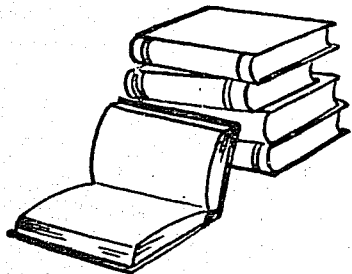


THE B · C · TEACHER



OFFICIAL ORGAN OF THE B · C · TEACHERS' FEDERATION

VOLUME XVII

MAY, 1938

NUMBER 9

EDITORIAL: Provision for Teacher Self-improvement — Obiter Dicta.

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G. A. FERGUSON MEMORIAL AWARD.

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VOL. XVII., No. 9.

MAY, 1938.

VANCOUVER, B. C.

PROVISION FOR TEACHER SELF-IMPROVEMENT

THE Minister of Education, in an address formally opening the recent Nineteenth Annual Convention of British Columbia Teachers' Federation, announced that during the last summer 50 per centum of the teachers employed in the schools of this province were in attendance at summer schools.

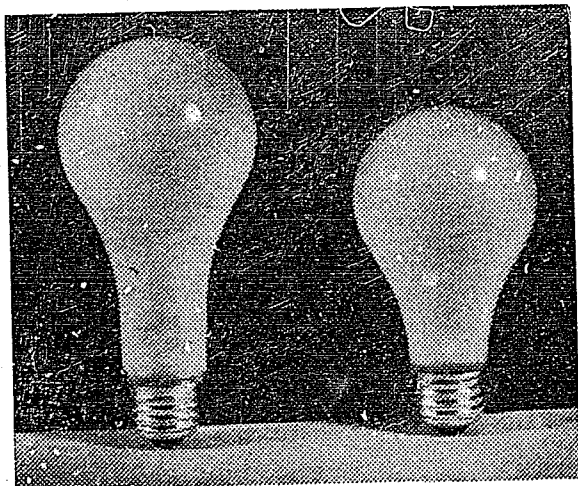
That is a very high percentage. It reflects credit upon the policies of the Education Department. It reflects equal or greater credit upon the teaching body of British Columbia. It should be a source of profound satisfaction to school trustees, parents and the citizen-body generally. When teachers cease to be learners they likewise cease to be teachers who can safely be entrusted with so important a part as is theirs in the moulding of the destinies of our children.

The B. C. Teacher finds the summer school record for 1937 highly encouraging and hopes that that for 1938 may demonstrate a continued eagerness on the part of members of the teaching profession to develop their capacities to the full. The new Programme of Studies is certainly and rightly taxing those capacities to the uttermost.

But summer schools are not enough.

In this connection, trustees, teachers and parents have in common a problem to which they have not given the united study for which it calls.

Public education should be looked upon as the by-product of daily intimate association between children and such adults as we wish those children to resemble. Everything else—buildings, equipment, curricula—is merely incidental.



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Parents are right in wanting the teachers of their children to be so abundantly alive that their vitality will be infectious. The men and women with whom their children spend five hours a day must be people of culture. They must be people of broad reading, of comprehensive outlook, of sound scholarship. They must not be creatures of a species apart. Children will not be getting a fair start in life if and so long as human beings are classified into three categories: men, women and school teachers. And alas and alack, parents know that altogether too often the teachers of their children are people whose vitality has been drained, whose opportunities for continuous and systematic study are cruelly restricted, who have no chance to get away and see what the world looks like.

And parents are doing nothing about it.

Trustees want teachers who know their stuff. They want teachers who are in touch with the best and the latest thought on educational topics. They know that with disconcerting frequency a promising teacher dies upon their hands long before an undertaker can legally be employed. They know that such tragedies are often the result of uninterrupted devotion to the imperative duties of the hour.

And trustees are doing nothing about it.

Teachers are better trained today than ever they were in previous eras. But there is reason to think that in no previous era were their burdens so heavy and, however good the professional equipment with which they commence their services to the public, that equipment is never adequate.

And summer schools alone cannot make it adequate.

Without provision of sabbatical years, or some such system of leave, the problem facing trustees, parents and teachers will remain unsolved and insoluble. It is a problem which they have in common and which should be solved in co-operation.

What are they going to do about it?

Obiter Dicta

FOR reasons dealt with elsewhere in this number, Mr. Emsley L. Yeo has felt compelled to discontinue his responsibility for the department entitled "What We Are Reading". While this is much regretted by the Editorial Board, which hopes that Mr. Yeo may later once again become one of its number, the Editor has pleasure in announcing that, commencing with the June number, Mr. Yeo's place will be taken by Mr. Edward T. Oliver, who has already and through a long period of years demonstrated his qualifications to serve the teaching body of this province.

* * * * *

AS forecast in these notes a month ago, *The B. C. Teacher* intends sharing with its readers a number of articles dealing with the diagnosis and remedy of defective reading. The article by Mr. Hammett in this issue, "An Experiment in Remedial Reading", will be followed next month by a posthumous article from the pen of Bob McClarty, whose recent death so many are mourning.

(Concluded foot of next page)

Our Magazine Table

ONE publication that can always be relied upon to turn up on this Magazine Table has never been reviewed in this column. It is going to get mention this time, however, because there was something in its last issue that greatly tickled the editor of The Magazine Table. The journal in question is the organ of the British Columbia Teachers' Federation. Like other readers of these columns I like to accompany Paidagogos in his ramblings, even to Ecalpon, which—despite assiduous search—I can identify with no place; but then I always was weak in geography. Paidagogos' style reminds me of that of Naed Thws, only it is much swifter. This journal is lucky to have a contributor so witty and light of touch. It is a healthy thing for folk to stop and laugh at themselves from time to time and even at their all-too-solemn leaders.

* * * * *

THE *Education Review* (Barnes & Co.; St. Johns, N. B.; \$1.25) does us the compliment of reprinting the recent article "Am I a Heretic?" Its author may get some satisfaction out of noting that it appears on the same page with an article on Dr. Bagley. Association of ideas? This month's *Review* has a contribution dealing with the armourial bearings and mottoes of Canada and the various provinces, which teachers will find useful. I am reminded that when a new M.L.A. over in Victoria asked the significance of the *Splendor sine Occasu* that is woven into the carpet of the chamber, some classical authority translated it for him: "Ostentation without justification".

* * * * *

HAVE you ever tried a school magazine or classroom magazine as a natural means for the development of skills in conventional written English—handwriting, spelling, punctuation, sentence arrangement—and in effective expression? Mr. Stanley W. Watson of Toronto describes a successful experiment in this method of correlating and integrating different aspects of the teaching of English. His article is to be found in the April issue of *The School*. In the same issue Miss Freda Cook offers interesting suggestions as to how modern architecture and related arts may be marshalled to make schoolrooms more attractive. Glass, stone and brick may be used in beautiful gracious curves, in a fashion untried in earlier

FOR our June number, *The B. C. Teacher* will give special welcome to articles dealing with holiday reading, holiday plans and possibilities, holiday memories, and so forth. Please send your contributions in by the earliest possible date. The June issue must get off the press very early in the month.

* * * * *

THE publication of the names of the representatives elected to the Magazine Committee at sectional meetings of the Easter Convention is postponed owing to the fact that returns are not yet received from all departments entitled to representation.

times. Light, air, space, harmonious colour schemes, easy ramps, wide stairs, might be employed to give the child an approach to life very different from that developed by daily association with ugly brown paint, gloomy corridors, and featureless architecture. Why not have blackboards adjustable to the height of the teacher? Miss Cook suggests a cylindrical blackboard which could be revolved. Why not use yellow chalk on blue boards? If school buildings are ever to be modernized, it will be because teachers wake up to the fatuousness of many things now accepted as a matter of course. Miss Cook is doing a service in stirring up reflection on these topics.

* * * * *

THE *Social Frontier* (Room 108, 2960 Broadway, New York, N. Y.; \$3.00) is a new comer to this magazine table.

According to its own announcement, it is a journal of educational criticism and reconstruction, a medium of expression of the John Dewey Society for the Study of Education and Culture. The chairman of the Board of Editors is William H. Kilpatrick. The Board consists of eminent educators, many of whom have an international reputation. It is therefore the more interesting to note that this addition to our exchanges appears to be even more definitely leftist than a magazine reviewed last month. Some of the titles of articles read as follows: "Communal Education", "Workers' Education", "New Eugenics and Education", "Legionnaires and Teachers" and "Socialism Re-examined".

Wellystine Godsell states that modern eugenics is *positive* rather than *negative*. Eugenics today would improve human stock by raising the birthrate among the socially fit and competent rather than by leading a campaign to prevent propagation among the mentally deficient and diseased. Our readers will have noticed in the daily papers of May 2nd, Sir Farquhar Buzzard's somewhat similar pronouncement.

Another article in the *Social Frontier* offers evidence that the American Legion is responsible for an organized drive against peace education in the schools. It is evidently true that in various places the teacher who talks peace either within his classroom or outside the walls of the school is in danger of attack by the Legionnaires. This whole subject is, of course, really a phase of the larger question of academic freedom. The evidence submitted indicates a real danger of dictatorial pressure through militaristic groups.

* * * * *

SCHOOL Arts issues a Home Number for May. It contains helpful articles on such topics as the following: "We Need More Home Art", "Linoleum Block Printed Textile Designs", "Make Your Own House Number", "Modern Design in Rugs".

* * * * *

ONTARIO Secondary School Teachers' Federation, through *The Bulletin*, provides a discussion of the Superannuation Fund which must prove interesting to British Columbia readers. Articles on "The Sokol Movement in Action" and "Democracy in Retreat" are significant.

AMONG the interesting articles published in *The Social Studies* for March are discussions of "Literature as a Guide to History", "A Check List for Units in History" and "Forums in the High School". The April number of this excellent journal treats of "The Changing View of the Function of History", "Education under Fascism" and "The Use of the Radio in the Secondary School".

* * * * *

WITH the dates of a circus and "Be Kind to Animals Week" synchronizing, we would be missing an opportunity if no mention were made of *Our Dumb Animals* (180 Longwood Avenue, Boston, Mass.; \$1.20), a publication that has long been among our exchanges. In the March edition Alice Keatley, writing about "Elephants and Babies", tells us that in parts of India the elephant is treated as one of the family. It is fond of babies (not as part of its bill of fare) and can be trusted to take care of them. It keeps the flies off the youngster entrusted to it and rocks it to sleep in its cradle.

I am prepared to wager that the next number of *Our Dumb Animals* will contain an article devoted to Grey Owl, our lately deceased Indian friend. As a champion of "our dumb animals" he has won the gratitude and admiration of all Canada.

THE B. C. Teacher provides its readers with a free subscription service to professional and other magazines. The prices quoted cover postage and money orders.

Art and Craft Education, \$2.76; American Childhood, v. r. j.; American Teacher, 75c; Asia, \$3.15, or two years, \$5.15; Canadian Geographic, \$2.40; Child Education, \$2.78, and with quarterlies, \$3.53; Canadian School Journal, 65; Canadian Teacher, \$1.35; Canadian Forum, \$1.15, or two years, \$1.55; Design, \$2.70; Educational Screen, \$1.50, or two years \$2.25; English Journal, \$3.20; Elementary School Journal, 75; Education Digest, \$2.35; Gymnast, 85; Grade Teacher, \$1.90, or two years, \$2.75; Geographical Magazine (Eng.), 13s. 6d.; Instructor, \$1.80; Junior and Senior High School Clearing House, \$2.35; Journal of Experimental Education, \$4.20; Journal of Health and Physical Education, \$2.30; Journal of School Geography, \$2.30;

Journal of Home Economics, \$2.65; La France, \$2.40; Modern Language Journal, \$2.40; Magazine Digest, \$1.90; Music Teacher, \$3.15; Music Educator's Journal, \$1.15; Magazine of Art, \$4.00; Nature Magazine, \$2.25; National Business Education, \$1.40; New Era in Home and School, \$2.40; Occupations, \$2.40; Pictorial Education, \$2.78, and with quarterlies, \$3.53; The Piano Student, \$1.65; The School, \$1.40, or two years, \$2.00; School and Society, \$5.40; Scientific American, \$4.05; School Progress Magazine, 90; School Activities, \$2.00; School Arts, \$3.00; The Social Studies, \$2.00; School Science and Mathematics, \$2.65; St. Nicholas, \$2.40; Teachers' World, Jr. Ed., \$3.90, and Sr. Ed., \$3.90; Times Educational Supplement, 16s. 3d.; Woodworker's Magazine, \$1.65.

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The Easter Convention

AN exhaustive report of the 1938 Convention held at Victoria, April 18 to 27, would require considerably more space than an issue of *The B. C. Teacher* contains. As the Federation grows and its work and organization becomes necessarily more and more complicated, it is increasingly difficult to determine just how the annual parliament of the teachers of British Columbia should be reported.

Of the general programme we shall say little, thus conserving space for more extended comment upon some of the matters dealt with in the business sessions.

Attendance.

However, those who were unable to be in Victoria this Easter will be glad to know that convention registrations totalled well over 1200 and that the actual attendance at the forty-odd general and sectional meetings was about 600, a number distinctly larger than had been expected by many.

The Monday Get-Away.

Monday was devoted to meetings of the Councils of the Elementary Teachers' Department, the Secondary Teachers' Association and the Executive, with a public meeting in the evening. The Convention was formally opened by the Minister of Education and the special address of the evening was delivered by Dean Buchanan, who added to his many former services to the teachers of the province by substituting, on very short notice indeed, for the expected guest of honour, the Honourable Clarence D. Martin, Governor of the State of Washington, who had been unexpectedly summoned to the Federal Capital. Washington Educational Association was represented by its President, Mrs. Reynolds.

Sectional Meetings.

Better provision was made this year than ever before for sectional meetings, which were the feature of Tuesday's programme. It is highly probable that the officials of various sections will share with those who were unable to present some of the papers read. *The B. C. Teacher* will be glad to co-operate. It is with much regret that we refrain from offering at least some fragmentary comments on the various discussions, but to attempt to report them in a few words would be futile. *The B. C. Teacher* cannot refrain from commenting with satisfaction upon the magazine tea and the annual meeting of the Magazine Committee held on Tuesday afternoon.

We Mingle With the Mighty.

The teachers were the guests of the Government at a formal reception in the Parliament Buildings on Tuesday evening. Even those of our

philosophers who assume a rather blasé attitude toward such functions quite obviously enjoyed themselves and ordinary mortals found the reception and conversazione very pleasant indeed.

Dr. Williams Delights Us.

Wednesday the Elementary Teachers' Department, the Principals' Association and the Secondary Teachers' Association had their big day. At noon there was the Grand Rally Luncheon, when the Fergusson Memorial Award was announced and the audience enjoyed an inspiring address by Professor Curtis T. Williams of the University of Washington. The contributions of Dr. Williams at this and other sessions were some of the big things of the convention.

22nd Annual General Meeting.

Wednesday afternoon and Thursday were devoted chiefly to the 22nd Annual General Meeting and to reports of the Executive and other committees. The importance of these annual conferences of the elected representatives of local teachers' associations cannot be exaggerated. Every year matters are dealt with that will influence the education of the children of this province for years to come.

We Grow!

The reports of the president and general secretary always provide a comprehensive annual survey of the work of the Federation. These reports reflected a steadily developing professional spirit among the

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teachers of British Columbia. They showed that the Executive officers have been instrumental in the organization of some ten new local associations and provided inside information as to those manifold activities of the Federation which it is impossible to report even in *The B. C. Teacher*. The President informed the meeting that the compulsory arbitration clause recently incorporated in the School Act has been invoked in several sections of the province. At least four cases are now pending.

On behalf of the Membership Committee, Mr. J. Sutherland reported 2900 paid up members, an increase of some 250 over this time last year. Mr. Sutherland—now our Vice-President-elect—hopes for an enrolment of 3200 by June 30. The Federation certainly owes a debt of gratitude to its Membership Committee.

Many other officers and committees presented reports of importance.

Your Fees for 1938-39.

The adoption of the report of the Secretary-Treasurer, Mr. Paul N. Whitley, will affect the pockets of most of us. The new scale of membership fees commences with \$3 for those on salaries of \$1000 or under the amount increases \$1 for each additional \$200 of the teacher's salary. That means that all those whose salary is \$2200 or less have had their membership fee reduced by \$1 each. Those earning from \$2201 to \$2600 will find their fees unchanged. Teachers with salaries of \$2601 to \$2800 will pay \$1 more than last year. On \$2801 to \$3000 the levy will be \$12. Those in the higher brackets will pay fees running up to \$19 for the lucky few who earn \$4001 or more. This schedule is the product of prolonged and careful studies on the part of the President and others and met with the almost unanimous endorsement of the Annual Meeting. It is based on the assumption that our total membership will continue to increase.

The annual report of the Editorial Board of *The B. C. Teacher* is published elsewhere in this number.

Still Studying the Large Administrative Unit.

The Memorandum of the Committee on Larger Units of Administration contains many enlightening data. It showed that, in favour of larger units of administration there is substantial unanimity of opinion among experts. Methods of administration and organization vary however, even where the larger unit has been adopted. The committee gave special study

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to procedures in Alberta and British Columbia. As yet the Federation's committee has not reached unanimity regarding how the school board should be constituted and the director appointed. Studies will therefore be further pursued in these directions.

Education Week.

The assembled delegates unanimously resolved that the Canadian Teachers' Federation be urged to reconsider the date proposed by it for Education Week. There was a strong feeling that the winter term is unsuitable for such an event. So far as British Columbia is concerned, it was indicated that Education Week will probably be celebrated November 6 to 12.

Pensions.

There was a very extended debate relative to how the teachers' pension scheme is working out. Mr. Creelman of Esquimalt led in the criticism of the present bill.

The discussion made it manifest to all delegates that additional funds must be made available in order to carry out the intentions of the Pensions Act. When it was placed upon the statute books its sponsors were compelled to accept a compromise which experience has shown to be unsatisfactory. During the period of depression the number of new teachers employed in British Columbia was greatly reduced and the initial contributions payable to the Reserve Fund were therefore considerably less than had been expected. During these difficult times an abnormal percentage of teachers have suffered premature breakdowns. Twenty-eight per cent of all the pensioners now receiving retiring allowances left active service before the normal retiring age. The difficulties of those administering the Act have been augmented by the policy of certain important school boards, which have brought pressure to bear upon women teachers to retire at 60 and upon men teachers to retire at 65, irrespective of whether they were still able and willing to continue teaching. The contributions of every teacher in the province are kept entirely intact, except for the contribution made during the first ten months of service (which becomes part of the Reserve Fund) and no one need have any anxiety as to the safety of the savings which have been placed in the care of the government. The Act provides that the pension payable to a retiring teacher shall be based upon the amounts contributed and an equal amount taken from the Reserve Fund. The government's share in the maintenance of this reserve was set at \$25,000 a year for a ten-year period. This sum is proving inadequate and it will be necessary to make a new agreement which will meet the needs of the case. As was pointed out, the British Columbia system is the only such pension plan in which employers make no payment; and there is evidently a widespread feeling that the Act should be revised in this connection. To date, all obligations to pensioners have been met to the letter. In view of the rapidly approaching exhaustion of the Reserve Fund it is natural that teachers should feel anxiety for the security of this pension scheme; but there is no reason to believe that the government will fail to take what action may be necessary to place the fund on an actuarially sound basis. The abandonment of the pension scheme would involve a breach of faith which is quite unthinkable. For the

present, the teachers throughout the province must simply show their confidence in the good faith and practical wisdom of the Federation Pensions Committee, the Teachers' Pensions Board and of the Government of British Columbia. These responsible officials are facing a serious difficulty but a way will certainly be found for its solution.

Government Grants.

The Annual Meeting endorsed the recommendation of the Executive Committee that the Federation request the Department of Education to implement legislation passed at the recent session of the Legislature, by the adoption of a revised system of grants based upon minimum basic salary schedules which recognize and, within reasonable limits, guarantee to all teachers in the province definite increments for a period of years of service. The present system of government grants, based upon minimum basic salary, while protecting beginners, has in practice lent itself to injustice in the case of experienced teachers. All too frequently their salaries are being retained at the minimum or reduced to that level.

Taxation

Delegates agreed with the Executive Committee that the present basis of taxation for school purposes is inequitable and inadequate. The Federation will therefore request the Department of Education to consider the early adoption of a redistribution of educational costs, whereby a progressively increasing proportion will be met from provincial funds, and the present burden on land relieved.

Programme of Studies for Rural Schools.

On the initiative of Northern Vancouver Island Teachers' Association the Annual Meeting resolved to urge the Department to draft a simpler outline of the Course of Study, in one volume, suitable for rural schools of one or two rooms. It was further resolved, in accordance with a resolution submitted by Prince George District Association, that the time has come for the establishment of a special Rural School Department, under the Minister of Education, to disseminate information, and otherwise to assist in eliminating the tremendous disadvantages experienced in rural districts and, thus, to secure a more uniform standard of education throughout the province.

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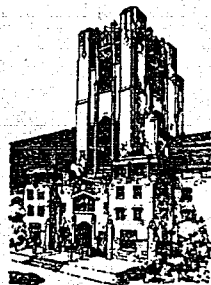
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Examinations.

On the advice of the Provincial Principals' Association the Federation will ask for the abolition of entrance examinations and for promotion from Grade VIII to Grade IX on recommendation of the Principal after consultation with the Inspector. Request will also be made for the discontinuance of the use of Form X and the immediate drafting of a new form for use in connection with promotions from Grade VIII to Grade IX.

Leave of Absence for Study.

The Annual Meeting endorsed a resolution submitted by the Central and Northern Vancouver Island Teachers' Association relative to furloughs and instructed the appointment of a committee to study the principle of the sabbatical year.

Report Cards.

The Federation will request the Department to frame new school report cards consistent with the objectives of the present Course of Studies. Many readers will be interested in knowing that the cards for Grades I, II and III are in course of revision. It is understood that the improved cards will be introduced in 1938-39. In the preparation of future pupil report forms, the Federation will ask the privilege of co-operating.

Summer School.

The Department will be asked to make the Victoria Summer School Courses free to teachers holding interim certificates.

Draft Bill.

While a very large majority of the teachers of the province have expressed the wish that membership in the teachers' organization should be a pre-requisite to the exercise of the teachers' function in the schools of British Columbia, the recent ballot showed that a considerable minority are opposed to the draft bill which the teachers of the province have had under consideration. The advocates of the proposed measure therefore moved that the draft bill be laid upon the table and this action was endorsed by the Annual Meeting.

A committee will investigate the proposal to revise the constitution and by-laws, so as to incorporate those features of the draft bill which seem to have met with general approval. Special attention will be given to framing possible regulations providing for direct membership in the Federation. These matters will be fully reported in later issues of *The B. C. Teacher*.

It was also thought wise to allow another year for the consideration of argument for or against the affiliation of British Columbia Teachers' Federation with Trades and Labor Congress, so that local associations may have opportunity to study the subject fully.

The suggested appointment of an additional permanent official to assist the General Secretary in his rapidly extending duties will be thoroughly investigated by a special committee which is to be set up by the Executive.

Other Resolutions.

The chairman of the Resolutions Committee handled more than a hundred resolutions, emanating from all parts of the province. Many of

these were referred to various standing committees. Numerous others were duly passed and some were definitely rejected. It was impossible in the space at our disposal to give further details at present, but various topics that are crowded out of this report will receive attention in future issues of *The B. C. Teacher*.

Gratitude is not the most conspicuous of human characteristics. The delegates showed pleasure in endorsing resolutions submitted by East Kootenay District Council and West Kootenay District Council expressing special appreciation of exceptional services rendered by Mr. Charlesworth, Mr. Burnett, the Editorial Board of *The B. C. Teacher*, the Executive Committee and the Consultative Committee. For its share of these thanks *The B. C. Teacher* wishes to record its appreciation.

New Officers.

Mr. J. M. Thomas of Cobble Hill was elected by acclamation as President of the British Columbia Teachers' Federation for the year 1938-1939. He will assume office on August 1st. Mr. J. H. Sutherland of Vancouver was chosen Vice-President. Mr. G. S. Ford of New Westminster was appointed as a trustee of the Fergusson Memorial Award for a term of three years taking the place of Miss Florence E. Williams, whose 3-year term has now expired.

THE UNIVERSITY OF BRITISH COLUMBIA

SUMMER SESSION 1938

JULY 4th to AUGUST 19th

Courses leading to degrees in the Faculty of Arts and Science will be given in the following Departments:

Biology, Chemistry, Classics, Economics, Sociology, Education, English, Geology and Geography, History, Mathematics, Modern Languages, Philosophy and Psychology, Physics—forty courses in all.

Courses carrying credit with the Department of Education will be offered in Music Appreciation, Art Appreciation, Librarianship and Guidance.

The Summer Session Announcement with regulations and full details of courses and lectures may be obtained from the Registrar.

SECONDARY SCHOOL TEACHERS' ASSOCIATION

THE Council met on Monday, April 18th.

To meet the evident necessity of making the set-up of B.C.S.S.T.A. more familiar to members of the Federation, it was decided to make use of the opportunities provided by *The B.C. Teacher*. This resolution will be acted upon in the early future.

The Salary Committee recommended uniform salaries under similar conditions in the same geographical area and the appointment of an economic expert to make a salary survey. The Council was unfavourable to mere establishment of maximum and minimum salaries without guarantee of increments, owing to the danger of the approved minimum being made a practical maximum.

Various reports were dealt with and important routine business was given attention.

On Wednesday, April 20, the Secondary School Teachers' Association held its annual meeting in connection with the Easter Convention of the Federation.

Numerous resolutions were considered for transmission to the annual meeting of the Federation.

The Association recommends that locals throughout the province which have proposals to submit for debate at the spring convention should hereafter submit these at the earliest possible date to the chairman of the Secondary School Teachers' Association's Resolution Committee. Valuable time could often be saved by the consolidation of resolutions dealing with a single topic and responsibility for this should be exercised by the committee.

The following are the officers elected for 1938-1939, to take over the responsibilities of office on August 1: President, W. J. Logie, Kelowna; First Vice-President, H. L. Buckley, Richmond; Second Vice-President, E. R. G. Richardson, Comox; Secretary-Treasurer, William Albury, 2604 East Sixth Avenue, Vancouver; and Geographical Representatives: W. J. Mouat, Prince Rupert; Claude Campbell, Victoria; and Frank Levirs, Kimberley.

PRINCIPALS' SECTION

THE following officers were elected:

Past President: S. D. Meadows.
President: W. R. McDougall.
Vice-Pres.: W. D. McDonald.
Secretary-Treas.: A. Turnbull.

There were brief reports and discussions on: Visual Education, Public Relations, Secretarial Help for the Principal, Report Forms, Permanent Record Forms, Libraries, A Shorter Junior High School Day.

Motions were passed re the formation of a Provincial Principals' Association, Form X, Grade VIII Tests in Music, Art, Health, etc., U. B. C. Fees (Summer and Winter Sessions).

Mr. A. R. Lord explained the organization required to put on the British Columbia school broadcasts, the nature of the programmes, and the reception in different provincial areas. He asked for criticism, and got it (mostly favorable).

Dr. H. B. King spoke on putting the new Programme of Studies into effect, the activities programme, integration of subject-matter, the development of art projects, remedial reading, office records, supervised study, and the need for

properly classified and equipped libraries.

Dr. Williams gave an illuminating and inspirational address on "The Philosophy of the Principal in Supervision".

PARENT-TEACHER CONVENTION

THE annual convention of British Columbia Parent-Teacher Federation was held at the Georgia Hotel, Vancouver, from Wednesday to Friday of Easter week. The attendance at this, the 16th annual gathering was most encouraging and indicates the increasing interest which the parents of British Columbia school children are taking in the schools. Special attention was given to compulsory health examination at marriage, the problem of protecting children from injurious literature and movies, and to ways and means for transforming pious wishes in this regard into practical policies. The whole tone of the convention was one of hearty co-operation with the teachers of the province in their endeavor to implement the new Programme of Studies with its emphasis upon the objectives of education rather than upon mere absorption of facts.

The chief visiting speaker was Dr. Warren Hastings of Seattle, and the official representatives of various bodies included Mrs. Paul Smith, M.L.A., representing the Government; Professor Buck, Vancouver Board of School Trustees; Alderman Wilson, acting for the City Council; J. P. Leeming, British Columbia Trustees' Association; and J. R. Leask of the Editorial Board of *The B. C. Teacher*, was in attendance in place of the President of B. C. T. F., who, of course, was officially engaged in Victoria.

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AUGUST 5-9, 1938

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VANCOUVER HEALTH
LEAGUE

MR. J. N. Burnett, president of the British Columbia Teachers' Federation, has received the following letter from the Greater Vancouver Health League. *The B. C. Teacher* is desirous of giving its support to the league.

Obviously it is impossible for the B. C. T. F. to give any definite estimate of the numbers likely to attend such a course. However, we suggest that any teacher desirous of attending the lectures communicate direct with the Health League.

Dear Mr. Burnett:

Please be advised that the Mental Hygiene and Sex Education Division of the Greater Vancouver Health League is planning a course of lectures in the Vancouver General Hospital Auditorium for the first week in July. Would you kindly advise your members that course is under advice, and I would appreciate it if you could let me know, at your convenience, the approximate number likely to attend.

We are attempting to have a guest speaker from the United States Conference in June, but failing this we trust that an interesting programme will be provided for in any event.

Thanking you in advance for your co-operation in this matter, I remain,

Yours very truly,

(Signed) R. H. FRASER,
M.D., D.P.H.,
Executive Secretary.

N. E. A. OF SCHOOL
ADMINISTRATORS

OF all the educational books which annually come from the printing presses of this continent, few volumes are of more significance than the Yearbook of the American Association of School Administrators.

The 16th Yearbook is entitled *Youth Education Today* and the name speaks for itself. Having posed the question "Where has there ever been a civilization freed from the problems of youth?" the authors (eleven of them) try to analyze the efforts by which the young people of today try to find places in the adult world.

A note of optimism runs through the report—an encouraging sign in this age of comparative disillusionment. However, the writers occasionally take off their gloves in no uncertain manner when they discuss certain contemporary youth problems.

It is significant that the Yearbook commences with the statement "We shall examine youth in the social sense today".

It discounts the extreme views of those who say that young people are universally discouraged, or cynical, or lacking in initiative, or have been either ignored by the present economic system, or exploited and then discarded.

The B. C. Teacher will have more to say about the 16th Yearbook; our readers may look forward to a series of brief articles on the main theses of the eleven educators who have written the N. E. A's. latest articles of faith.

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THE FUTURE OF GROUP INSURANCE

THE future of group insurance is definitely in jeopardy. Do British Columbia teachers desire to have the present scheme continued?

In order to ascertain the position of our members on the insurance scheme, the committee in charge is having circulated a questionnaire. Federation members are urgently requested to obtain from a local official a copy of the questionnaire (published in this issue of *The B.C. Teacher*) and to return the completed form at the earliest possible date.

COPY OF B. C. T. F. SICKNESS AND ACCIDENT INSURANCE QUESTIONNAIRE

- Name
 School
 Post Office Address.....
 Do you already carry Sickness and Accident Insurance
 (a) in the B. C. T. F. Group?
 (b) with any other Insurance Co.?.....
 If you do not carry Sickness and Accident Insurance, indicate reasons for not doing so. (Put check mark opposite appropriate reason or reasons):
 (a) Cost too great.
 (b) Do not expect to collect from such insurance.
 (c) Indifference towards such insurance.
 (d) Not eligible for such insurance.
 (e) Other reasons.
 Do you realize:
 (a) that the B. C. T. F. Group Insurance Scheme provides protection for men teachers at a cost of approximately 25 per cent

less than the cost of similar protection elsewhere?

- (b) that women teachers enjoy even better coverage than is obtainable through other sources, and still pay only the same rate as men teachers?

Do you wish further information concerning the B. C. T. F. Group Insurance Scheme?

If your answer is "Yes", indicate along what line.

A member of the committee would gladly undertake a personal visit to any teachers' meeting within the bounds of the Lower Mainland area.

CO-OPERATION IN FRASER VALLEY

ON April 27 a joint committee representing Fraser Valley Trustees' Association and British Columbia Teachers' Federation met at Murrayville to consider the possibility of a salary schedule for the teachers of that region. After a prolonged preliminary conference, the representatives of the two bodies agreed to collaborate in an effort to draw up a schedule satisfactory to all concerned. Further meetings will take place in the early future. The Federation is represented on the joint committee by Messrs. Charlesworth, Sutherland, Burnett and Jenks and the Trustees Association by Mrs. Jack and Messrs. Berry, Davy and Pearson. All British Columbia will watch with interest and goodwill the work of the Fraser Valley committee.

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Ramblings of Paidagogos

THE QUIDDITY OF SEVEN

WE live in a cynical and materialistic age, in an age permeated by the certitudes and practicalities that have found their supreme expression in the machine. Man is no longer attune to the ancient wisdom. He has turned the "science of magic" into the "magic of science"; and so gross has his conception of the universe become that he accepts only such verities as can be measured with a yard-stick and computed with a slide-rule.

Consider the question of the lost arts, the strange and fascinating practices by which the future used to be predicted and even compelled. Their very names are arresting: Crisallomantia, the divination by spirits seen in a magic lens; Genethliacs, the influence of the stars at birth; Haruspicy, the prognostication of future events from sacrificial appearances; Myomancy, the premonitions derivable from mice; Arithmancy, the significance of mystic numbers; Onomancy, the portentous value of the letters forming a person's name; and Golescopy, the science of auguration from modes of laughing.

Together with these lost arts and a score of others, a form of reasoning almost coeval with man has become unintelligible to the modern mind. I speak of Analogy, the one ratiocinative instrument by which all phenomena can be related and through whose agency all conclusions are rendered possible. Surely no one but a crass materialist can doubt that our present narrow interpretation of the principle of causality is closing far more doors than it can open. So long as we adhere to this interpretation, we shall make no headway whatever in the spacious and illuminating realms of metaphysics and thaumaturgy.

Much as I should like to present the full argument for occultism, I am aware that limitations are properly imposed upon the writer of an essay, and I shall therefore content myself with a single—though very convincing—illustration of the method. The reader will no doubt find opportunity in his contemplative moments to pursue the matter for himself.

The science of arithmology, with which the name of Rabbi ben Ezra has long been associated, stands forth as a cabalistic procedure of great repute; and of all the numbers surrounded by it with cryptic meaning, seven is probably the most powerful and significant. Where man got his first glimpse of the dread puissance of seven is lost in antiquity, but we may conjecture that his flash of insight somehow derived from the division of each phase of the moon into seven days. Consider the occurrence—unaccountable except by reference to some essential principle—of this mystic number in bygone ages. There were Seven Wonders of the World, Seven against Thebes, Seven Sleepers of Ephesus, Seven Wise Men of Greece, Seven Wise Masters, Seven Liberal Arts, Seven Celestial Bodies, Seven Cardinal Virtues, Seven Deadly Sins, Seven Hills of Rome, and Seven-League Boots.

The quiddity of seven is obvious and its logic scarcely needs reinforce-

ment, but let me for good measure present the brilliantly reasoned reply of the principal professor of philosophy at Padua to Galileo's assertion that he had discovered four satellites of Jupiter.

"There are seven windows given to animals in the domicile of the head, through which air is admitted to the tabernacle of the body, to enlighten, to warm, and to nourish it. What are these parts of the microcosmos? Two nostrils, two eyes, two ears, and a mouth. So in the heavens, as in a macrocosmos, there are two favorable stars, two unpropitious, two luminaries, and Mercury undecided and indifferent. From this and many other similarities in nature, such as the seven metals, etc., which it were tedious to enumerate, we gather that the number of the planets is necessarily seven. Moreover, these satellites of Jupiter are invisible to the naked eye, and therefore can exercise no influence on the earth, and therefore would be useless, and therefore do not exist. Besides, the Jews and other ancient nations, as well as modern Europeans, have adopted the division of the week into seven days, and have named them after the seven planets. Now, if we increase the number of the planets, this whole and beautiful system falls to the ground".

Although the above quotation must carry conviction to any open-minded person, there may be some readers of this magazine who would prefer a less venerable exposition. For their sakes therefore—and at the risk of trying the patience of the initiated—I proceed to the multiplication of modern instances.

By what possible stretch of mere coincidence can the following be explained?—Seven Ages of Man, Seven Lamps of Architecture, Seven Pillars of Wisdom, Seven Colors of the Spectrum, Seven Notes of the Scale, Seven Men of Moidart, Seven Tailors of Tooleystreet, Seven Seas, Snow White and the Seven Dwarfs. Let the reader draw his own unavoidable conclusions. If he does not now admit seven to be a portentous and mystic number, then he is beyond the aid of the Heptateuch itself.

I turn in closing to an application of arithmancy to the science of Geloscopy—an excursion on which I expect very few persons to accompany me. Nothing can be more direful than the impact of one mystery upon another, and I proceed with due caution—being indeed well aware that a single mis-step may put me in the power of shadowy and malignant forces. Albeit I press on.

After incalculable labors and fatigues it becomes manifest to me (by a cabalistic procedure communicable only to those who have mastered the numerological trance) that there are Seven Modes of Laughter, and that these may be arranged—as in the cases of the Seven Colors and the Seven Notes—in order of degree to form a continuous scale.

See now the inevitability of the seven-fold arrangement with which I return from the void. To compass the whole gamut of cachinnation, we begin softly with the titter, pass with rising inflection through the giggle, the snigger, the chuckle, the snort, and the cackle, to end gloriously with the guffaw.

The G. A. Fergusson Memorial Award

By F. C. H.

SAIID Dr. N. F. Black, making the 1938 presentation address of the G. A. Fergusson Memorial Award: "The most important thing about conventions is the opportunity for personal contacts, for making new acquaintances and for strengthening the bonds of ancient friendships".

He might have added a word concerning the opportunity for paying a tribute to the recipient of the current year's memorial award, for there is little doubt that the presentation of this coveted honour is becoming more and more the focal point of the annual convention.

At the Annual Rally Luncheon, speaking on behalf of the trustees of the Memorial Award, Dr. Black stated that around the table there were sitting men and women but for whom there would be no British Columbia Teachers' Federation and that, thinking of them, one inevitably thought also of those others who in times gone by had done service of outstanding significance. Of these the speaker named especially the late Mr. J. G. Lister, but he referred also, without naming them, to many others whose now silent voices swell the music of

the Choir invisible
Of those immortal dead who live again
In minds made better for their presence; live
In pulses stirred to generosity,
In deed of daring rectitude, in scorn
For miserable aims that end with self

Of these friends no longer with us, one outstanding for the affection in which his memory is held was George A. Fergusson.

"By many in this assembly", said Dr. Black, "Mr. Fergusson is remembered as a dear and intimate friend, modest, generous, lovable; in the case of those others who knew him less intimately, his name is associated chiefly with recollections of wise and unselfish practical service to this Federation, to the teaching body of his own city and to the boys and girls of his schools. And with the passage of the unrelenting years it must needs be that there are many members of British Columbia Teachers' Federation here who never even met Mr. Fergusson. However, to them as to us all, his name remains and must continue to remain abidingly a symbol of all that is best in the teaching profession. To perpetuate that tradition this Federation established the G. A. Fergusson Memorial Award. Before announcement is made of upon whom that award is this year to be conferred, let us unite in a gesture in honour of him to perpetuate whose name this award was instituted".

In response to the speaker's invitation the assembly rose and remained standing during an impressive interval of silence. When the audience was again seated Dr. Black proceeded to the announcement of the person this year selected as recipient of the Fergusson Memorial Award. Having

expressed his regret of the absence of Miss F. E. Williams, chairman of the trustees of the Fergusson Award, Dr. Black continued as follows:

"By tradition the deliberations of this Board of Trustees are enshrouded in secrecy so profound as to make a cabinet meeting seem as private as a baseball match. I must be careful not to break that reticence so suddenly as to disturb the proprieties.

"No person but the members of the Fergusson Memorial Award and its secretary knows who is presently to be named as this year's recipient. To any of you who may be so hardy as mentally to be hazarding a guess, I would recall the fate of Haman. He thought he knew a thing or two about the ancient parallel of this award and whom the King would delight to honour, and guessed wrongly. For his temerity he was hanged upon a gallows of imposing and effective height. Enough said. If you do not wish to be hanged (no matter how much good it would do you), remember the instructions on the objective tests and do not guess, but wait in patience the announcement now presently forthcoming—when curiosity has developed an appetite!

"The G. A. Fergusson Award is the highest professional distinction available to an educator in British Columbia, the supreme compliment which the teaching body of this province can offer a colleague. It is conferred annually, at this time, upon someone nominated by his fellows and chosen by the trustees of the award for distinguished services in the educational field. Sometimes it is given in recognition particularly of work done directly for this federation. Sometimes it is given in recognition particularly of distinguished scholarship or of contribution to professional literature.

"This year there were laid before the trustees the names of several persons whom to honour would honour this Federation. Some of the nominees occupy positions of professional prominence. Others have laboured in that relative obscurity in which most of the best work of the world is done. That some of them who this year remain unadmitted to our group of Fergusson Award recipients will receive that award in years to come, may be prophesied without reservation.

"In a faithful effort to meet their responsibilities the trustees after long deliberation have made unanimous decision.

"It goes without saying that the recipient is a man who is outstanding for services rendered to education in British Columbia.

"We did not choose him because this Federation is in unanimous agreement with his views. Even if such agreement were ever achieved there would be no assurance of its permanence, for as an educator he is still growing so rapidly that by the time we had said Amen to his Confession of Faith, he himself would have progressed to further revelations to which, alas, we would still be uninitiate.

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"Nor have we selected him for his perfections; for there are five hundred people within sound of my voice who would be glad to offer a few pointed suggestions if ever he announced an intention of getting himself made over. However, such reformation would be welcomed with very mixed emotions. The issue of an improved and expurgated edition of the man would rob us of half the satisfaction we derive from the more damnatory psalms and the commination services devoted to him in our private prayerbooks. We are giving him this honour for a selfish pleasure of our own that could be exceeded only by the joy with which many a time and oft we would have given him a licking, if we hadn't been scared and hadn't found him awkward to chastise anyhow.

"We are conferring upon him this supreme symbol of the admiration of the teachers of British Columbia, because, damn it, there is nothing else for self-respecting people to do, believing, as so many of us believe, that in professional scholarship, courage, industry and fighting ability he is the best man in sight. We are honouring him in gratitude for services rendered and in confidence that he will render still greater services in time to come. We are honouring him for sterling virtues we have long known him to possess and for others which we very well knew he never would possess but which, to our exasperation, he persists in manifesting to the discomfiture of all reasonable prognosis.

"Now, ladies and gentlemen, you are guessing no longer. There is only one man in British Columbia that can wear the cap we have described.

"Mr. H. B. King, Master of Arts, Doctor of Philosophy, Technical Advisor to the Minister of Education, Director of Curriculum Revision, Member of High School Accrediting Board, proponent, exponent and champion of every important educational reform and forward looking policy adopted by British Columbia these many years back, Teacher, Author, Scholar and Chief Troubler of Israel, British Columbia Teachers' Federation is proud of you and today does itself the honour of conferring upon you the most closely guarded gift in its treasury, the G. A. Fergusson Award—with the understanding that, for our own peace of mind, we may yet find it necessary to brain you with one of your own battle axes".



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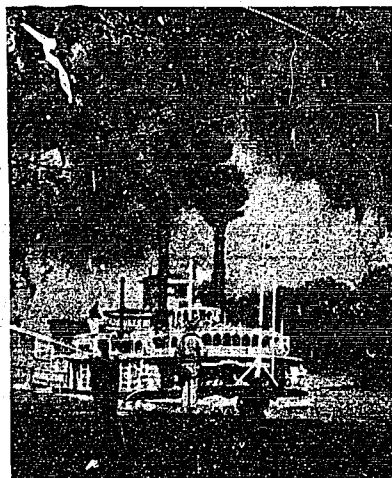
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Southern Pacific

An Experiment in Remedial Reading

By JOSEPH F. HAMMETT, *Mitchell School*

A YEAR'S experience with the revised Programme of Studies was sufficient to satisfy us that, before any success could be attained with the new procedures in Social Studies and Science, it would be necessary to improve the general reading level throughout our school. It was deemed advisable therefore to embark upon a programme of remedial reading.

When school opened last September no one of us had any idea of what such an undertaking involved. For that reason it was decided to spend the fall term in preparation and to begin the course early in the spring. What seemed to us a logical conclusion was soon reached. Because we had no experience in this work, we should be well advised to adhere closely to some expert procedure; and as the general method of reading instruction is that advocated by Professor Gates, what could be more natural than that we should follow the techniques suggested by him in "The Improvement of Reading"?

Accordingly Form I of the Gates tests was given late in January. The result, which is given below, showed only too clearly that our reading was deficient and served as a serious indictment on our methods in the past.

Grade 6.5.....	Average reading grade 5.5
" 5.5.....	" " " 4.6
" 5.0.....	" " " 4.5
" 4.5.....	" " " 3.3
" 4.0.....	" " " 3.6

Using the individual reading grades as a basis, we organized the pupils in each division into four reading groups of approximately equal reading ability. For two months (43 school days), two hours were spent daily in reading, the first hour in the morning and the one following lunch being given to it. This, of course, meant that some other subjects would have to suffer encroachment of time. It was decided to dispense with formal lessons in oral language, health and geography. The first was given up because quite a large part of our programme would include various forms of oral expression; the other two were sacrificed on the grounds that, as the library was rather better equipped in those subjects, the content material could be utilized for remedial instruction.

Of necessity the materials used and the methods employed differed considerably with the groups taught. It was found, for example, that none of the pupils in "D" group of Division I had any knowledge of the methods of word attack. Consequently lessons were taught and drills were given on general configuration, phonetic analysis, syllabification, visual analysis, and contextual aids. Several pupils were found to be deficient in their perceptual approach. As an aid to the correction of this weakness the pupil was allowed to use his finger as a guide. In many cases lip movement was seen to be hindering speed. Rapid reading of extremely simple material with a finger held on the lips helped greatly in overcoming this handicap.

With the pupils of "A" group in the same division none of these faults was apparent—in fact, their reading was up to or above grade standard. Generally speaking, these children were given the opportunity of wide reading, though in some instances this practice was not followed, as in the case of one boy who read very rapidly but at the same time most inaccurately and was given comprehension exercises on difficult material with no credit for less than a 90 per cent score.

Another example for individual treatment accorded where possible was of a girl suffering from feelings of inferiority probably conditioned by an auditory defect. This child, it was discovered, had solved her problems by withdrawal into a world of fantasy. There, surrounded by beneficent fairies who constantly befriended her, she had no difficulty in overcoming the obstacles with which she was confronted. It was noted that all the girl's charmingly written stories used the Cinderella theme and that her reading preference was for material of the same formula though not wholly confined to it. Questioned about this, after some hesitation she admitted identifying herself with her heroine—but not in this language! To assist her with her personal problem she was placed in a group lower than her ability warranted. In this simplified environment she soon became outstanding so that after a month of excellent work she was "accelerated" into her normal class, where she continued to show rapid improvement. Her net reading gain in two months was 2.9 grades.

As far as was thought desirable each pupil was made cognizant of his own weaknesses in a personal interview. His co-operation was enlisted and he was encouraged to use special application when faced by his difficulties. He kept, too, a daily record of his progress. Every pupil whatever his ability was given a drill each day on one or two of the Gates types, some 130 stencils of such material being prepared.

Besides this intensive remedial work, the children were shown how to extract significant facts from passages read and how to make notes on them. Progressing from that point, we gave practice in reading to solve problems, but before any success was achieved numerous lessons had to be spent on the understanding and use of an index. A large part of the time in written language was given over to the writing of reports from notes. While these reports were being read orally those listening practised jotting down important points. Discussions frequently followed during which additions were made and suggestions offered.

Considerable emphasis was placed on oral reading for the entertainment of others. For this purpose pupils were required to find short passages which would be of interest to the whole class. The children were quite ingenious in their search for such anecdotes. One boy, a Japanese, brought a fairy story written in his national tongue which he translated, somewhat hesitatingly it must be confessed, into English. To motivate this kind of activity, the reading of a short story by a pupil at morning assembly was introduced.

It was not without some misgivings on the score of overambitiousness that we gave Form II of the Gates tests two months later. The results, together with those of Form I which are repeated for the sake of clarity, are given following:

TABLE II.

Grade 6.5: Average reading grade Form I 5.5, Form II 7.2					
"	5.5	"	"	4.6,	" 5.6
"	5.0	"	"	4.5,	" 6.3
"	4.5	"	"	3.3,	" 3.8
"	4.0	"	"	3.6,	" 4.3

Table III shows the net average grade gain per pupil. It is obtained by subtracting the average reading grade on Form I from that on Form II and also two months which must be allowed for normal progress:

TABLE III.

Grade VIa.....	Net average grade gain 1.5
" Va.....	" " " " .8
" Vb.....	" " " " 1.6
" IVa.....	" " " " .3
" IVb.....	" " " " .5

A glance at Table II will show that the programme was comparatively ineffective with grade IVa. Without attempting to excuse this failure, it may be useful to note what factors it is thought have influenced it.

1. Inexperience in diagnosis and treatment of extreme disability.
2. The use of insufficiently simple remedial material.
3. The general intelligence of the group.

The tables quoted in this report do not tell the whole story. A list showing each child's improvement would be instructive but the limitations of space do not permit its inclusion. A few general observations will, however, help to fill the gaps. The greatest gains were to be found in the middle groups. The children who were up to or above their grade level, as might be expected, did not show exceptional increases. On the other hand those who it was hoped would benefit most—the cases of extreme disability—did not show large gains either. We trust that with experience behind us we shall do better next time.

What little we have accomplished, we believe any other group of teachers could do, and having done so, would find with us that teaching by the unit method is thereby made less arduous.

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Organic Evolution

By H. H. GRANTHAM, M.A., *John Oliver High School, Vancouver*

THE following brief outline of the theory of organic evolution as understood by modern biologists is in the main a summary of material presented in a series of lectures by Dr. Merle C. Coulter of the University of Chicago at the University of British Columbia in August, 1937.

The theory of organic evolution is the belief that all the modern types of plants and animals have been derived, by modification through descent, from one or a very few original types. It is estimated that this development has required, up to the present time, at least one thousand million years. The argument will be presented in the following order: (1) the consequences of evolution, (2) evidence of evolution, and (3) explanation of evolution.

The consequences of evolution are, of course, the plant and animal kingdoms as we see them today. It seems probable now that the first living things were very simple plants. Today there are about 250,000 different species ranging from one-celled plants of microscopic size, such as the bacteria, to those giants of the plant kingdom, the sequoia trees which tower into the air to heights of 400 feet. It will be remembered that most plants are able to manufacture their own food and that actually the great food-factories of the world are the green leaves of plants. Without this source of food supply there could be practically no animal life. In the animal kingdom there are estimated to be about a million different species. Here again we may consider on the one hand a multitude of single-celled animals, such as the Amoeba, difficult to observe under an ordinary microscope, and on the other hand, such a colossus as the elephant. At present, the climax in the development of the animal kingdom is represented by man. If these few words concerning the forms of life as we know them today should seem to be ridiculously inadequate it must be remembered that a detailed study of this subject comprises the whole field of modern biology.

A considerable volume of evidence presents itself in support of the theory of organic evolution. A study of comparative anatomy has brought to light facts which are significant in this regard. In the first place, although the variety in size, structure and complexity of living things is staggering, all the known animal species can be assigned to about fourteen or fifteen major groups and all plants to four great divisions. Secondly, the members of one of these major groups or divisions show, in general, the same body plan. Thirdly, we may consider the existence of vestigial organs, of which examples are the useless inner ears of whales, the remnants of hind legs in snakes, and tonsils in man. In fact, it has been said that the latter may have something like 143 vestiges and he has been described as a "walking museum of antiquity". Evolution explains these vestiges as remnants left to these organisms by their ancestors. Lastly, mention must be made of embryology, or the science which treats of the early development of an organism. The striking similarity between the very young embryos of say man, a chick, and a fish, and the appearance

during the development of the human embryo of certain stages characteristic of other organisms suggest the evolution of high forms from lower.

The record of the rocks and fossils which they contain presents perhaps the most convincing argument for modification through descent. Remains of more complex organisms have been found in the higher strata of sedimentary rocks while records of unfamiliar organisms have been found in the lower strata; in addition, biologists have been able to trace the ancestry of some common modern forms. This has been done for the horse by a study of the fossil record.

Other arguments in favor of evolution may be summed up under the headings of geographic distribution, study of domesticated animals and cultivated plants, and blood tests. For the first of these it may be said that the biologist feels that the present geographic distribution of plants and animals may only be satisfactorily explained by taking into account their evolutionary history and the accompanying geographical changes in the earth's surface. The domestication of animals and cultivation of plants has been a relatively short time process which has presented what might be called a laboratory method of studying the process of evolution. Many varieties of fowl have been developed from a common ancestor and hundreds of varieties of corn from a common parent. As far as blood tests are concerned it may be said that the chemistry of the blood tells essentially the same story as the study of comparative anatomy. There is, for example, a striking similarity between samples of blood obtained from different mammals.

We are now ready to consider briefly what may be called the explana-

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tion of organic evolution. There are three causative factors, namely, the mechanism of heredity as developed in the science of genetics, sex, and mutations. The fundamental principles of heredity were first presented to the world in 1865 by an Austrian monk, Gregor Mendel, who had reached certain conclusions as a result of seven years of experimenting with different kinds of garden peas. Although a great deal could be said about heredity it will serve our purpose to say merely that there are units or genes which are transmitted from parents to offspring and may separate and recombine without being altered. These units are responsible for all those characteristics of an individual which are inherited. They are too small to be seen through even the highest-powered microscope used in the ordinary way. The working out of the principles of heredity and the functioning of the genes is made possible in the higher plants and animals by that method of reproduction which we call sexual. Although this is the least efficient method of reproduction it has persisted because it has brought to the race this great advantage—it multiplies variations which are the tendencies of individuals of the same species to be different. Sex cannot, however, produce new hereditary characteristics—and here is where the third causative factor, mutation, comes in. This is the rather rare and sudden changing of one gene into a NEW gene. The cause of this sudden change is not yet known but there is evidence that frequency of mutation is affected by temperature changes, by ultra-violet radiation, and by X-rays. It is known, however, that most mutations result in the formation of genes which make for an organism less well adapted to its environment than if there had been no mutation whereas in a few cases there is no observable difference in this respect, and in a very few cases the mutant is an organism better adapted to its environment than it would have been if no mutation had occurred. It is clear, then, that the operation of the three factors in evolution described up to this point would result in regression rather than the evolution of higher forms of life. There is, however, a directive factor—and the directive factor is natural selection—a term which means that there is throughout nature a struggle for existence which by and large results in the survival of the fittest or those which in general are best adapted to their environment. As a result, then, of the operation of the causative factors of heredity, mutation and sex, and the directive factor of natural selection there is a gradual improvement in the average fitness of the race.

N.B.: Mr. Grantham wishes to acknowledge the kindness of Dr. A. H. Hutchinson, Department of Biology of the University of British Columbia, in reading the manuscript of this article.

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What Is Your Objective?

By JAY ESS

*What do they know of teaching
Who only teaching know?*

I BELIEVE that one of the most justifiable criticisms levelled against teachers is that their teaching is limited by the walls of their classroom and further handicapped by the word of the curriculum and the uncertainty—or fear—of what the inspector will say. We see the pupil in relation to the subject or the lesson without realizing that both of these are but a means to fit the child into the life of the community later on; for the true test of the successful teacher is the manner in which he develops the abilities of the child so that he may become a useful member of society.

I recall attending a committee meeting at an annual convention when arithmetic was under discussion. A long and, at times, heated discussion developed on the question of how the quotient of a division question should be written when the answer did not come out exactly. Academically, the question was interesting; practically it was a waste of time. Why then did these teachers, anxious to do the best they could, spend their time in this way? Because they had been trained to consider points such as this as all-important. In their own school days the pupil who ranked highest in class was the best. In high school the leader of the class—at least in examination results—was the one who was set up as an example to be admired and followed. In Normal School the same standard was the measure of the success of the would-be teacher. The teachers, instructors, and professors had the same unit of measure—academic proficiency.

So I grew up and believed. Then the war came. From August, 1914, to February, 1919, I rubbed shoulders with men from all walks and conditions of life. There was much friendly teasing of "the teacher"; and sometimes it was not so friendly. Much of it was critical, and showed of how little value much of the classroom procedure was, and how narrow the teacher's outlook readily became.

Not everyone has had the same opportunity to see the profession from the outside and with the knowledge of the profession from the inside. But it would be a grand thing if the system could provide the means and the opportunity for every teacher to see the world as it is, and then train the children for that world. For that is the world of life, and the world where "man shall not live by bread alone".

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Who Would Like To Draw?

By BETTY JACK

QUESTING about for some timely information on drawing in the Primary grade recently I was so fortunate as to come upon an article in *The School* entitled "Let's Make Our Own Story-Books", by Lillian Anderson. My present purpose is to develop certain of Miss Anderson's ideas for the benefit of readers of *The B. C. Teacher*, who may not yet be regular readers of *The School*.

Miss Anderson's article, despite its title, has less to do with the story than with the illustration and would seem to be the answer to many a young teacher's need for constructive suggestions on a desirable approach to drawing and the presentation of a lesson.

Miss Anderson does not hesitate to begin at the beginning. First of all, "Can the children use their tools intelligently?" she asks. "Two or three lessons will be necessary in which the children learn how to hold crayons under the fingers, using the broad, flat surface for making balls, apples, or pumpkins, and to use the pointed sharp end for outlines. The teacher must show how to make broad sweeping strokes from side to side of the paper to get even, light, pleasing results".

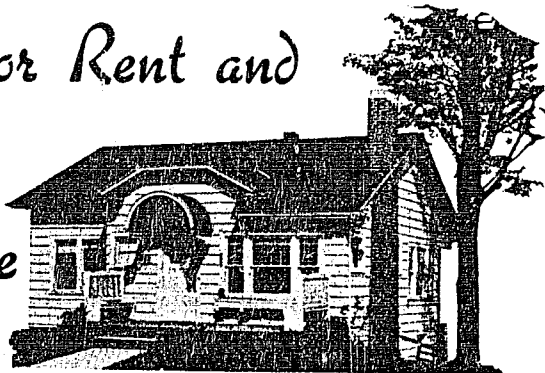
In order to promote dexterity with the use of scissors she suggests that the children be allowed to cut newspapers into shreds (which may be used for stuffing dolls or animals). Blocks, boxes, pennies and balloons provide basic shapes for practice in gaining muscular control.

Having proceeded so far, Miss Anderson suggests stick-laying as an introduction to straight line figure drawing, for, she says, "this provides amusing seat-work exercises and at the same time lays a foundation for later real figure drawing and action stories. Correlate these seat-exercises with your reading. You will need a supply of sticks of different lengths, toothpicks, and some flat wooden or cardboard discs. Give plenty of practice in this kind of work, using sticks first, then gradually introducing straight line drawing. After such preliminary work, your class is manually fitted for something more than just piece work".

At this stage there are various problems that confront the Primary teacher and Miss Anderson proceeds to answer them. First of all she lists the materials required—"large drawing paper; smooth wall-paper—surface ceiling-paper; ordinary sized crayons for desk work; large jumbo crayons for work at an easel; a large easel, two flat working surfaces hinged together, long enough to allow three or four children to work at each side; large and small book cover paper; scissors; paste". Ordinary brown wrapping paper that comes in generous rolls has been found invaluable by many teachers and also newsprint. The easels mentioned in this article are quite ambitious ones. They are about two yards long to accommodate three or four children comfortably, but very practical ones we find can be made from the sheets of heavy cardboard used for packing boxes. These boards can stand in the chalk tray. If the angle is not sufficient to keep them standing upright, plasticene or gummed paper will hold them to the blackboard temporarily.

(Continued on page 466)

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Now comes the consideration of subject matter and where to find it. A number of suggestions are made, to which one might add many others, e.g., "The Three Bears", "The Three Little Pigs", "Story of Angus" (or any of the Marjorie Flack stories, Macmillan), "Thin Helen" and "Wixie" (both by Rose Fyleman), "Topy Stays a Kitten"; "Round the Year" (Gates, Work-Play Books, Rand, McNally), "The Copy Kitten". This last-mentioned booklet we have seen just recently. It is a charming little story, mostly in picture, that might very well provide inspiration for a spontaneous effort.

Now, *tell* the story, says Miss Anderson, in connection with the presentation of the lesson. Do not read your story straight from the book or half the enchantment is gone. Then talk about it, having the story reproduced and the important points suitable for illustration stressed—and you are ready for the question: How would you like the fun of making a picture book of your very own?

With regard to the actual method of reproduction Miss Anderson strikes the happy medium between the more complete freedom of creative expression and the formal lesson. "Give out large sheets of drawing paper", she says. "Let each child choose which incident he wants to illustrate, and let him 'go to it'. Your later books will be more largely undirected, but for the first attempt it is wise to have preparatory directed lessons. Each one of us must have some definite preconceived idea and some actual experience in handling the medium with which we want to work, before we can create".

Finally, in answer to the question what to do with all the material accumulated, our article suggests using the drawings for discussion and appreciation. The best pictures may then be chosen and put together in the form of a picture book to grace the class library.

GEOGRAPHICAL LIBRARY

ONE of the most interesting and suggestive exhibits at the Victoria Convention was the Geographical Reference library of some 175 volumes, collected and made available to geography teachers throughout the province by the Geographical Section. The books are sample copies, complimentary from the publishers. Here is a precedent that other sections might follow to the advantage of both the Federation and the producers of volumes of which teachers would be likely purchasers.

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News, Personal and Miscellaneous

ROBERT LEDINGHAM McLARTY

THE untimely death of Robert Ledingham McLarty on the 27th of April, 1938, at the age of 27 years, deprived the community of a promising member of the profession. His parents, Mr. and Mrs. James McLarty, a brother, Archie, of Oakland, California, and a sister, Islay, of the Britannia High School staff, survive.

Robert McLarty graduated from the University of British Columbia in 1931 and in the following year attended the graduate Teacher Training Course. After teaching for two years at Aberdeen School, Vancouver, he studied librarianship and corrective reading at the University of Southern California. Last September he was appointed Librarian of Dawson School, Vancouver.

He was a member of St. Giles' United Church, Phi Delta Theta, the Graduate Letters Club, and Graduate Student Christian Movement of the University of British Columbia.

Characteristic of Robert McLarty was a unique courtesy grounded in kindness and generosity. Unobtrusively he supported and made easy the path of the catholic legion who were his friends. He was a man of broad intellectual culture and artistic sensitivity. Upon a virile Christian ethic and native social sympathy he built a bold structure of sociological thought.

The heart of his effort was his professional work. He gave himself unstintingly to his pupils and by his frankness and respect for them won their devotion. He was

diligently preparing himself for pioneer work in the development of juvenile libraries and corrective reading when his life, which bore promise of a rich contribution to our community, was cut short.

On Wednesday, April 20th, he visited some Seattle schools seeking useful educational ideas, though troubled by a cerebral pain which proved the herald of his passing. Two days later, notwithstanding severe pain, he delivered a paper at the convention of the British Columbia Library Association. On Wednesday, April 27th, he passed away. --FRANK HENDERSON.

MISS IDA MAY KERR

WIDESPREAD sorrow is felt in the teaching profession of this city and among many fellow-graduates of the University of British Columbia at the untimely passing on May 1st at the age of 30 of Ida May Kerr, a member since the fall of 1938 of the teaching staff of Lord Byng High School.

A distinguished graduate of Britannia High School and of the University, Miss Kerr will be remembered not only for her scholastic attainments but for her valuable contribution to the musical life of her Alma Mater. Although carrying a heavy academic course in advanced Mathematics and taking first class honours in French, Miss Kerr was, during her entire university career, an indispensable member of the Musical Society, being its skilled accompanist for several years and its president in her graduating year, 1927, and the year following while taking Teach-

ers' Training. She gave ungrudgingly of her time for rehearsals and recitals and was noted for her accuracy and complete memorization of orchestral and chorus parts for whole concerts. After leaving the University she did considerable work collecting and setting the folk songs of Canada, and was an active member of the Studio Club.

Miss Kerr will also be remembered by many as an ardent sport enthusiast, mountain climbing and skiing, taking second place only to tennis and badminton. Her unbounded enthusiasm for all that was worthwhile in life, her varied accomplishments and her high Christian ideals will leave a lasting impress on the hearts of those who knew her. Miss Kerr was devoted to her profession and gave unstintingly of herself to her students.

That a life so full of accomplishment and service should be cut so short will be deeply regretted by all. To her family in their bereavement goes the deepest sympathy of a multitude of the teachers of British Columbia.

A COLLEAGUE PASSES

IT it with keen regret that *The B.C. Teacher* has heard of the recent passing of A. H. Taylor, principal of the Courtenay High School. He was 53 years of age.

A native of Edinburgh, Mr. Taylor received his education there and on the Continent.

In the Old Country he taught at Blundell, England. He came to Canada in 1913, accepting an appointment at New Westminster.

He joined the Canadian Expeditionary Force in 1916, returning to take up a new appointment in Point Grey.

From 1925 to 1927 he was prin-

cipal of Parksville High School, and from 1927 to 1931 principal of Qualicum High School.

In spite of recurring illnesses resulting from war injuries, Mr. Taylor had consistently refused to give in to physical ailments which might have conquered a less indomitable will than his.

His fellow teachers salute the memory of a gallant spirit.

SAMUEL MOORE

ONE of the figures most familiar at gatherings of British Columbia teachers will be seen there no more. Samuel Moore, B.A., died at his residence, 7430 Oak Street, Vancouver, on April 22nd, at the age of 78. Mr. Moore has been on the retired list for some time, after wide and extended experience in British Columbia schools. He is survived by his widow, to whom *The B.C. Teacher* offers the respectful condolences of the profession.

You were missed at the convention, Sam.

Ave atque vale, frater. Morituri te salutamus.

COMOX DISTRICT NEWS

MR. E. J. Costain, formerly of Qualicum, has been appointed temporary principal of the Courtenay High School to fill the vacancy caused by the death of Mr. A. H. Taylor.

Miss Jean Kirk of the staff of the Comox Elementary School has accepted a position in Vancouver. Miss Mayne Feeney, who has been on leave of absence, is replacing her in Comox.

Cumberland High School won both boys' and girls' basketball championships in the Comox Valley

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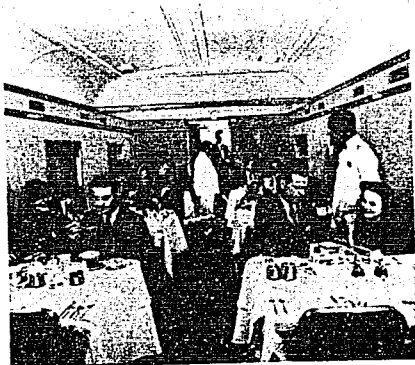
• Lodge at Lake Wapta



• Emerald Lake Chalet



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High School League. In the district play-off against Powell River, Cumberland won the girls', but lost the boys' championships.

Comox Elementary School is to be congratulated on the opening of a fourth room. Miss Grace Ball, formerly of Smithers, has been appointed temporarily.

A new school has been opened at Dove Creek in the Tsolum district, Miss Lilian Redpath receiving the appointment.

Powell River and the Comox district are inaugurating an inter-district track meet on May 28 in Powell River. The meet brings together the stars of the local meets held a week earlier. At present this is confined to the high schools.

Congratulations to Mr. and Mrs. C. T. Rendle, Mr. and Mrs. G. W. Stubbs, Mr. and Mrs. G. Apps, and Mr. and Mrs. E. R. G. Richardson, all girls but one, and that one of the Apps twins.

E. R. G. RICHARDSON.

B. C. Teacher Correspondent.

GREAT BRITAIN, states *The Birmingham Gazette*, spends \$1,750,000,000 a year on gambling—horse and dog races, football pools, automatic machines. Betting is the country's biggest industry. Says *The Gazette*: "The chief criticism levelled against the betting industry is that the vast energy and the enormous amount of capital it employs is waste. It is like a vast, complicated and highly expensive mechanism which works unceasingly and produces exactly nothing at all. It sucks up capital from a wide area and deposits it in the most unlikely reservoirs. Betting creates class of capital in the nation's money circulation system".

It is comforting for one to know

that betting precedes in importance such relatively minor considerations as the purchase of food or clothing, the nation's health services and education.

RADIO NOTES

APRIL 28th saw the conclusion of the series of social studies programmes broadcast over C.B.R. The first of a new series—in Elementary Science—went out over the air-waves on May 5th. It is satisfying to know that the "Musical Pathways" will continue until June 7th.

The committee in charge of the radio experiment has continued to receive numerous comments—of which a number have been valuable constructive criticism for the improvement of the series.

Teachers who have not yet "tuned in" on the Tuesday and Thursday broadcasts can be assured that their pupils are missing exceedingly worthwhile programmes.

MUSIC AND RHYTHM

VANCOUVER schools stepped to the front again recently with a "Music and Movement" demon-

stration—or just a plain evening of the dance, if you prefer.

Groups of Elementary and Secondary students and teachers from the various staffs combined to present Maypole, character, scarf, modern and folk dances as well as a delightful demonstration of the French minuet.

Highlighting an evening of highlights was a routine by Point Grey Junior High School pupils of ball rhythms inspired by the Medaw Gymnastics of Germany.

ARE YOU GOING TO QUALICUM?

By R. G.

WITH vacation almost here most of us are beginning to shop around for summer courses combining a maximum of cultural profit with a maximum of holiday pleasure. Announcements recently issued by the Department of Education indicate that such a summer course is actually to be available at the Provincial Summer Drama School, Qualicum Beach, August 1st to August 27th. There, far from the noise and dust of a stuffy city, those of us who wish to study drama, production, acting and the many branches of stage craft under the guidance of specialists in these various fields, will be able to blend social and recreational pursuits with serious study. Bathing parties, picnics and dances will be among the attractions. We are also told—and it is a most important consideration!—that the price for the full course is being kept exceedingly low and that special arrangements are being made for inexpensive board and lodging.

Furthermore, a stock company, playing at Qualicum during the same weeks, will be operated in

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conjunction with the school, and students will have the advantage of observing professional methods. Advanced students will even have an opportunity to take part in plays.

The stock company will open with "Alien Corn" in which it is understood that Miss Rosemary Rogers of Vancouver will play the leading part. The announcements appear to justify confidence that this course will be a great improvement on the general run of summer drama schools. Major L. Bullock-Webster, organizer of school and community drama, will be in charge. Dr. H. B. King will deliver the inaugural address. Further information will be provided by *The B. C. Teacher* next month.

AMONG the numerous organizations on the campus, one of special interest to readers of *The B. C. Teacher* is the University branch of British Columbia Teachers' Federation. To experienced teachers who are taking university courses and to prospective teachers who are enrolled in the Education class, this body provides a social and professional association which places them in immediate contact with students of kindred professional interests. Our old associate, Professor Ira Dilworth, is the hon-

orary president, and the president, vice-president and secretary, respectively, are Mr. John E. Wood, Mr. George Crosson and Miss Edythe Burnham.

TWO exchange teachers on their way to England for the fall term would like to "See America First". Miss Marjorie Bailey, King Edward High School, Vancouver, would be glad to join a party touring through Yellowstone Park, the Grand Canyon, and similar areas of interest. The other teacher is Miss Kiffe, care of Vancouver School Board.

NEW CITIZENS

SONS were recently born to Mr. and Mrs. M. C. Wright and Mr. and Mrs. B. O. Whiles of the Alberni High School. Congratulations.

On April 17th, a daughter, Beverly, was born to Mr. and Mrs. Roland T. Green (Lord Byng High). Our good wishes, Mr. and Mrs. Green.

DR. J. S. DAVIDSON

THE University announces that Dr. J. S. Davidson has resigned from his position as professor of physics.



QUEEN'S UNIVERSITY

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Summer Session, 1938, opens July 4

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DEGREE COURSES in Arts, Commerce, Applied Science and Medicine.

Students preparing for admission are advised to write for a list of scholarships and prizes and note the nine valuable Provincial Scholarships at Senior Matriculation level. EXTRA MURAL WORK in Arts and Commerce up to 4 courses yearly available to students over 21. It is possible to get a pass degree in Arts or to complete three years of an Honours Course through extramural and Summer School study.

Ask for a copy of QUEEN'S IN PICTURES.

MAY, 1938

Dr. Davidson, a graduate of Toronto University of 1900, has been associated with U. B. C. since it was organized 22 years ago and was a very much liked professor. He took an active part in student athletics and is a past-president of the British Columbia branch of the Amateur Athletic Union of Canada.

The many teachers who have come under Dr. Davidson's thorough care earlier in their lives will wish the doctor all happiness.

SUMMER SCHOOL OF THE THEATRE

FROM July 4 to August 13, 1938, the University of British Columbia will conduct its first Summer School of the Theatre, which will be under a guest director, Miss Ellen Van Volkenburg.

Miss Volkenburg helped found the first Little Theatre in the United States in Chicago in 1912 and organized the Cornish School theatre course in Seattle. During the past winter she has been lecturing for the Federal Project theatre in New York.

The course will consist of: Acting, Directing, Improvisation, Stage Work, Voice, Make-up, Costume, and Movement.

MARRIED

AMONG those taking advantage of the Easter season to get married were two teachers, Mr. John Thomas Young of John Oliver High School and Miss Margaret Hunter Gammie of Kitsilano Junior High School, whose marriage to one another was solemnized a few days before Easter. The teachers wish the two much happiness.

Room at the top!



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Ask any Canadian National Agent or write G. A. McNicholl, General Passenger Agent, Vancouver. V-34-38.

UNIVERSITY DEPARTMENT
OF EXTENSION

THOSE teachers who enjoyed the broadcasts this year from the University on Play Production will be interested in the announcement found elsewhere in this issue of a Summer School of the Theatre and of the present announcement that there will be, during the forthcoming academic year, another Radio Broadcast Series along slightly different lines. In addition to this series there will be Three-day Drama Courses given in different centres throughout the province. During the autumn there will be the Production of an Experimental Play at the University. For those who are interested in the composition of plays there is planned a Course in Play-writing. It is hoped that there will be sufficient response to this course to warrant a trial production of the

three best plays before an audience of critics.

Further information may be obtained by writing to Dr. Shrum at the University.

BURNABY SALARY
ADJUSTMENT

IT is a satisfaction to all concerned to know that the difficulty between the Burnaby teachers and the Burnaby Commissioner and School Board has been very amicably settled by collaboration between the Federation and the local authorities. The Federation has received a letter of thanks from the School Board and Commissioner. The friendly and co-operative spirit of the Burnaby authorities was much appreciated by those dealing with them on behalf of the Federation and in the interests of the teachers of Burnaby School District.

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What We Are Reading

SMALL boys—and some not so small—pour into school libraries asking for books on aeroplanes. They—the small boys—want to know who was the first aviator, how aeroplanes can be made to loop-the-loop, how a glider works. Perhaps they want to read about aeroplanes in general. Longmans, Green & Co., Toronto, have published *Why Aeroplanes Fly* (Elton and Fairthorne) which should be one answer to a librarian's prayer. The price of the book is 45c.

* * * * *

CANADIANS should be a nature-loving people. Certainly, a number of Canadians have made their mark as writers of nature stories.

E. Chesley Allen has written *Our Northern Year*, a delightfully readable book of stories and songs about the Canadian seasons. The chapter headings in themselves are alluring: "Under the Hill", "On the Wings of the North Wind", "The Great Mystery", "The Gentle Art of Keeping Still". This is a book to slip under your arm when you go for a day cruise to Jervis Inlet. It will grace any shelf of books on birds. After you have read it you will make one more resolution to learn a little more about the out-of-doors.

Our Northern Year is a publication of Ryerson Press, Toronto; it retails at \$1.25.

* * * * *

BROOKS, Fowler D.: *Child Psychology*; Houghton Mifflin Co., Boston, 1937; 600 pp.

Many readers are already familiar with Brooks' *Psychology of Adolescence*, and will remember the thorough scholarship manifest in that book. The same quality characterizes the author's latest publication. The treatment is quite up-to-date, revealing full knowledge of the most recent developments in child psychology. It is comprehensive, perhaps more so than that of any other textbook which has appeared in the field, and yet it shows a thoroughness which is often lacking in "comprehensive" books. The explanations are clear, and the language accurate. The organization is excellent, showing a most logical sequence of chapters and sections. The style is somewhat dry, though not more so than would be expected in a book intended for college use! The average parent would prefer to read such books on child psychology as those of Thom, Myers, Fisher, and Blatz and Bott, but the teacher or scholar looking for more detailed information on a large number of specific problems would find more value in Brooks' treatise.

The book should prove especially useful to nursery-school, kindergarten, and primary-grade teachers, although much of its material would interest upper-grade teachers as well. Particularly helpful are the chapters on Language, Problems of Emotional Behavior, Social Development, Personality Adjustments, Child Hygiene, and Prediction and Control of Behavior, for they contain numerous practical suggestions.

Throughout the book stress is placed on growth and development; it contrasts sharply therefore with the old type of treatise, which considered psychology from the structural point of view.

Two useful features of the book are the glossary and the bibliography. This latter feature is especially good, owing to its size, classification, and the careful selection of the references.—WM. G. BLACK.

* * * * *

MASTERS of Music by Violet Hendry; The Ryerson Music Series. *Masters of Music* introduces the lives of famous musicians from the time of Handel to that of Grieg in an intimate conversational style most appealing to the average child. For some reason, however, the biography of Bach is not included—a regrettable omission.

Miss Hendry does not limit herself to facts about the lives of the composers but discusses such of their work as has an attractive story basis. This enhances its value for pupil use in the school library. In addition, the numerous illustrations and carefully selected lists of records—in three groups for grades 1 to 3, 4 to 6, and 7 to 9—make it a valuable handbook of teacher information.

The late Charles E. Percy, A.T.C.M., teacher of music at the Toronto Normal School, was the general editor of the Ryerson Music Series. This book was the last he prepared for the press before his untimely passing.—MURIEL HARDWICK.

* * * * *

GEOGRAPHY For Today: Book II, *The Southern Continents*; (Longmans, Green & Co., Toronto 2; \$1.25; xii plus 404 pp.)

Teachers already familiar with the first volume of this series (*At Home and Abroad*) will be glad to add to their library Book II, *The Southern Continents*. It came off the press last autumn. This series of geographical readers is edited by L. Dudley Stamp and L. S. Suggate and is the product of three years of collaboration on the part of a committee of outstanding British teachers and examiners in the geographical field. Stamp's name alone is ample guarantee of the scholarly character of these books.

The numerous diagrams and maps are of a practically helpful type. Many illustrative photogravures are provided. These are well selected and the comments or questions associated with each will increase their geographical utility. Unfortunately, the pages are too crowded, the paper is not of the best, and important details of many of the illustrations are indecipherable. It is exasperating that so many English books of superior quality are in appearance unnecessarily unattractive as compared with very numerous school books published on this continent.

However, *The Southern Continents* is a book you should add to your list of prospective purchases, especially if you are engaged in secondary school work and are interested in geography. Two additional volumes are promised, which will deal respectively with North America and Asia (Book III) and Europe and the British Isles (Book IV).

Correspondence

THE LATIN COURSE

April 19, 1938.

Editor of *The B. C. Teacher*:

Dear Sir,—I have been instructed by the Latin Section of the S. S. T. A. L. M. to forward to you for publication the following information regarding the Latin Course in the high school:

1. In Grades X and XI next year, 1938-39, the new course Latin II will come into effect for both grades. It will be Gray, Jenkins and Dale, "Latin for Today, Second Course; Lessons 1 to 25".

2. In Grade XII, 1938-39, the course in Latin will be the same as that prescribed this year, namely, Hamilton and Carlisle "Latin for Young Canadians, Senior Lessons", and "Selections from Virgil", Robertson, Bennett and Glassey. The Latin examination in June, 1939, will be based on the work of the last year of the old course, but will take the form mentioned on pages 422-423 of Bulletin I of the Programme of Studies for Senior High Schools. The Res Romance, listed on page 422, will be included.

(Miss) DAY WALKER,
Magazine Representative.

Editor, *The B. C. Teacher*:

Dear Sir,—The Canadian Teachers' Federation, representing the majority of the teachers throughout

Canada, wish to express their appreciation of your support of their request on February 16th last, for a special subsidy to the province of Saskatchewan, because of the distress of thousands of our members in that province.

We note from the reports at Ottawa that an additional grant of \$2,000,000 has been unanimously voted for Saskatchewan, which is ample proof that our plea for aid was not in vain. The British North America Act states that Education is a provincial matter, yet our members realize that this special subsidy will release funds in Saskatchewan which can be used for the support of Education.

One of the main objectives of the Canadian Teachers' Federation is to arouse among their members and the pupils under their care the ideal of a broad Canadian citizenship. This action of the Dominion Government, in rendering additional aid to a province in distress, is bound to have a lasting effect in promoting the idea that the Dominion of Canada is a united country, and not just an association of provinces.

Yours very truly,

CANADIAN TEACHERS' FEDERATION

A. C. Lewis, President.

C. N. Crutchfield, Sec.-Treas.

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Highlights of the World News

THE Rowell Commission closed its Alberta hearings on April 2nd without having received a brief from the government, an answer to the 23 questions submitted to Premier Aberhart, or an opportunity to interview departmental officials.

The Ontario Government on April 6th secured passage of a power bill approving contracts with three Quebec companies the Government was elected to oppose.

Votes for women in the province of Quebec were once more refused on March 17 by a vote of 48 to 16 in the Legislature.

Roman Catholic youth throughout Canada have been forbidden by their Church to participate in the third Youth Congress.

Royal Commissions under the King administration have cost \$1,123,967. The report of the Purvis Commission on April 1 recommended a dual national system of unemployment insurance and unemployment aid. The Turgeon report on March 31 said the Canadian textile industry is on a par with those of India, China and Japan in hours of labor.

Annual report of the Canadian National Railways revealed a net income of \$8,287,228 to meet an annual interest bill of \$50,633,096. The Senate on March 30 appointed a special committee of 20 members to study the problem.

* * * * *

GREAT Britain and Italy on March 18th entered into a new trade agreement which would increase by about 27½ per cent the amount of trade as fixed by quota in 1936. Prime Minister Chamberlain on March 24th refused to give a pledge of help to Czechoslovakia. On April 4th Labor's demand for an immediate general election on foreign policy was rejected, 359 to 152. On April 6th Dr. Edith Summerskill won the West Fulham by-election for Labour, polling 16,483 votes to 15,162 for the Government candidate. The Conservative majority last election was 3900. Harold Nicolson, author, M.P., resigned the following day as deputy chairman of the Foreign Affairs Committee of the Government parties. Without waiting for signing of the Anglo-Italian Pact the Government on April 11th asked the League of Nations to put the Ethiopian question on agenda for the next Council meeting.

The Prime Minister on March 23 asked the help of the Trade Union Congress in speeding up the defence programme.

Government candidates won 12 seats in the new Irish Senate on March 28, Cosgrave's supporters 9, and Labor 1.

The Union of South Africa announced on April 5 appointment of an Accredited Representative to Canada, the first from one Dominion to another

* * * * *

PREMIER Blum of France on March 22 lost the support of some 20 Radical-Socialists in the Chamber of Deputies on a vote on a new borrowing plan which was defeated in the Senate the following day. When

the latter on April 8 refused 223 to 49 to approve special financial powers the Popular Front Government resigned and Edouard Daladier, War Minister in every Popular Front Government, formed a new Cabinet without Popular Front backing, to which special powers were immediately voted.

* * * * *

BARCELONA on March 17 sustained 11 air raids which took more than 500 lives. Within 4 days death at the hands of German and Italian bombers, almost invisible at 16,000 feet, had mounted to 1200 and the number of wounded nearly twice that number, while half a million citizens fled to the open country. Bodies of 158 children were taken from one school building.

A new Insurgent offensive on March 23 seized Leitza, the next day severed the main highway to Lerida and on March 29 laid siege to that Catalanian electric power centre. On April 3 Insurgents occupied the city and the next day reached the sea, thus cutting Loyalist Spain in two. On April 5 Premier Negrin assumed personal command of the Defence Ministry as the breach was continually widening.

Mussolini on March 27 issued a warning to France that French intervention in Spain would be the signal for a European War. France on April 5 refused Spain's appeal for free shipment of arms unless Britain and the other non-intervention countries agreed.

* * * * *

AFTER Hitler on March 18 held up Austria's fate as a warning to Czechoslovakia and asked the Reichstag for another four years to "create the greater tasks ahead in the Greater Reich", General Goering dissolved the Reichstag and called a legislative election for the new Pan-Germany for April 10. On that date 48,709,269 voted "yes" for the Austrian annexation; 52,180 voted "no"; 220,159 registered voters did not vote.

In Austria over a thousand persons committed suicide for political reasons immediately following the annexation. On March 29 a warrant for the arrest of Archduke Otto of Hapsburg, claimant to the Austrian throne, on charges of high treason was issued. On March 27 Austria's Cardinal and the Roman Catholic Bishop advised the faithful to support the Nazi regime and Anschluss in the plebiscite, only to be rebuked by the Pope himself. On the same day Goering presented plans for amalgamation of Austrian and German industry.

On March 24 the United States sent an urgent appeal to 29 countries for a co-operative effort to facilitate the emigration of political refugees from Austria and Germany. The next day the plan was approved by Great Britain and France but rejected by Italy.

Hitler on March 25 again warned the Reich would watch over the fate of Germans on the other side of its frontiers but two days later admitted the impossibility of ethnical boundaries and renounced incorporation with the Reich of Germans whose "misfortune" was not "aggravated". On March 22 and 24 other German parties in the Czech Chamber were incorporated with the Nazi Sudeten Germans. While Poland and Hungary

pressed similar demands on behalf of their minorities in Czechoslovakia. Premier Hodza sought domestic peace by a new minority statute but found it impossible to meet all the demands of Henlein's Party.

* * * * *

FOLLOWING a demonstration of 100,000 people in Warsaw on March 17 Poland two days later served a 48-hour ultimatum on Lithuania to "normalize" relations with that country and withdraw her claim to her capital city, Vilna, occupied by Poles since 1920 when diplomatic relations were suspended. Poland's army, 13 times as great as Lithuania's, was massed at the border. The Lithuanian Government yielded, then resigned on March 24.

* * * * *

THE leader of the Syrian Opposition and 13 followers were arrested during a meeting in a private house without police permission, after he had criticized the Premier's pro-French policy in Parliamentary debate. The treaty negotiated in 1936 to give Syria similar treatment to Iraq has not been ratified by France.

Britain on April 1 increased the Jewish immigration quota from 8000 to 10,000 to aid Jews in Central Europe.

* * * * *

INAUGURATION of the Japanese-sponsored "Reformed Government of the Republic of China" was officially announced at Nanking on March 28.

General Chiang Kai-shek was elected leader of the Kuomintang on April 2, a dictatorial position unfilled since the death of Sun Yat-sen 14 years ago.

The Soviet Government on April 4 denied sending military aid of any sort to China but asserted its right to send munitions.

Though the war in China was stalemated in the first half of April. Chinese guerilla was very effective in disrupting Japanese communications, even in the environs of Shanghai.

The Japanese Diet adjourned on March 27 after yielding national mobilization, control of the electric industry, and a severe military budget.

* * * * *

THE Brazilian dictator, Vargas, has strictly banned Nazi activity among that country's strongest foreign element. The German Foreign Office protested such treatment on March 21.

The United States took up the cause of private oil interests whose holdings, for which they paid no royalties, had been expropriated by the Mexican Government after they had defied that country's wage laws. Britain had already made two demands for restitution and the United States Treasury had announced a boycott of Mexican silver. President Cardenas replied Mexico would "honor its obligations of today and . . . yesterday". Twenty per cent of the export revenue from oil was set aside on April 6 to apply on a \$400,000,000 indemnification.

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THANKS to the teachers of Canada, health education is an important part of the daily routine in thousands of schools. Day in and day out, all over the country, youngsters are being drilled in the importance of fresh air and regular exercise, of proper rest and proper diet—and in the value and importance of gum massage to healthy gums and sound teeth.

Parents have good reason to be grateful and dentists to applaud this practical training in gum massage. For modern gums do need more work—more stimulation. Today, soft and creamy foods do deprive our gums of natural exercise—of hard and vigorous chewing. Naturally, they betray a tendency to become weak and sensitive—and often flash that warning signal—that tell-tale tinge of "pink" on your tooth brush.

Modern gums need extra care—they need the healthful invigoration of massage. And the technique of gum massage, as taught in so many schools is

simple—easily understood, easily practiced. In these classroom drills, the index finger is placed on the outside of the jaw to represent the tooth brush and rotated from the base of the gums toward the teeth. Practiced at home, teachers explain, this massage rouses the circulation in the gum tissues—stimulates and strengthens lazy gums, encourages new, healthy firmness.

Ipana Tooth Paste is a splendid aid in gum massage. This modern dentifrice, recommended by so many dentists, is designed not only to clean teeth to a new, brighter sparkle, but, with massage, to help tone and invigorate the gums.

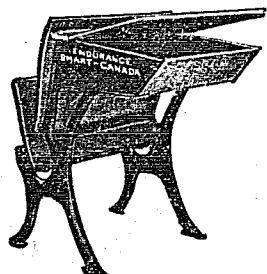
Try Ipana yourself. Every time you brush your teeth, massage a little extra Ipana into your gums. Make this your regular dental routine and see if you don't notice the difference in teeth that are cleaner, brighter, more sparkling—in gums that are firmer, healthier. You'll have a nicer smile—one that is far safer from the threat of gum troubles.



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