friendly group in a common enterprise, but to all the extra-curricular activities which characterize the modern school. It is in these extra-curricular activities that the trustee and the teacher should have an intelligent and friendly understanding. It is very easy for the teacher and the school to be over-enthusiastic about these extra-curricular undertakings. It is just as easy for the trustee to be coldly critical, falling back on the old phrase, "fads and frills." The trustee must recognize that the world moves on, that we are living in 1940, not in 1930 or 1920 or 1900, or any other period of the past. If the trustee has children, and possibly better still, grandchildren, they will help him to live in the present and to be understanding and sympathetic. Otherwise he may have a difficult task to recognize that he belongs to an older generation, and that what was the proper thing in his school days is now out-moded. To his schooling the poet's lines,

"The past is over and fled;

"Named new, we name it the old," apply. Tact and consideration on the part of both trustee and teacher are necessary in regard to innovations. May it be noted here that Ontario has done a fine thing in providing for the annual conferences of trustees at the O. E. A. meetings, where trustee and teacher alike come into contact with the main streams of educational progress. Few countries, provinces or states, have any such meetings, and Ontario is to be congratulated on this forward step.

This co-operative quality shows in another aspect, *viz.*, in the teacher's relationship to the community. It seems to me that a teacher loses distinctly in his service, if he fails to become an active member of his community, sharing some of its burdens and contributing to its life. The probably unfair phrase, "Suitcase teacher," has too much truth in it to be altogether palatable. A teacher who is not a real member of the community is not giving his best service, and whatever he does in the schools fails to come up to his highest possible standards.

Personality also includes such matters as dress, manners, interest in books, music, art, travel, and cultural and spiritual life generally. When Polonius said to Laertes,

"Costly thy habit as thy purse can buy,
"But not expressed in fancy; rich, not gaudy;

"For the apparel oft proclaims the man"

he expressed a truth of constant significance which no teacher can ignore without paying the penalty.

I have already referred to the pride which a trustee or a school board may take in the teacher and the school. The development of that pride is dependent very largely on the teacher. He must recognize that he belongs to a high calling, that the art of the teacher is one of the greatest of the fine arts, for which a long life-time is really only an apprenticeship and in which every opportunity

for finer and greater work must be recognized and utilized. The teacher must recognize that for much of what he does there is no financial reward and, in many cases, little or no expressed recognition or gratitude, present or delayed. The trustee on his part must learn to be a loyal supporter of the school, serving it to the best of his ability in the light of his oath of office, often at personal sacrifice of time and effort. With this mutual loyalty and service, trustee and teacher both play their part in one of the world's greatest enterprises, the development of a better race to undertake and carry on the world's responsibilities.

Are You a Summer School Addict?

By F. C. H.

TEACHERS are notorious summer school addicts. Some attend because of necessity: to meet departmental regulations; to wear down a degree, or degrees, unit by unit, or to climb up another round on the educational ladder. Others just have the habit: they seek inspiration from brilliant lecturers; or refuge from family summer camps; or the comradeship of congenial colleagues. There are other reasons, which the reader may add at his leisure.

How do teachers assess their summer school experiences? Do they receive an adequate return for their expenditure of time and money? Wherein is the educational system profiting or suffering from the ever-expanding summer school programmes? What are the minimum and maximum essentials of a liberal summer school education?

These are difficult questions to answer, for every teacher or administrator will have his own opinion based upon his own experiences. General or specific answers will be heard floating about summer session common rooms, staff rooms, convention halls and other places where teachers officially or unofficially venture the final word on the passing parade.

Why not a few final words on the subject in the columns of this magazine? Hundreds of us (including even such awesome persons as Inspector A. S. Towell; Victoria's new Municipal Inspector of Schools, Harold Campbell, and Dr. J. S. Ewing) should be able to take pen in hand, bite a reflective fingernail or two and say a long say about the importance of being earnest in the summer months.

Although most teachers have become

justifiably suspicious of questionnaires—usually worded so that their authors may generalize from their own prejudices—the writer has arranged several questions to which readers of *The B. C. Teacher* are invited to write answers, anonymously if they prefer. If anyone disapproves of the wording of the questions, he is invited to compose his own and answer them. Or he may just write a letter and state his opinions in general.

If sufficient replies are received, an analysis of the answers will be made and published in a subsequent issue of *The B. C. Teacher*.

QUESTIONS (Use a separate sheet of paper for your replies)

1. Why do (or did) you attend summer sessions?
2. What type of summer courses do you find most satisfactory to you as a teacher?
3. What type of courses do you find least satisfactory?
4. Have you been able to obtain at summer sessions the courses you most desired?
5. Do you consider that university work taken during the summer approximates in quality that taken during winter sessions? (Don't answer this one unless you have attended both types of sessions).
6. What courses required the greatest expenditure of time and energy?
7. What courses required the least? (You know, the "pipe courses").
8. What application in the classroom do you find of the "principles of education" elucidated by the summer school lecturer?
9. What professors or lecturers, either

in British Columbia or in other Canadian or American summer sessions, have provided you with the most inspiration?

10. What do you think of the plan of "auditing" courses?

11. What type of courses do you consider benefits yourself—and hence the

school system—after you have completed the requirements for a certificate or a degree?

12. Have you any personal comment, flattering or otherwise, to make as a final word on the general topic of "summer schools"?

Thoughts by England Given

By A. J. H. POWELL, *Edmonton, Alta.*

From January 7th to 10th, 1941, there met at Malvern, England, a conference of leaders of the Church of England under the chairmanship of Archbishop Temple of York. The setting and the gathering merit contemplation. Malvern ("Great Malvern") is no little upstart town. From the Malvern Hills you may look over ground where Romans built their cities and roads, where Normans set their castles to guard the Welsh marches, where Simon de Monfort lost his last battle, where Yorkist and Lancastrian armies clashed, and where Cromwell finally broke the Royalists. What happened at the Malvern Conference forms part of a story of which every hill and stone in that West Country offers some reminder or relic.

Equally worthy of thought are the men gathered there. Many of them are bishops, holding time-honored seats in the House of Lords. Men of wide and leisured culture, these, many of them with names well-known in the days of Robert Bruce or King John. All of them enjoy ample means and the highest social privileges; they stood about the King at his crowning. And the laymen are of no less stature. Church leadership in Britain commands the abilities of men like Viscount Halifax, the late John Buchan, and Josiah Stamp; and many such are at Malvern.

Their background of experience is well-known to us. They are of the generation which fought and won the first World War. They blundered along—as we all did—with the problem of post-war unemployment. They suffered Britain's long penance of appeasement in the vain hope that reason might still, somehow, prevail over madness, and goodwill over violence. And they now are in Britain, taking the punishment of the ages for all the follies and crimes and errors of unregenerate man. They are come to Malvern in the West Country, their hearts scored indelibly with the sights and sounds of modern air-warfare. They have seen all the things which are a distant nightmare to us; they have

seen, too, the intricate woven pattern of human behavior and misbehavior—hate, mercy, rage, gallantry, petty greed, gay sacrifice, nervous torment, cool heroism; permeating all, the iron mood of resolution. Not all is sweetness and light when forty million creatures are dodging extermination. The men of Malvern have seen human political wisdom bloom out into such a horror of animal folly that—victory or no victory—they are constrained to seek for Britain and for mankind a Better Way by the light of Christ's teaching.

* * *

The Conference lasted four days, and passed by unanimous vote a long resolution set forth in thirteen sections with this preamble:

"We, being members of the Church of England assembled in conference at Malvern from January 7th to 14th, 1941, after seeking the guidance of the Holy Spirit, and having given the best consideration we could to the present crisis of civilization, are generally agreed upon the following propositions."

And here is the first proposition:

"The war is not to be regarded as an isolated evil detached from the general condition of western civilization during the last period. Rather it is to be seen as one symptom of a widespread disease and maladjustment resulting from loss of conviction concerning the reality and character of God, and the true nature and destiny of man."

The Resolution goes on to outline the Church's duty in the world of men and affairs:

"Where possible, the whole congregation habitually worshipping together should regularly meet to plan and carry out some common enterprise, however simple, for the general good; if there are social evils in the locality, such as bad housing or malnutrition, let them consider how the evil can be remedied, either by securing the enforcement of existing laws or in other ways. . . .

"It is of great importance that Christian people should take the fullest possible

share in public life, both in Parliament, in municipal councils, in trade unions and all other bodies affecting the public welfare, and constantly seek such ways of expressing Christian principles through these channels."

"We fully endorse the following declaration of the Madras Conference:

"It is not enough to say that if we change the individual we will of necessity change the social order. That is a half-truth. For the social order is not entirely made up of individuals now living. It is made up of inherited attitudes which have come down from generation to generation through customs, laws, institutions, and these exist in large measure independently of individuals now living. Change those individuals and you do not necessarily change the social order unless you organize those changed individuals for collective action in a wide-scale frontal attack upon those corporate evils."

"The proper purpose of work is the satisfaction of human needs; hence Christian doctrine has insisted that production exists for consumption—though it must always be remembered that the producer is also human and must find in production itself a sphere of truly human activity.

"The industrial world as we know it offends against these principles. To a large extent production is carried on not to supply the consumer with goods but to bring profit to the producer, and the producer in turn is often subordinated to the purely financial ends of those who own the capital plant or supply the credit to erect or work it.

"This method of ordering industry, which tends to treat human work and human satisfaction alike as means to a false end—namely, monetary gain—becomes a source of unemployment at home and dangerous competition for markets abroad. We have seen the unemployment of Germany cured by an armament program, whether adopted primarily for this purpose or not, and have cured our own, though (even so) not completely, by the same means. The system under which we have lived has been a predisposing cause of war even though those who direct and profit by it have desired peace."

"Accordingly we believe that the most vital demands to be made by the church with a view to social reconstruction are two: the restoration of man's economic activity to its proper place as the servant of his whole personal life, and the expression of his status in the natural

world as a child of God for whom Christ died.

"To this end we urge:

(a) That the monetary system be so administered that what the community can produce is made available to the members of the Community, the satisfaction of human needs being accepted as the only true end of production.

(b) Inasmuch as human status ought not to depend upon the changing demands of the economic process, no one should be deprived of the support necessary for "the good life" by the fact that there is at some time no demand for his labor.

(c) This status of man as man, independently of the economic process, must find expression in the managerial framework of industry; the rights of labor must be recognized as in principle equal to those of capital in the control of industry whatever the means by which this transformation is effected.

(d) In international trade, a genuine interchange of materially needed commodities must take the place of a struggle for a so-called favorable balance. . . .

(e) In like manner we must recover reverence for the earth and its resources, treating it no longer as a reservoir of potential wealth to be exploited, but as a storehouse of Divine bounty on which we utterly depend. This will carry with it a deliberate revival of agriculture by securing to the agricultural laborer good wages and to the farmer a secure and just price. We regard this as indispensable to the true balance of the national life.

(f) The question having been propounded upon moral grounds whether a just order of society can be established so long as ownership alone is a source of income or so long as the resources necessary to our common life are privately owned, we urge that Christian people should face this question with open minds and alert consciences.

(g) We regard as of primary importance the securing to all children and adolescents the educational opportunities best suited to develop their faculties and to enable them to take their full share as Christian citizens in the life of the community — economic, cultural and spiritual.

(h) Particularly we urge that the neglect of the adolescent population should cease. The primary need here is . . . that young people should be members of a community wider than the family of

such character that they appreciate their membership of it, and are conscious of responsibility for its honor and welfare.

Inasmuch as all these matters are such as should be the concern of the whole Christian community, we urge that all Christians unite in the furtherance of these aims."

So, in part, reads the Resolution of the Malvern Conference, as unanimously adopted. In order that the essence of it might not be whittled away by casuists, Sir Richard Acland later introduced an amendment which was adopted by a very large majority. Here is the core of the amendment:

"There is no structural organization of society which can guarantee the coming of the Kingdom of God on earth, since all systems can be perverted by the selfishness of man. Therefore the church as such can never commit itself to any proposed change in the structure of society as being in itself a sure means of salvation.

"But the church can point to those features of our existing order which, while they do not prevent individual men and women from becoming Christians, do act as stumbling blocks making it harder for the generality of men to live Christian lives.

"In the present situation we believe the church should declare that the maintenance of that part of the structure of our society, by which the ownership of the great resources of our community can be vested in the hands of private individuals, is such a stumbling block. As long as these resources can be so owned, men will strive for their ownership. Those who are most successful in this struggle will have sought this ownership for themselves as individuals and will be regarded as the leaders of our economic life; they will thereby set the tone of our whole society. As a consequence, it will remain impossible to abandon a way of life founded on the supremacy of the economic motive, or to advance nearer to a form of society founded upon a belief in the authority of God's plan for mankind.

"The time has come, therefore, for Christians to proclaim the need for seeking some form of society in which this stumbling block will be removed . . ."

Regarding the above passages a few important observations need to be made:

Firstly: The men at Malvern were not starry-eyed poets, nor world-intoxicated backwoods radicals, nor hungry revolutionaries. They were successful distin-

guished men, comfortably cushioned by circumstances, but caught a little sooner than ourselves in the world storm; and now like the sailors in David's psalm, "at their wits' end . . . they cry unto the Lord . . ."

Secondly: They did not waste time in brow-beating their flock or attributing present ills to decline in church attendance, or scourging themselves for lack of apostolic power and conviction. Nor did they break out in oratory. "After seeking the guidance of the Holy Spirit, and having given the best consideration we could to the present crisis of civilization"—those are the most unpretentious words we have read in many a day—after that, they talked realities.

Thirdly: Their premise was one which should not be unknown or unrespected on this continent, viz: that all men are created equal; that they are endowed by their Creator with inalienable rights.

Fourthly: We do not find these men, in their disciplined search for truth, berating the armaments racket, the appeasement politicians, the younger generation, the moving picture or any other outer symptom or lesion of our world-sickness. They looked for the very root of the matter, and when they thought they had found it, they spoke out. These men, who stood about the King at his crowning, spoke out.

And that is the essence of this declaration. Teachers' Federations have no mandate from the teachers of Canada to applaud or publicize the pronouncements of a particular Church body, or even to insist that a Christian (rather than, say, a Jewish or rationalist) approach must be the national approach to our problems. Nor have we any mandate to stress the highly socialist tendencies of the Malvern Resolution and Amendment. But we have a mandate to uphold with every lawful means the things vital to Democracy.

The one thing *MOST* vital to Democracy is the citizen's freedom to think and to communicate his thought. Democracy is government by discussion; Democracy is government by free intellectual intercourse. When the Executive uses force to prevent some section of the populace from communicating a certain strain of thought, government by privilege begins—"government by me because I can shut you up." The mere beginnings of such a disease in Democracy are to be dreaded as a plague. Freedom of intellectual intercourse is the very ark of the faith we are defending.

Correspondence

THE MINISTER ON PUPILS' REPORT CARDS

Victoria, August 7, 1941.

To the Editor of *The B. C. Teacher*:

Through your journal I desire to communicate a message to teachers and others throughout British Columbia who are specially interested in Pupils' Report Cards.

I have received many criticisms of the Pupils' Report Cards from both teachers and parents. There can be little doubt that if the various items on the cards cannot be readily understood by the parents or if the use of the cards places too great a burden on the teachers, some change is necessary. I would request that, wherever convenient, Principals appoint a committee of teachers to consider this question and to forward suggestions for improving the forms to this Department. Officials of the Parent-Teacher Associations might also be consulted.

In September next or early in October a General Committee of teachers and other experts will be appointed by this Department to review the complaints that have been made as well as to consider suggestions from school committees and Parent-Teacher Associations and to make such modification of the Report Cards as experience in their use in the schools during the past year may indicate to be advisable.

Yours very truly,
G. M. WEIR,
Minister of Education.

TEACHER EXCHANGE AND SABBATICAL LEAVE

King Edward High School,
Vancouver, Sept. 2, 1941.

Editor, *The B. C. Teacher*:

Dear Sir,—About a year ago I sought through the pages of your publication for information regarding the progress made by the Federation in the matter of Sabbatical Leave, and I think you must admit, Mr. Editor, that the information which you were able to pass along since then has been rather meagre.

I fully recognize that the Federation executive may rightly have concluded that more pressing problems and situations have demanded attention during the past year. But now that the greatest of these has been more or less settled satisfactorily, has not the time come for further consideration of Sabbatical Leave?

As you pointed out in a previous issue, the Joint Committee discovered that there are no insuperable obstacles to the adoption of such a scheme for urban areas and even, in part, for rural British Columbia --only the desire or will of all concerned is lacking.

Many of your readers are somewhat distressed at times at the apparent tendency of the Federation to appoint committees, receive their admirable reports, and then think that something has been accomplished. It is very gratifying to many teachers to indulge in academic discussions of this and that educational problem and then think complacently, like the scholastics of old, that something has really been done, regardless of the fact that no steps have been taken to implement findings which everyone recognizes as being sound, worthwhile and practical. Sabbatical Leave is not merely a theory or desire, but a very sound practice in many educational systems throughout the world.

I know that many will argue that this is not the time for the further consideration of such a scheme for British Columbia. I believe, however, that a strong case could be presented for its adoption even in these perplexing days. In any case we must, as a Federation, be prepared for the reconstruction days which lie ahead, when such progressive steps should be undertaken. It is no flight of the imagination to believe that such a plan will be taken for granted and encouraged in any "new order" in the educational world of the future.

I believe that our Federation and especially its leaders would do well not only to look to the present but to the future. This question and the system of "Exchanges" should be fully considered in the immediate future. Teachers themselves need to be informed regarding the values of such schemes. No group of workers in and for the State needs the experiences to be derived from them more than does our own. Inspiration and outlook need to be continually fed and refreshed, and these two schemes are perhaps the most productive in this respect.

May I add my own personal testimony to the values of an "Exchange"? Now, after four years, I find myself still referring to my experience and finding something of value there for my work of today. At the time I did not fully realize

just how full and rich that experience would prove to be—and in ways not thought of at the moment. Certainly it has proved of more value to me than many other extension activities that I have engaged in. But an "Exchange" does not provide for relaxation. It is a strenuous experience, or should be. One must carry on, in a strange environment, a regular routine of work, and, at the same time, spread oneself out to make the most of the opportunities presented in and outside of the school system. One cannot proceed in a leisurely or systematic way—that can only be done under the conditions of a Sabbatical year.

It is not my purpose, Mr. Editor, to enlarge on these two more or less parallel plans, but rather to bring the matter once again to your attention and that of your readers, and particularly to the attention of those of them who are leaders in our local associations and the Federation at large.

Yours faithfully,
W. M. ARMSTRONG.

LETTER TO A COUNTRY TEACHER

My Dear Niece:

So you are stuck with a country school, and isn't it terrible? No, it isn't. The only terrible thing is terror itself—fear of the inspector, fear of the parents, fear even of the children. When I was young I suffered from all these. But I found out that no one really expected me to do any more than my best, and after that it was not so bad.

But the people! Ignorant foreigners, poor white trash, drunken loggers—maybe; but the foreigner is generally eager to learn, the poor white is not by any means always trash, and the logger may be anything from a college graduate on the way down to a Swedish immigrant on his way to become a millionaire and a member of Parliament.

I give you this recipe for getting along with all the queer people you meet: Talk to everybody, but tell them nothing; listen to everybody, but believe nothing. Talk to everybody; get acquainted with every person in your district. You will meet with a lot of dull people, and some very interesting characters. But don't tell them anything about yourself; especially don't mention your fine home, important acquaintances, or the good times you had somewhere else; be an intriguing mystery. And don't tell them anything about each other. They will tell you all sorts of things about themselves and

other folks; don't ever repeat a word of it. It is very probable that some youth will presume too far on your amiability, and have to be firmly discouraged; don't on any account tell anyone (your aunt says don't even tell your mother). If you tell, the men will lose interest in you completely, and the women will say "She must have led him on, or he'd never have tried that". By the way, always be nice to the married women. Get them on your side, and you can have a wonderful time without starting any gossip.

And finally, listen but don't believe. Remember that nobody can "tell the truth, the whole truth, and nothing but the truth", and most of us don't even try. Truth may be stranger than fiction, but a judicious mixture is more entertaining. Even if you know that what is told you is absolutely true, make allowance for the counterbalancing half that you have not heard. And if someone repeats what somebody said about you, remember the experiment of the tuning fork and the jar of water; the jar only echoed the note to which it was attuned. In the same way, the gossip repeats only her own bad thoughts.

Ever your loving
UNCLE JOHN.

COMBAT SUBVERSION

Port Hope, Ont.,
P. O. Box 802,
August 29, 1941.

Editor, *The R. C. Teacher*:

Canada is one of the great arsenals of Democracy. Here, we are training men and producing materials to strike at the black heart of Despotism.

Germany knows how intense is our effort and how great the obstacles that must be overcome. She is not sitting idle while we work for her downfall. Through her devilishly efficient "Quisling" machine she is doing everything possible to hinder that effort and to undermine our determination to sacrifice everything for victory. Remember Norway, Holland, Belgium and France; how tragically successful underhand tactics were there! Insidious propaganda is being used in Canada now, and it is the responsibility of every loyal Canadian to be on guard against it. Here are some things that need constant watching. Do your part to combat subversion and block Hitler's plans: fight these destructive influences wherever you meet them.

The emphasis upon sex and easy-living in books, magazines, advertising and
(Concluded, page 40)

The Question Box

Correspondence intended for this department should be addressed to
Mr. E. F. MILLER, Lynn Creek.

THE Question Box starts the school year with a good deal of trepidation on the part of its new foster-parent who has added to the difficulty of considerable inexperience in the foster-parenthood of such a column the fact that he follows one who seemed to have the gift of stirring his fellow teachers to send in problems. Mr. Morrison's files indicate that he was in active correspondence with many teachers of the province and had gained their confidence to the extent that they sent in excellent copy which has been of value to other rural and village teachers throughout British Columbia.

The present incumbent is definitely worried. He has a horrible memory of the remark of the candidate who referred to himself as the present incompetent! To whom shall he write to ask for problems and the solutions for problems? Whither shall he turn? Fortunately for him and for *The B. C. Teacher* there is enough copy on hand for the September issue and there is a list of Local Associations and their representatives to whom he offers a propitiatory prayer that they may be moved to send in something for the October issue. If this column is to continue to be the success that it has been in the past it will be the result of the co-operation of teachers, particularly of those who are acquainted with rural problems, and who send in questions or suggestions.

The new sponsor of this department is in a school sufficiently rural for him to be able to appreciate the point of view of the rural teacher. Just what the criterion of ruralness is still remains a problem. If it is physical environment, salary, teaching conditions, quantity of supplies available, who is able to say? After several years in a school where deer and a bear have been seen on the grounds during school hours and where many of the pupils come to school on a bus from homes that are definitely rural and where there are always two grades in each room and sometimes three, he feels that he can refer to himself as a rural teacher and appreciate some of the problems of his fellows in more remote places. Will some of them please appreciate the problem that he is up against in having to make a success of this column and send in their problems and solutions?

With so much for an introduction let us get down to the real business of questions and answers.

SOCIAL STUDIES, SCIENCE AND HEALTH FOR JUNIOR GRADES

QUESTION 1: *How could Social Studies, Science and Health be taught in Grades II and III?*

The classes could be combined for the teaching of these lessons. The course outlined for Grade I could be followed the first year and that for Grade II the next year, or vice versa.

Health: Have health inspection each morning as part of the opening exercises. Health officers could be chosen for each row and these could be changed weekly. This could be followed by the health story or lesson for the day. The facts taught in the lesson could be used by the children in a health booklet or on a poster illustrated by pictures drawn by themselves or cut out of magazines, etc.

Science: In these two grades science should be taught more or less in story form. These stories could be reproduced in Science booklets with illustrations drawn or cut out of magazines, etc. Where possible, correlate with other lessons.

Social Studies: A great deal of the work in Social Studies for these two grades can be done on the sand-table. Take, for example, "The Farm" in Grade II. The children could bring the soil, plant the grass, vegetable and other seeds and then do the weeding when the seeds come up. The grass can be cut with scissors. The buildings necessary could be made during the art periods.

WAR SAVINGS

QUESTION 2: *What plan to promote War Savings can be adopted in a small school?*

This plan has been adopted in an 8-room elementary school. It can be adapted to a school of any size.

The underlying idea is to have the children save small amounts of money such as pennies and nickels without having to wait until they have saved a full quarter. In each room a banking system has been worked out. On certain days in the week the "bank" is open. The children bring whatever money they

have saved and present it with a pass-book (made in their practical arts period) to the "teller" or "teller". He enters the amount on the passbook and also in a large class ledger. Whenever a pupil has enough money in the bank to buy a stamp, either the banker purchases it for him or else the money is given to the child for him to purchase his own stamp. The actual money is, of course, in charge of the teacher.

To keep track of the amount saved by each class, a large chart has been made for the central hall. A Nazi plane at the top is being assaulted by a row of anti-aircraft guns at the bottom; one for each division in the school. From each gun to the plane is a string with a shell attached so that it is movable. The space between the guns and planes is divided horizontally by lines representing \$1. A saving of \$10 will make one hit on the plane. After a hit has been made by a class, a coloured sticker is placed under their gun and the shell comes down to start another attempt.

QUESTION 3: *Can you suggest anything new by way of treatment of children who persistently avoid washing?*

Miss Mary Elizabeth Colman reports that she has sometimes found that a gale of laughter in which the offending youngster has himself joined will work a cure. The youngsters—including the Small Unwashed—liked and saw the point of the following ditty of hers:

THE SAD CASE OF JEFFERSON JONES
 Jefferson Jones was a handsome boy,
 His father's pride, his mother's joy;
 Jefferson Jones was a clever lad,
 Oh, what a brain the fellow had!
 His spelling mark was always "A",
 Arithmetic was simply play,

To Jefferson Jones.
 But Jefferson Jones was NOT a success
 And people liked him less and less
 From week to week, from day to day,
 So he was never asked to stay
 To dinner or to tea, but instead
 His visits people used to dread,
 Poor Jefferson Jones!

Now, what was the matter with Jefferson Jones?
 And why was he mentioned in horrified tones?

Because he was DIRTY, that's the cause,
 DIRTY face and DIRTY paws,
 No one likes a dirty lad,
 So warning take from the case so sad
 Of Jefferson Jones.

Wash your hands early, wash them late,
 Wash them as clean as a dinner plate;

Call water "Pal", and soap "My friend",
 Make them bubble, make them blend,
 Wash your hands until they're pink,
 Let no one say to you, "I think
 THAT'S Jefferson Jones!"

QUESTION 4: *Is there a method of seating pupils in a rural school that will lessen discipline problems and tend to make the teaching process easier?*

ANSWER: By W. B. Fromson, Trail Teachers' Association.

The conventional method of seating in an ungraded school is to keep the pupils of one grade in one row, one behind the other. When one row was filled, we started the next. This method has your Grade I's on one side of the room and the Grade VIII's at the other side.

The following method I have used to advantage and with this method I have never had the slightest problem of discipline. It made teaching easier. It saved me time in checking seatwork. It, above all, made the pupils feel at home. I found that my beginners should be as close to the blackboard as possible. They all should be as near to the front as one can allow. To do this I used the two rows nearest the side blackboard and seated my beginner pupils in them, starting at the front. Behind these, in the same two rows, I placed my Grade II's and Grade III's. The next problem depends on what method you use in grouping. Possibly you group Grade VII and VIII for Social Studies, Grammar, Literature and Science. Then at the front of the room, on the side away from the blackboard, I would place my Grade VII's and VIII's in two rows. Behind these I would place my Grade V's and VI's, because these two grades would be grouped for all but fundamental subjects.

If at all possible, I would leave seats between each grouping. The reason for this is obvious. They are handy to teach from. If there are double desks, I would try to avoid their use, or put only one pupil in them. I bring my pupils out of their desks as little as possible. The old method of "Now Grade V, take out your readers and come up to my desk for reading" is out. Letting your pupils sit while you stand produces a "more at home" feeling in your pupils.

The following diagram may be of help in explaining this method of seating. Suppose there are 21 pupils

attending an ungraded school in which there are 25 desks. The grade distribution is as follows:

Grade I, 3 pupils; Grade II, 3; Grade III, 5; Grade IV, 1; Grade V, 2; Grade VI, 3; Grade VII, 1; Grade VIII, 3. The numbers in the diagram refer to Grade, the X's to empty seats.

| | | | | | | |
|---------|---|------------|---|---|---|---------------------|
| | | Blackboard | | | | |
| Windows | 8 | 8 | x | 1 | 1 | Stove Blackboard |
| | x | 7 | 2 | 2 | 1 | |
| | x | 6 | x | 2 | | |
| | x | 6 | 3 | 3 | | |
| | x | 5 | 3 | 3 | | |
| | | 4 | 3 | | | |

PRACTICAL SUGGESTIONS FROM CHEMAINUS

Through the Rural Teachers' Association comes the following article by William V. Allester, Chemainus, B. C.

Wall Mottos and Name or Initial Pins can be made by gluing macaroni soup letters on 3-ply or cigar box wood. The name gadgets can be cut out with a fret-saw, leaving a narrow border of wood around the letters. Small safety pins can be fixed to the back with adhesive tape and the whole shellaced or varnished, adhesive and all. The letters can be tinted with ordinary water colours before varnishing.

Easy-to-Hold Markers for Grade I Reading are easily made of a strip of light cardboard about two inches wide and the usual length, heavily scored down the centre and folded to give a flap at right angles to the part resting on the page. The "handle" part can be decorated with cut paper, but the rest should be left plain so that the eye is not attracted from the reading matter.

Dowel Rods from inside oilcloth rolls, when sandpapered, cut and varnished, make good straight edges for use in geometry.

Sand Table.—A good temporary substitute can be made from the lower part of a large cardboard carton. We left the back wall about a foot high and gradually sloped it to about five inches at the front. The high back allows for a painted "backdrop" or is useful to pile mountains against. If the box leaks sand, paste in a brown paper lining.

A change from the usual Mt. Fuji or garden and house sandtable scene is to construct a terraced farm, using pebbles mortared with clay for the walls. This looks very nice when filled in with sand or soil and planted with little plants or cress. The terraced part need not be very large to be effective.

Serviette Rings made of cardboard and

fine coloured store cord can be easily made by Grade I, and need no needles except at the very end. A stitch is taken round the strip of cardboard in button-hole or blanket stitch. Then a stitch is taken from the opposite edge of the cardboard in another colour. Make a stitch from one side, then the other, alternately, so that both edges of the ring have a corded effect. The ends of the cardboard are overlapped and the two ends worked in out of sight with a needle.

COMBAT SUBVERSION (Continued from page 37)

illustrations is full of danger. It tends to encourage self-indulgence and sex-expression—especially among our youth—and thereby lowers national standards of values and morality. It destroys ideals and discounts self-discipline, self-control and self-sacrifice. The results are, inevitably, physical and mental flabbiness and weakened morale, which is just what Hitler wants.

No one disputes the right to criticize. But this right is being abused. There is constant nagging criticism of the Government, without proper understanding of facts and problems. This is too popular a pastime. People in all classes of society and business are busy spreading baseless stories, harping upon alleged mistakes and failures and throwing stones at those who are devoting themselves to national service. These rumours tend to create unrest and discord; to weaken faith in Democracy; to arouse distrust and suspicion in the integrity and ability of our Government, its leaders and their policies. Such rumours are most dangerous, for they create an unhealthy atmosphere. If rumour-mongers and whining gossips would concentrate on how they, themselves, could better serve Canada, they would be of some use to this country in its hour of need instead of helping Hitler by strengthening his vicious attacks upon morale and upon our determination to win at all costs. When you hear a rumour, challenge it! Who started it? Block rumours; snub rumour-mongers. Do not be a Hitler-tool!

Subversive activities must be stopped. They help Germany. They hinder the forward surge of Canada's war effort. They are obstacles to unity and determination of purpose. It is high time that the extent and seriousness of these subversive activities were realized by every citizen.

Combat subversion! Champion democracy!
I. D. WILLIS.

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

RURAL SCHOOL MUSIC COURSE TEACHERS' Handbook by R. T. Bevan, L.R.A.M., A.R.C.O., of the Moose Jaw Normal School; School Aids Publishing Co., Regina, Can.; 55 pages; retail price, \$0.40.

This little book, I feel sure, would be of invaluable assistance to any teacher in teaching music and particularly so for one who lacks access to a piano. It is a well planned book especially arranged for the rural teacher so that she may produce a more efficient programme in Singing and Pipe Playing.

The lessons are arranged in steps and so planned that the material may be used for pipe playing and singing. If used for both, the music periods should be devoted alternately to singing and to pipe playing. It is wisely suggested in the introduction of the book that a daily lesson of ten minutes is much more beneficial to the young student than a weekly period of longer duration.

The plan of lessons is as follows:

A. A section devoted to the study of time and rhythm.

B. A section on pitch (the rise and fall of sounds).

C. A section on time (combination of time-rhythm-pitch).

D. Songs and other useful material.

"Songs For Young Canadians" (Nelson & Co., Toronto), which can be obtained from the School Aids Publishing Co., is recommended to be used in conjunction with the course of lessons.

The course of lessons in this book are so arranged as to assist teachers who haven't specialized in the teaching of music. If followed consistently it will provide the children with a secure foundation upon which they may build their musical education.—J. I. A.

FLAG PROJECTS

THE Union Jack; School Aids Publishing Company, Regina, Sask.; retail price, \$0.15.

The Flag Projects are well adapted to seat work. There are six such projects in the envelope containing the material under review. On the outside of the envelope there is a brief history of the formation of the Union Jack. The children will enjoy making the flag and learning something of how it is formed. It is a cutting out, coloring, and past-

ing project. Inside the envelope there are six of each of the three crosses with full instructions on the back of each for making the complete flag. The children will find these instructions easy to follow and they will be pleased to find how easy it will be to make it. This project could be used in conjunction with the Work Book Primer *Citizenship: Our Democracy* by Eugenie Thomas. Rural teachers will find it invaluable for seat work. It will be very useful for seat work concerning such holidays as Dominion Day, Empire Day, the King's Birthday, and Remembrance Day. It may also be used in connection with Manual Art work.—J. I. A.

GEOGRAPHY TELLS WHY

A "MUST" book for high school librarians and teachers of social studies is *Geography in Human Destiny*, by Professor Roderick Peattie, the well known geographer. (George W. Stewart, New York City; \$3.00; 323 pp.) The style is very informal—perhaps unduly informal—but the book is thoroughly scientific in basis and provides many fascinating geographical clues to the mysteries of history. It has a distinct and valuable bearing not only upon the problems of the past but upon those of today and tomorrow. Peattie vigorously refutes any possible suggestion that he is a geographical determinist but he presents a conclusive case for the wisdom of studying human affairs not in a vacuum but in relation to the geographic environment conditioning them. One of the most rewarding books added to my library in recent months.—N. F. B.

PROMETHEUS AGAIN

THE New Prometheus by Lyman Bryson; Macmillan Company of Canada, Toronto; February, 1941; pp. 107; price \$1.15.

A few months ago Will Durant published a notable article in the *Saturday Evening Post* entitled "Self Discipline or Slavery", in which he attempted to put his finger on the sore spot of the present world. The cause of the world's ills he found in the individuals' lack of self-discipline and power to think dispassionately and comprehensively. In his recent book, *The New Prometheus*, Lyman Bryson of Teachers' College, Columbia

University, makes a similar but more telling plea for straight thinking and self-discipline as a means to the good life.

Like Prometheus, the Titan of old, who stole fire from the Gods for mankind, the educator of today is confronted with no less important and no less dangerous a task; namely, teaching men to be guided by science, not by passion. Bryson denies that our much lauded mechanical age of today is really deserving of the term "scientific". Science and the scientific method is the closely guarded secret of a cult at work in the laboratory and bent largely today on the invention of more devilish machines of destruction. The great mass of the people cannot think objectively. Many have not even the knowledge required for thinking. It is the duty of educators, then, to disseminate the seeds of knowledge and the power of dispassionate thought.

Obstacles in the path are many, but perhaps the chief enemy of the teacher is the "medicine man", the intellectual snob who hoards his knowledge and skills. Bryson discusses many of the problems inherent in his ambitious proposition, among them being the relation between science on the one hand and philosophy and religion on the other, objections that have been raised to teaching men to think, the place of books in the coming "democracy of civilization", and the present inability of adults to read.

But the leading motif of this forceful book is undoubtedly the fact that the fight for knowledge and the fight for democracy are one and the same. Only by the ability to think objectively about matters vital to freedom will the free man be able to keep free. The teacher, then, must be the friend who makes men free. He must not only give fire but teach men how to use it. That is his Promethean task.

Bryson maintains that books necessary to such training must be made more readable. Whether this is possible or desirable with all books I am not sure, but in any case this book may be taken as an example of what the author means. The style is very simple and crisp. There is a sort of academic raciness about it that is unusual. Here is a book on education with the unique distinction of actually being interesting. Bryson has the rare knack of being able to toss off epigrams that make sense. Here are a few of them:

"'Social I.Q.-ism', the doctrine of determining what a human being can do

even before he has any chance to do it".

"Little Tolstoys are not running around in all our classrooms".

"Teachers are always reforming education or each other and occasionally get around to reforming themselves".

"If, as the good pragmatists say, men think only when they are in trouble, it is plain that they do not think at all if they are in trouble enough".

"The trouble with most of our American citizens is not that American education is bad but that they never got any".

Bryson's book is neither a manifesto nor a plan of action. It is rather a sizing up of a big problem and the suggesting of solutions to meet it. Teachers and laymen alike will find it good red meat, tender despite the size of the animal, and, for those who like meat that way, quite rare in spots.—E. C. BARTON.

OUR FOREIGN POLICIES

CANADA in World Affairs—The Pre-War Years, T. H. Soward, J. F. Parkinson, N. A. M. MacKenzie, T. W. L. MacDermot, Oxford University Press, Toronto, Ont., 1941, \$3.00.

Issued under the auspices of the Canadian Institute of International Affairs, this is the first volume of a series each of which will cover about two years, and will provide for that time a record of the principal external relationships of Canada.

The book is divided into four sections each prepared by an authority in his respective field. In the first section, on Politics, F. H. Soward, Professor of History at the University of British Columbia, analyzes the factors which must be considered in the formation of a Canadian foreign policy. On the one hand we are shown how the geographical construction of Canada, with its vast natural barriers to east-west intercourse, assists the economic pull to the south and the Americanization of Canadians, in spite of the efforts of those who favor the strong British tie. On the other hand the isolationist sentiment of Quebec is in sharp contrast to those who favor collective action at all times to support the British Empire, and, is strongly inimical to the American influence. With these different strains apparent, Canadian statesmen were attempting to mould a policy that would, above all else, maintain Canadian unity. From the confusion of ideas Professor Soward depicts clearly the difficulties of preparing any unity of opinion upon which such a policy could be constructed.

In this portion, which is the longest and most interesting in the book, the Italo-Ethiopian crisis and the gradual drift to war with the resultant effects on Canada's policy are discussed. Written in a manner appealing to the citizen at large, this section offers as well a wealth of reference material from which the student can derive further information and pleasure.

In the second section, on Economics, Professor Parkinson of the University of Toronto, emphasizes the fact that Canada's prosperity depends upon that of the United States and Great Britain. He explains the agreements made with these countries and the ensuing financial improvement that enabled Canada to retire large sums of her external debt.

N. A. M. MacKenzie, President of the University of New Brunswick, presents in the third section an interesting chapter on the International Joint Commission prepared by Lawrence J. Burpee, secretary of that body. In addition are listed: treaties, conventions and agreements to which Canada became a party in 1938 and 1939, diplomatic representation, and conferences at which Canada was represented.

The fourth section contains speeches and documents selected by T. W. L. MacDermot, Principal, Upper Canada College, Toronto, to show the puzzling confusion and division of mind that have masked Canadian opinion which lies behind our foreign policy.

This volume assists in many ways to a better understanding of Canada and the difficulties that must be faced in guiding its ship of state.—E. J. J.

A LOCAL AUTHOR

THE *Cormac Treasure*, by Olive E. J. Cousins, published by Stockwell & Co., London, Eng.

"Why don't more people write about British Columbia? Isn't it full of story material?" We have all heard these questions asked many times. Perhaps the answer has often been that British Columbia is too full of romance; it wouldn't appeal to the modern reader. Miss Olive Cousins' new book, *The Cormac Treasure*, is a challenging retort to the foregoing statements.

Here is a romantic story of the theft of an East Indian treasure, (carrying with it the usual curse) set in the natural isolation of a B. C. coastal island. From the first chapter with its mention of Vancouver, the local setting proves of thrilling interest to the local reader. The

little island, which might be Savary or any one of B. C.'s thousands along the coast, is an important character in *The Cormac Treasure*.

Secluded from the traffic lanes of civilization, it was a natural hiding-place for the chest of wealth, chosen by Richard Cormac before his death. Here, after his death, Mrs. Cormac stayed with their daughter, Ardina, to whom the island becomes a living companion. The book is by no means overburdened with description; Miss Cousins delights the reader with many sharply etched pictures, and displays a very vigorous style in describing most faithfully a dramatic storm in the British Columbia straits.

The characterization is most satisfyingly handled also. Mrs. Cormac, oppressed with a tremendous burden of guilt in the hiding of the treasure, is a deft piece of creative work. The quiet strength of her personality together with a strong determination, sinister though it may be, moves in a clever development; it parallels a strong suspense that gradually intensifies itself as the plot moves to a surprising and gratifying conclusion in the final chapter of the book. Ardina, a modern Miranda, is a fresh treatment of an old theme. Rajna, the faithful old East Indian servant, is perhaps the happiest characterization of all. Miss Cousins has succeeded in presenting the esoteric quality of the Oriental mind in a very pleasing way. Ling, the Chinese servant, though an amusing, loyal fellow, suffers by comparison.

When Miss Cousins handed me the book, she said in her modest way, "You must remember this is intended for a light bit of reading, to while away a few pleasant hours. Please don't think of it as a literary masterpiece." Certainly she did not need to apologize for a book that will repay more than a casual reading. The drama and mystery of the story will hold the reader from beginning to end.

Miss Olive Cousins, though born in Pendennis, near Brandon, Manitoba, has lived nearly all her life in British Columbia. She attended Mount Pleasant and King Edward High Schools in this city, and received her B. A. from McGill University. She taught for a while in Salmon Arm High School, but for several years now has been a teacher of French at John Oliver High School in this city. It is hoped that *The Cormac Treasure* is only the first of a series of books that will bring the British Columbia scene to the fore.—J. B. M.

"ANGLOSAXON" LEAGUE"
THAT WORKS"

THE world-struggle seems . . . to take more and more the form of a crusade against sea-power and its implications", states Wyndham Lewis in *Anglosaxony: A League that Works* (The Ryerson Press, Toronto). But the Nazis, with customary fascist lack of logic, have merely re-defined sea-power: on the one hand the wicked Anglo-Saxon and on the other, the righteous, any other sort.

It is the universalism of democratic sea-power which infuriates Hitler and his henchmen, believes Mr. Lewis, who hears the Nazis orate: "These intolerable Anglo-Saxons are ubiquitous fellows because they are . . . universal seamen. Not just windjamming, coast-hugging folk, like *Mare-nostrumites*".

Before he develops his thesis on Germany's attempt to destroy Anglo-Saxon seapower (both British and American), author Lewis takes time to rap the critics of democracy who rave against the obvious limitations of democratic institutions and would fly to establish perfect worlds out of the average half-Christian man or woman. It is the ideal, imperfect in its realization, which really counts; and that ideal is found in the democratic system. "We should stop", writes Mr. Lewis, "pretending that we can make average men into angels, supermen, or 'heroes'. There is no use in trying to build up from the base, politically; all we can do is to alter as we go along, adapt, and improve".

Many readers who might feel that all of God's "chilluns" are much the same wherever they are found might disagree with Lewis when he states: "Teuton and Slav are irreconcilably different. National disparities cannot be ironed out. For centuries to come they must persist. So, for all practical purposes they can be regarded as fixed as the stars".

However, most readers will say "Hear! hear!" when the author writes: "Human nature is there to trip us up if we get too theoretic and high falutin", and, "I think we should stick to the term of which we are the 'mother'—parliamentary democracy".—F. C. H.

FOR THE CHILDREN

SONGS of *Weeny Gopher* by Beatrice Barron Buckley; The Macmillan Company of Canada; 1941; illustrations by Georgette Berckmans.

The songs in this collection are arranged to follow *Weeny Gopher*

through the year. Starting with *The Gopher's Lullaby*—a song of fall, they continue through winter, the atmosphere here being depicted by *Snow*, *Swing the Snowy Shoon* (a song of the dancing cottontails—a tune with a real lilt), *Sun Dogs*, *Little Chinook* (another catchy melody), *North Wind and Blizzard*, which describes at too great length the antics of these two worthies, (however well written, no song can survive seven pages and retain interest), and *Winds*.

Weeny Gopher wakes up in spring to *Springtime in the Valley*, whose gay allegretto quite catches the mood of the season, while *Roads*, *Frisky Little Gopher*, the *Meadowlark*, and *Little Bluff of Slender Trees* (one of the gems of the collection) add more of the spring atmosphere.

Weeny Gopher loves the summer time when his interest is occupied by such things as *The Dug-out* (this reminds one of a campfire song), *Wild Berries*, *Weeny's Nest*, *The Cutworm*, *Pete Pelican* (one of the most successful of this group of songs, although the range is rather low for the young child), *The Quickest Boy in Town*, *Mirages*, *Rust*, *Northern Lights*, *Raynches and Ranches*, *Mounties on the Trail* (the children will enjoy the clip, clop, clip of this piece), and the *Peanut Whistle*.

The last song, *Down the Old Qu'Appelle*, serves as a goodbye to *Weeny Gopher*.

All of the songs show a distinct trend in the direction of the more popular type of music and are therefore easily singable. *Weeny Gopher* suggests the type of song that would appeal more to Grade Two or Three children, but even Grade Seven and Eight would enjoy *Down the Old Qu'Appelle*. These songs are somewhat of a contradiction—the words suggest junior pupils and many of the tunes suggest more of the Senior taste. Indeed, the range (a few songs go above E and in some the range extends to B-flat below middle C) is more that of the older child, while several difficult chromatic intervals and certain time features such as the triplet figure are not in the course of study for the lower grades.

The illustrations are very well done and show a fine sense of humour.

DELAY in advising the Federation Office, 1300 Robson Street, Vancouver, of changes in teachers' addresses involves, every year, much inconvenience and delay and the loss of many scores of copies of "The B. C. Teacher".

Oil Thigh Na Bannrighinn Gu-Bragh! Cha Gheil! Cha Gheil! Cha Gheil!

IF the war cry at the head of this article stirs your heart (even though you may not be very positive as to its verbal significance), you are one of the considerable number of readers of *The B. C. Teacher* who will be specially interested in *Some Great Men of Queen's*, an attractive volume edited by Principal R. C. Wallace and just off the Ryerson Press (133 pages; \$1.50). Its six chapters commemorate a corresponding number of the famous teachers who helped in conspicuous fashion to make the Queen's University that we know.

To select six from among the famous company of scholars and vivid human beings who have served with distinction on the faculty of Queen's and have now joined the silent majority, dead but still speaking, must have been a difficult and invidious task. It will be generally agreed that none of the names chosen could have been omitted but one misses with regret those of Professor MacNaughton and dear little "Nickie" of the thunderous voice and big heart and of others whose names are graven in the minds and characters of multitudes of their old students.

Of course, the first essay (written by Professor J. R. Watts) deals with the Principal. I am aware that there have been other notable principals in Queen's and elsewhere both before and after him, but to old Queen's men "The Principal" means George Monroe Grant, born in Nova Scotia one hundred and six years ago. From 1877 until his death in 1902 was a brief twenty-five years. That period was long enough, however, to create an enduring tradition which needs no exposition in this brief review.

Professor J. M. MacEachern of the University of Alberta speaks of John Watson. I wish that he had told his readers more about "Wattie" the man, even if that cramped him for space to discuss Watson the philosopher. However, a second careful reading of Dr. MacEachern's essay compels one to admit that he has done well a worthwhile job. This chapter will help many to see Watson's Speculative Philosophy in its historical setting and to realize the part it played in recapturing for religion the support of critical minds. "Speculative idealism proclaimed as its foundational principles the spiritual constitution of the world and the spiritual destiny of man" and Watson was one of the most distin-

guished of its exponents, teaching "the rationality of the world", the faith which permitted religion to find expression free from crude supernaturalism, external authority and formalism". A metaphysic based upon firm foundation was sorely needed in Watson's generation; is as sorely needed today. But I should have liked to have added to my store of good Watson legends.

Professor Matheson pays appreciative attribute to Nathan Fellowes Dupuis. I wonder whether our mathematical readers know how much they and their students owe to him.

To Vice-Principal McNeill fell the task of making James Cappon come forth from his grave again. Cappon the teacher, Cappon the scholar, Cappon the imperialist, Cappon the controversialist, Cappon the hard-hitting foe of pretentiousness, "sham literature, sham learning, sham oratory, sham heroism, sham greatness", the Cappon who through word and intonation let great literature speak for itself, the Cappon we gratefully admired and occasionally yearned to kick:

"Loftily lying

"Leave him—still loftier than the world suspects".

The Reverend W. T. McCree speaks of William George Jordan, who was so at home among the mighty Hebrew prophets because himself of their lineage, one of the most fearless and effective preachers of his generation. "Prophecy sprang into life at his touch, because it ceased to be a collection of sayings that dealt either with a remote past or pending future, and became the inspired message of a man faced by the injustices of the powerful classes and burning with righteous indignation at their complacency". The words are McCree's; the sentiments are those of all who came within the radiance of Jordan's humble presence. I could outline in detail sermons I heard him preach thirty years ago; and they would be nobly worth reporting. It was Jordan and men of his ilk that helped a great army of young men and women to find a religion so rock-built that no discovery or experience could shake it.

Queen's is primarily a Scottish Canadian University, created for hard headed folk that like their facts—particularly the facts of economics—served up with-

(Concluded overleaf)

News, Personal and Miscellaneous

Material intended for this department should be addressed to
MR. FRANCIS C. HARDWICK, 1208 59th Avenue, Vancouver.

J. H. SUTHERLAND NEW
C. T. F. HEAD

TEACHERS throughout British Columbia no doubt viewed with considerable satisfaction the news that Mr. J. H. Sutherland, former president of the British Columbia Teachers' Federation, had been elected president of the Canadian Teachers' Federation at the recent convention held in Winnipeg. Mr. Sutherland's elevation to the post is an indication of the high esteem in which his abilities are held by his colleagues throughout the Dominion.

British Columbia teachers will also feel happy to know that Mr. W. R. MacDougall of North Vancouver, the present president of British Columbia Teachers' Federation, was elected to the executive council as representative for British Columbia.

out too much dressing, and it is fitting that the book under review should close with a chapter on Adam Shortt, prepared by a successor in the chair of political and economic science, Professor MacIntosh. Of Shortt's catholic interests every well-informed Canadian of not too recent birth already knows. As chairman of the board administering the Industrial Disputes Act and as member of Canada's first Civil Service Commission, Shortt achieved a national reputation quite apart from his former services as Professor of Economics. Remember his battles with the doughty Bob Rogers? Those were the days! However, most people perhaps remember him best for his work in Dominion archives. Personally, I like to remember Shortt the botanist, who came near being mobbed in Regina for pointing out the significance of the fact that south and west of that point all indigenous plants except grasses—and maybe a few floral poor relations—have a long tap root. If Canada had listened to him many heartbreaks and wasted lives would have been prevented when the great drought, whose recurrence he foretold, came upon the Prairie Provinces.

But I see that this is turning out to be not a review but an ill-resisted temptation to indulge in my own reminiscences of *Some Great Men of Queen's*.—N.F.B.

UNIVERSITY SUMMER SCHOOL

WITH enlistment of many teachers in the armed forces and the strain of paying income taxes as contributing factors, enrollment in the 1941 summer session of the University of British Columbia dropped from the 1940 figure of 586 to 460, the majority of students, as usual, being teachers.

Most popular classes were those in English, Economics, and Psychology. Complying with student requests for additional courses in science, directors of the session offered advanced courses in chemistry and biology.

Unable to withstand the lure of Vancouver's famed summer weather, Professor F. L. Bennis of Indiana University returned to present a course of contemporary history. With him came lecturers from other American and Canadian universities.

Under the direction of Mr. Douglas Chamberlain, president of the student body, the academic and recreational activities of the students were efficiently administered. Among the highlights of the session was the violin recital of Mr. Jan de Riminoczy, concert-master of the Vancouver Symphony Orchestra.

Although not under the control of summer session authorities, courses in dramatics, presented by the University of British Columbia Department of Extension, attracted a numerous enrollment from teachers who were able to rescue a little time from their academic labors to investigate such matters as acting and directing, voice production (both solo work and choral speech), scene design, make-up, and theatre masks. Before a large audience, students presented "Everyman," the production of which reflected great credit on Miss Dorothy Somerset, director of the course, and on her associates, Mr. Ross Lort, Miss Elsie Graham, Mr. Frank Vyvyan, and Miss Beatrice Lennie.

The only criticism of the course from the standpoint of the teacher students was that the Department of Education had so far failed to award it university credit in recognition of its outstanding merits.

MORE TEACHERS IN THE ARMED SERVICES

RANKS of the British Columbia Teachers' Federation were further depleted during the summer by enlistments of several of its members in various branches of the armed forces. As would be expected, the Royal Canadian Air Force attracted most of the teacher recruits.

To the flying corps have gone Mr. Moir MacLagan, Trail; Mr. H. N. W. Toms, Enderby; Mr. J. Bilyeald, Okanagan Falls; Mr. A. Lock, New Westminster; Messrs. H. H. Grantham, A. C. Gauthier, Rex Cameron and T. W. Burch of Vancouver. One particular grudge which *The B. C. Teacher* holds against the man with the little moustache is that Mr. D. G. Morrison has forsaken the Rural and Village department of this magazine to become an instructor in the Air Force.

Mr. J. Nesbitt, principal of Moberly School, Vancouver, has joined the Army Signalling Corps.

Secretaries of local associations are requested to advise *The B. C. Teacher* of other enlistments made during the summer but not listed above.

PARENT-TEACHER FEDERATION
By MRS. E. H. DALGLEISH

BBETTER Parenthood Week will be observed September 22nd to 28th in conjunction with Parent-Teacher Week under the sponsorship of the British Columbia Parent-Teacher Federation.

The aims of the two movements are synonymous and since we feel that a programme of national defense has its beginnings in the home, we are convinced that to focus the attention of parents and public alike on the subject of "Better Parenthood" is to take our share in the nation's struggle to preserve democracy.

Briefly, the objectives of "Better Parenthood" are:

1. To make fathers and mothers more fully aware of the importance of using the best possible methods in the care and training of their children, and to acquaint them with the many sources of help and information available to them in handling their family problems.
2. To encourage the formation of groups for the study and discussion of child rearing problems.
3. To promote more co-operative understanding between parents and teachers and between the school and community at large.
4. To lend active support to all community efforts for better schools, child

health, recreational facilities, vocational guidance and the prevention of delinquency.

This is the second annual observance in British Columbia, this province having introduced it to Canada last year; but other provinces of the Dominion are following suit this year, thus making it both national and international. The "week" is endorsed by such leaders in the field of child welfare as Sidonie M. Gruenberg, director of the Child Study Association of America; Dorothy Canfield Fisher; Charlotte Whitton, C.B.E.

The co-operation of churches and service clubs is asked and September 28th is "Family Sunday" throughout the province. Statements from the leaders of child welfare, social service and education are being secured as well as a proclamation from the Lieutenant-Governor.

Many people say "What's the use of just being a better parent for a week?" But the same question may be asked of Mother's Day or Apple Week—neither of these mean being thoughtful of mother for just a day or eating apples for just a week. The idea is to bring the subject forcefully to mind. So through the various agents and individuals let "Better Parenthood" be stressed and emphasized and the maintenance of the ideals sustained continually.

TEACHERS FIVE BOMB AT PATRICIA BAY

PREPARING themselves to assist in establishing air force cadet units in the secondary schools of the province, twenty-two teachers from the Lower Mainland and Vancouver Island spent an exciting week at Patricia Bay Air Station undergoing what was termed a "familiarization course".

There the men—or at least most of them—were introduced to such diverse air force studies as the theory of flight, armaments of the modern warplanes, meteorology, the Link Trainer, and bomb and machine gun sights. In order to give the teacher-students a touch of the real thing, Air Force instructors took their charges up in Lysander dive-bombers and Hudson long-range bombers and tested the teachers' nervous systems by introducing flying techniques dear to the heart of Air Force pilots.

In charge of the course was Flying Officer E. G. Symonds, Air Cadet Officer for British Columbia, and a group of officers from the Patricia Bay Station. Mr. W. G. Brandreth of Vancouver acted liaison officer between the teachers and the Air Force personnel.

Limon Meadows, Lord Byng High, was dubbed "Flying Officer" by his colleagues when the pilot of a bomber left Meadows in temporary charge of the controls. Andy Faris of the Vancouver Technical School was prevented from attempting a parachute landing only by the violent intervention of other teachers who also found themselves at the mercy of Meadows' dubious flying skill.

CANADIAN TEACHERS' FEDERATION

THE official report of the British Columbia delegates to the twentieth annual conference of the Canadian Teachers' Federation is not yet available and for data regarding the convention held at Winnipeg from August 11 to 15, inclusive, *The B. C. Teacher* is indebted chiefly to the columns of *The Free Press* and of *The Tribune*. These journals gave the conference excellent publicity.

An enormous amount of important business was transacted, to the details of which *The B. C. Teacher* will devote space in future issues.

Means for the more rapid introduction of large administrative units received special consideration and provision was made for the setting up of a committee to report upon policies aiming at the establishment of such units in all provinces. Only in Alberta have the governmental authorities shown active leadership in relation to this important reform, upon which so largely depends the secondary education of multitudes of Canadian children and many other advantages for pupils, teachers and ratepayers.

Statistical returns indicated a widespread and increasing shortage of teachers, partly a result of enlistment in His Majesty's Forces and partly a result of the lamentably inadequate salaries paid in thousands of school districts. The Federation took a firm stand against the tendency, already manifest in certain provinces, to meet the shortage by the issue of special certificates to unqualified persons.

In an effort to view this and related problems from a national rather than a provincial standpoint, the delegates considered data indicating that in those parts of the Dominion where the school population is relatively highest in relation to the number of adults, the economic production per capita is lowest. The Federation reaffirmed its endorsement of Federal grants in aid of education.

Membership in the Canadian Teachers'

Federation was reported at 36,531. Saskatchewan led with 7319 members. In that province and in Alberta the validity of a teacher's certificate is conditioned upon his enrolment in his professional association. Only 38 per cent of the women teachers of Ontario and only 42 per cent of the Ontario public schools men support their respective Federations, but Ontario Secondary School Teachers' Federation, with 4107 paid up members, enrolls 90 per cent of those eligible for membership. *The B. C. Teacher* notices that, as a rule, where fees are highest membership percentages are highest also, and vice versa.

As at July 28th, the books of the Canadian Teachers' Federation showed receipts of \$20,739.35 for the aid of children in devastated areas, refugee teachers and allied purposes. Of this, British Columbia was credited with \$3000. Of course, the fund is still open.

GERMAN SCHOLAR COMES TO VANCOUVER

AMONG the exiles from Nazi tyranny who have come to British Columbia to make a new home and to contribute to the future cultural well-being of this province is Doctor Eric Loewe, formerly on the staff of the University of Munich.

Doctor Loewe, who received his degree for research in German language and philology, is also a painter and musician of outstanding merit. Just before leaving Germany in 1939 he was awarded first prize in a special art competition in Munich.

To Doctor Loewe, who has opened a language and art studio at 7525 Selkirk Street, Vancouver, *The B. C. Teacher* extends friendly good wishes.

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↑ These children are learning how to keep their smiles bright. True or False?

TRUE. The teacher is showing them the way to massage their gums. The index finger is placed outside the jaw to represent the tooth brush and rotated from the base of the gums toward the teeth. Every time the teeth are cleaned, gums should be massaged, for sound teeth depend upon healthy gums and a bright, sparkling smile upon both.



← Soft foods are better for teeth and gums than hard foods. True or False?

FALSE. Hard foods are better because they require lots of chewing, give gums the exercise they need. Because we eat soft foods so often, we should provide our gums with extra stimulation by massaging them with Ipana.



← Parents as well as children should massage their gums regularly. True or False?

TRUE. In fact, many parents have learned about gum massage and its value from their children. Thus, in thousands of schools, the classroom drill in gum massage is often a direct benefit to the dental health of the whole family.



The makers of Ipana have prepared a striking health chart, in full colour, which is helping teachers all over the country in their class drills in gum massage. They will gladly send you one to hang in your classroom. Send your name and address to Bristol-Myers Company of Canada, Ltd., 1237 Benoit Street, Montreal, P.Q.

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