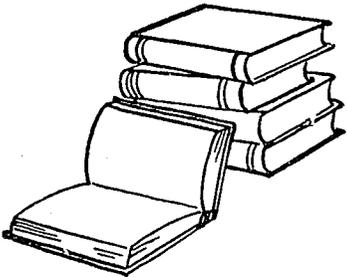


THE

Advertising Copy

B · C · TEACHER



OFFICIAL ORGAN OF THE B · C · TEACHERS' FEDERATION

VOLUME XVI.

NOVEMBER, 1936

NUMBER 3

EDITORIAL: Ineffectual Reading — Our Magazine Table.

BRITISH COLUMBIA TEACHERS' FEDERATION AND KINDRED ASSOCIATIONS
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VOL. XVI., No. 3.

NOVEMBER, 1936.

VANCOUVER, B. C.

Ineffectual Reading

CAN your pupils read?

Can they all read?

Can they all *really* read?

Frequent reference has been made in the columns of this journal to research bearing upon the teaching of reading. This is a problem affecting everyone from receiving class to university. Year after year, as a result of improving methods, children of any given age read better, upon the average, than children of the same age did when all the world was young. At all events, this statement is unquestionably true if its application is restricted to young children; whether high school students of today read better than did the high school students of thirty years ago is open to very serious question.

However, in spite of progress, there still remains a substantial minority of school children who never learn to read with any profitable degree of efficiency or pleasure. What does such failure involve?

Tests conducted by highly qualified specialists indicate that in the average school seventeen out of every hundred pupils are still unable, at the end of the first year, to read first grade material without assistance. Two years later the percentage falling below the norms accepted as minimal for fourth grade reading material has more than doubled. There is good reason to believe that in the upper grades a modern curriculum calls for a degree of skill in reading that approximately one-half of the pupils do not possess. If space permitted, we could give data in substantiation of these statements; but let us suppose that among the children of a given age the proportion seriously handicapped by inability to read intelligently be only ten per cent. Surely the situation calls for more serious action than is being devoted to it.

Arthur I. Gates, writing in *The Journal of the National Education*



Two classrooms were exactly alike. Yet in one, with ordinary lighting, there were eleven failures. In the other, correctly lighted, only two children failed!

CAN YOU READ THIS?

[You should be able to read fine print like this without effort at ordinary reading distance]

If you cannot, you probably need more light.



BETTER LIGHT...BETTER SIGHT

L 4 P 6-36

BRITISH COLUMBIA ELECTRIC RAILWAY CO. LTD.

Association, shows very clearly that failure in school is a major catastrophe for many children and that such failure results, with startling frequency, from reading disabilities. One hundred cases selected at random from Mr. Gates' case book disclosed maladjustments that are revealed in the following summary: 10 per cent. of the bad readers were characterized by nervous tensions revealing themselves in stuttering, nail-biting, restlessness and insomnia; 16 per cent. had developed defence reactions in the form of loud talking, defiance and sullenness; 14 per cent. sought escape from unhappiness in school by joining outside gangs and practising truancy; 18 per cent. resorted to counter-attack, having reputations for thievery, destructiveness, violent practical jokes and cruelty; more than one-quarter of the pupils concerned sought escape through habitual day-dreaming; more than one-third gave evidence of extreme and unhappy self-consciousness; one-third of the total had given up the battle and were known to their teachers as inattentive, indifferent or lazy. Some of the 100 children appeared in more than one of the foregoing groups.

A study was recently made of 187 delinquent boys between 16 and 19 years of age in a New York reformatory and not a single one could read as well as the average person of his age. Continual frustration in school produced by inability to read efficiently, is a major factor in sending multitudes of youngsters to the devil.

In New York city, from 350 to more than 700 previously unemployed teachers, supervised by from 20 to 35 specialists, have been engaged in a large scale project for the remedy of reading deficiencies during the past two and a half years. More than 12,000 pupils have been given such treatment. They have been found to be chiefly in the "dull normal" group with I. Q.'s ranging from 70 to 95, and averaging about 87. Most of these children were under 12 years of age, but over 17 per cent. of the boys were already listed as serious problem cases.

The benefits that have followed upon intelligent concentration on the fundamental scholastic difficulty facing these children have been quite spectacular. The gains in reading ability were more than three times those recorded in the case of similar children not included in the project, and improvement in reading has been coincident with conspicuous improvement in other subjects and in the general attitude and conduct of the children.

Well-informed educators now know that reading disabilities are quite compatible with average or even superior intelligence, and that they are remediable. A child is not necessarily a fool because he learns through his muscles rather than through his eyes or ears; that is to say, because he differs from the majority in being a learner of a kinesthetic type rather than of a visual or auditory type.

Dr. Grace Fernald of Los Angeles has won the gratitude of many unfortunate non-readers and has attracted the keen interest of educators everywhere by her contribution to educational methods in the field of reading disabilities. Professor Terman has described her achievements in redeeming children excluded from the printed page and all its implications—children actually possessed of their fair share of intelligence, but

apparently feeble-minded because apparently unable to learn to read—as “the most dramatic thing going on in education today”.

The child that cannot learn to read *can* learn to read—if teachers know their job, are ready to do it, and are given the chance.

The problem of reading disabilities is not confined to the elementary grades. Where is the experienced high school teacher who has not been driven to distraction by the fact that a considerable proportion of his students are unable to read with any degree of effectiveness their ordinary textbooks or the reference material available in libraries?

Are we going to do anything about it? Are *you* going to do anything about it in your particular school?

The fate of many children in every corner of British Columbia depends upon answers to these questions.

* * * * *

SINCE the foregoing editorial was written, *The Reader's Digest* for November has come to hand with its interesting adaptation of an article by Albert Edward Wiggam on the same theme. Have you read it?

* * * * *

MANY secondary teachers have probably not yet had an opportunity to examine the Course of Study as recently revised for elementary grades. The necessity of considering the entire Programme as a unity is evident, but the various bulletins are so voluminous as to discourage study by teachers whose classes are not immediately concerned. For this and other reasons, we are reproducing in this issue an article by Mr. T. A. Brough which appeared recently in *The School*.

* * * * *

REFERENCE was made in our September number to an exceedingly interesting article in *School Progress*. We are grateful to the Editor of that journal for making his description of a model rural school available to all readers of *The B. C. Teacher*. This article is fairly representative of the informative material that school executives may always expect to find in *School Progress*.

* * * * *

WE are grateful to Dr. A. L. Morgan and the Canadian Red Cross for permission to publish in this issue the article entitled “What the Teacher Should Know About Eyes”.

* * * * *

WE are glad to report that the vacancies on the Editorial Board, produced by the regretted resignations of Miss Elsie Roy and Mr. Maurice Des Brisay, have been filled by the appointment of Miss Mary D'Aoust and Mr. Ralph O. Norman.

* * * * *

THE Editor has received a specimen copy of the Educational Chart, issued complimentary to interested teachers by Penman's, manufacturers of knit underwear, outerwear and hosiery, Paris, Ontario. The mounted specimens of fibres, yarns and fabrics, with the accompanying notes and illustrations, would be of much practical value and interest to teachers of Home Economics.

OUR MAGAZINE TABLE

ALFRED C. Schlesinger's article on "The Literary Necessity of Anthropomorphism" in the October number of *The Classical Journal* deserves the attention of all thoughtful readers. Elsewhere in this issue of *The B. C. Teacher* will be found a quotation. An essayist is wealthy indeed who can afford to consign so wise and witty an epigram to a mere footnote! Frequent references to *The Classical Journal* in this column have indicated that I like this organ of the Classical Associations and highly esteem its editor, but in my opinion the leading editorial this month is calamitously misleading in its assumption that increasing attention to the social studies militates against classical culture. It is the task of the teachers of the social studies—the term "social sciences" should be abandoned insofar as secondary education is concerned—to interpret, in terms of the interests and capacities of adolescents, the evolution of society, giving due attention to all its varied ramifications—political, economic, literary, scientific, religious and artistic—and to the essential oneness of the human race. Probably no other department of secondary studies calls for a wider cultural background, and the teacher ignorant of the literature of the great classical civilizations is grievously handicapped for his task. Among the other things that his pupils should learn from him there is perhaps nothing more illuminating than the fact that gentlemen of all eras since gentlemen first appeared on this planet are contemporaries; and this requires that teachers of the social studies should have first-hand familiarity with the Isaiahs, the Homers, the Platos, the Vergils, the Plinys, the Marcus Aureliuses and their noble tribes, whose writings demonstrate the fundamental unity of mankind. If the classics as at present taught are not commanding as they should the loyal and grateful support of teachers of the social studies—an allegation that I am not prepared to admit—a major share of the responsibility lies at the door of the classicists.

* * * * *

Both the Elementary Edition and the Secondary Edition of *The School* (371 Bloor Street West, Toronto; \$1.50 or \$2.25 if both editions come to one address) are growing increasingly valuable. The articles on the Alberta Activity Programme are excellent and that by our own old friend and colleague, Mr. T. A. Brough, on "Revising the Curriculum in British Columbia" is so good that *The B. C. Teacher* is arranging to reproduce it. I do not remember any preceding number of *The School* that surpassed its October issues in variety and excellence.

* * * * *

The October number of *The School Review* (5835 Kimbark Avenue, Chicago; \$2.70) is of outstanding interest. The sections on Educational News, Editorial Comment and Reviews are of their customary high standard and the special articles include the following: Selecting and Organizing the Content of an Integrated Curriculum; Selectivity and Standards in American Secondary Education; The Superintendent judges the Principal's Contribution to Secondary Education; Home and Family Background of High School Pupils; The Norwegian System of Secondary Education; The Relation of High School Mathematics to College Marks and of Other Factors to College Marks in Mathematics; and Selected

References on the Organization of Secondary Education. No high school is properly equipped if this magazine does not reach it regularly.

* * * * *

At the recent national convention of Canadian Parent-Teachers' Associations, Mr. L. A. DeWolfe, Director of Rural Education for Nova Scotia, reported that 90 rural schools in that province subscribe to *Pictorial Education* (Evans Bros., Montague House, Russell Square, London, W. C. 1; \$3.50). Are British Columbia teachers in similar numbers taking advantage of this excellent publication?

* * * * *

A new arrival to Our Magazine Table is the *Western Students' Review* (326 Pender Street West, Vancouver; \$1). Among the contributors to its first number are Prof. J. M. Turnbull, who writes the first of a series of articles on careers for boys; Dr. Kiang Kang-hu, who discusses the philosophical side of Chinese Art; and several other well-known writers.

* * * * *

The Editor of *The B. C. Teacher* has been much encouraged by messages from various quarters commenting upon the usefulness of this department of the magazine. It is perhaps open to the criticism of providing gratis a considerable amount of valuable advertising material. However, if "Our Magazine Table" is successful in directing the attention of members of the Federation to the particular professional magazines likely to be most valuable to them, the space allotted to the effort will involve a good investment of our magazine funds. During the last half-year we have commented upon and given the address and subscription price of some forty publications in the educational field and have issued sample copies to numerous applicants. Specimen copies are kept on exhibition at the Community Room, corner of Dunsmuir and Hamilton streets, Vancouver, and are sent by mail upon application to the Editor of *The B. C. Teacher*.

* * * * *

The Instructor (Garden Vale, Que.; \$1 for six issues) is a 180-page magazine, published by the Garden Vale Study Club for the use of that and similar organizations throughout Canada. The topic dealt with in this number is Social Credit and the Credit Union.

* * * * *

"Bedlam Used to Begin at 12:15". This is the title of a suggestive article in *School Activities* for November (School Activities Publishing Co., Topeka, Kan.; \$2). However, the quotation might have come from the lips of almost any of us, for in most big schools, bedlam certainly begins at or before 12:15. If you are interested in learning how this condition was remedied in a big junior high school in Iowa, read Edward R. Lorenz's report.

* * * * *

As usual, *The Scholastic Editor* (219 South Fourth Str., Springfield, \$2.50) contains valuable suggestions for harassed teachers and their student colleagues who carry responsibility for school papers and annuals.

B. C. T. F. AND KINDRED ASSOCIATIONS

This is the time of Fall conventions. Which is another way of saying that some of the most important work fostered by British Columbia Teachers' Federation is done in the autumn. The popularity and importance of regional conventions is increasing every year and is now indisputable.

Such gatherings have been held recently by the North Shore, Central Vancouver Island, Okanagan, Prince George, South Peace River and Fraser Valley Teachers' Associations. In so far as is practicable Headquarters acts upon all invitations to send speakers, and the president, vice-president and general secretary—Messrs. Morgan, Charlesworth and Burnett—have been particularly active this fall as representatives of the Executive Committee.

* * *

When asked by *The B. C. Teacher* to discuss the work being done by the Local Conventions and particularly the topics that are being discussed and that need to be discussed at such gatherings, Mr. Morgan reported that record attendances have been registered at several of the conventions this year and expressed the conviction that much benefit will have been received by the establishment of acquaintanceship among teachers working under similar conditions. He is of the opinion that in this particular connection the Fall Convention serves what is probably its most valuable purpose.

Now that the Department of Education has established a regulation providing for two days' leave of absence for such conventions, attendance being duly certified, the Federation hopes to see every Dis-

trict Council take advantage of it. Practically all school boards are now ready to recognize the value of an opportunity to get acquainted with the problems of a region and with means that are being taken by other teachers to meet these problems, and, said Mr. Morgan, this opportunity is provided by conventions of this type.

Mr. Morgan reported that the chief topic of discussion at the Fall Conventions this year is the question of the New Curriculum.

One point might be stressed beyond others. It is that the rural teacher, particularly, is wondering how his work is to be examined when this curriculum comes into effect. There are two things that must be borne in mind. The first is that whatever the new curriculum says in its philosophy of education it will still be necessary to teach certain principles of the three R's and to see they are well taught. Motivation, if well and properly secured, will make sure that principles do not suffer. Nowhere in the new curriculum are we encouraged to sacrifice the quality of teaching or the establishment of accurate knowledge. The old cram method must go and thoroughness will be developed by motivation.

The second point will be taken care of, said the President, if we will make the section on the Philosophy of the New Curriculum our own. It is not enough to read it. It must be read, marked, learned and inwardly digested. It will then appear clear that the Department of Education, in sending the curriculum, had no intention that the Programme of Studies should be looked upon as closed. It is to be constantly subject to revision and

change. Hence no one should be afraid to experiment with it and to suggest modification. As one who had for some years experimented with the unit method, Mr. Morgan remarked that it might be advisable to say here that it is more than worth a trial Teachers unfamiliar with the method might try it first in some subject that lends itself easily to it, such as arithmetic or social studies; and when its success has been demonstrated, attempt it in some other subject. Mr. Morgan was sure that such teachers would presently find themselves converts.

We cannot here, or at any time, suggest how schools should be examined, but, said Mr. Morgan, it is quite clear to those who have been watching the development of the curriculum that inspectors will expect a thorough knowledge of principles, just as they always have done, and with this thorough knowledge there will, we hope, appear a greater amount of self-reliance and self-expression on the part of the child. Mr. Morgan intimated that there is self-expression and self-expression, but every teacher should be able to tell one kind from the other.

As a final word, President Morgan urged teachers not to be afraid of the New Curriculum. It is their child more than any other curriculum ever was. It needs to be nurtured and developed and classroom teachers are to have the opportunity of perfecting it. Let us grasp the opportunity while we can.

BRITISH COLUMBIA SECONDARY TEACHERS' ASSOCIATION

In the September issue of *The B. C. Teacher*, the president of the British Columbia Secondary Teachers' Association expressed a desire

that Secondary teachers throughout the province should be informed from time to time as to the activities of the various local groups. However, the response to appeals for reports on local problems and activities has been far from satisfactory.

In reply to the circular letter dealing with the appointment of corresponding members to the curriculum revision committees, lists of names have been submitted from two centres only. Furthermore, following the recent annual meetings and Fall Conventions, but one resolution has been forwarded to the secretary; not one report has yet been forthcoming. Without these communications, the provincial executive cannot be the cohesive force it was intended to be, nor can the magazine render the maximum service to Secondary teachers.

On October 3rd an executive meeting of the British Columbia Secondary Teachers' Association was held at which was described the general field of activities with which the association should concern itself. A second meeting is planned for a date in the Christmas vacation. It is essential that any matters calling for action by the executive should be in the hands of the secretary before December 18th. Officers who wish to have reports included in the December issue should note that the deadline for material intended for publication is the 10th of the month.

An endless stream of committees moves in the direction of British Columbia Teachers' Federation headquarters, 1300 Robson Street. Many of these committees have, of course, been set up by the Federation, but many others—equally welcome—are busy on curriculum re-

vision or salary scales or any of the hundred and one other jobs for which teachers find it necessary to have committees. The home of the Federation is rightly looked upon as the natural rendezvous for all educational organizations and groups that can so use it.

* * *

Among all the teachers' organizations in British Columbia there is none whose record should be more a matter of pride to its members and of admiration on the part of the general body of teachers throughout the province than that of the Secondary Teachers' Association of the Lower Mainland. It would be difficult to name any reform of importance to the teachers and schools of British Columbia that has been achieved in the last twenty years that has not been the outcome of long and serious effort in which this Association has had a very active share. The activities conducted under the aegis of S. T. A. L. M. have become so numerous and important that the association now functions chiefly through its numerous and well organized sections. The amount and importance of the work carried out by these sections, as revealed at the last annual business meeting of the association, was probably a surprise even to most of its own members.

On Tuesday, November 17, at 6:15 p.m., the association will hold a dinner meeting in the Aztec room, Hotel Georgia. For this occasion all business not of an urgent nature will be laid aside as this is "Past Presidents' Night". An enjoyable and informative programme is assured, the details of which, we are informed, will not be without elements of surprise. Various distinguished officials will be present as guests of the association.

ALBERTA TEACHERS' ASSOCIATION AND PROFESSIONAL EFFICIENCY

The October number of *The A. T. A. Magazine* carries an important editorial, the heading and text of which is that "Professional Status Brings Added Responsibilities":

"Allowing for all factors that merit consideration, we accept continuous unsatisfactory gradings by the Government's Inspectors as quite conclusive evidence of inefficiency. . . . We believe that, when two or more unsatisfactory reports are written on any teacher's work, an obligation rests upon the teacher to improve his efficiency if he is to continue teaching. . . . The Executive [of Alberta Teachers' Association] discussed this problem last spring and later asked for a round table discussion of the question with the Department of Education. . . . One major question discussed was: 'If a teacher's work is graded as unsatisfactory, what action should be taken to prevent cancellation or restriction of teaching privileges?' It was agreed that a list of the weakest of these teachers will be submitted to the A. T. A. from time to time by the Chief Inspector of Schools and that letters will be sent by the A. T. A. to these teachers warning them that, unless they succeed in improving their teaching efficiency, teaching privileges will be withdrawn. . . . If the teachers affected by this policy make an honest effort to profit by the suggestions given, we believe that there need be few instances when further and more drastic action is necessary. The A. T. A. does not wish to include in its membership those who cannot or will not give satisfactory service. The association now accepts added re-

sponsibility which follows the passing of 'The Teaching Profession Act'."

* * *

The Bulletin, organ of Ontario Secondary School Teachers' Association, reproduces the following advertisement, quoted from a Toronto morning paper:

"—, Ont., Welland County, a 5-teacher Grade A school, requires Protestant male teacher of mathematics, fully qualified to teach upper school mathematics and physics, middle school mathematics, lower school physiography, geography, algebra, geometry, and Form 1 English, physical culture (boys) and preferably vocal music of the lower school; salary according to experience—".

* * *

The Bulletin of Saskatchewan Teachers' Federation reports upon an Ex-Service Teachers' Association which was organized some years ago to aid and safeguard the interests of all teachers and more especially of those who served in the Great War. The association is subsidiary to Saskatchewan Teachers' Federation.

* * *

The Publicity Department of Canadian Teachers' Federation has issued a 5-page summary of the proceedings of the World Federation of Education Associations which met in Oxford in August of last year.

A meeting of some three thousand educational representatives from 45 countries of the world would, of itself, be worth while even if no other thing were accomplished than that of personal acquaintance and association of professional colleagues. The Oxford conference, however, was marked by unique concrete accom-

plishments far in excess even of the hopes of those most actively concerned.

When it was decided to synchronize the conferences of the World Federation of Education Associations, the International Federation of Teachers' Associations and the International Federation of Associations of Secondary Teachers, it was with the object of endeavoring to bring about some practical measures of co-operation between these three bodies. Much valuable preliminary discussion had already taken place between the officers of the several associations, but the personal and intimate contact made possible by all bodies meeting at the same time and place—together with the general atmosphere of mutual goodwill so much in evidence at Oxford—made it possible to consummate a co-operative working basis which marks a distinct advance in the educational history of the world.

At a meeting of the Delegate Assembly of the World Federation of Education Associations, Mr. Harry Charlesworth briefly outlined the steps taken since the Dublin conference 1933, to implement the request of the directors to explore the possibility of co-operation between the three world federations named above. The resulting proposals had been accepted by the International Federation of Teachers' Association and good progress had been made in negotiations with the International Federation of Secondary Teachers. The World Federation of Education Associations will continue to place its emphasis upon general educational questions, and the International Federation of Teachers' Associations to place its emphasis upon the professional and corporative interests of the teaching body. These latter

are defined as including such matters as the conservation of the individual and collective interests of schools and teachers, teacher tenure, salaries, pensions and the legal defence of teachers. Provision was made for co-operation in publishing bulletins and reports and for the purpose of dealing with all matters of mutual concern joint committees are to be constituted.

The conference also concerned itself with seeking a more practical basis of co-operation between the World Federation of Education Associations and the International Federation of Home and School,—represented in British Columbia by the Parent-Teacher Federation. Similar steps were taken in relation to the new educational fellowship.

The conference met in 16 sections, for which elaborate and enlightening programmes had been provided.

Some thirty Canadian teachers attended the conference and many of them participated actively in drafting the resolutions in which the conference synopsised its findings and recommendations.

The following officers were elected for 1936-37: President Dr. Paul Munroe, Columbia University; Vice-Presidents, Mr. Fred Mander, England; Dr. Oshuma, Japan; Mr. Harry Charlesworth, Canada.

BOUNDARY TEACHERS' ASSOCIATION

Twenty-four teachers of the Boundary district convened at a meeting and dinner at Greenwood last month. This district is famous throughout the Kootenays for its high percentage of members in the Federation and its enthusiastic support of the local Boundary Teachers' Association.

This was the third annual dinner held by this association and it has proved to be a happier gathering each time. The getting together in a social way fosters a growth of comradely spirit which is difficult to obtain through the medium of a dry business meeting. Members of two local school boards and Inspector T. G. Carter addressed the teachers. The ideal of co-operation throughout the educational unit was effectively stressed.

Officers elected for the coming year were:

President: Mr. James Reid.

Vice-President: Mrs. A. L. Mac-Millan.

Secretary-Treasurer: Mr. R. B. Orser.

Delegate to District Council: Mr. F. E. Parsons.

Auditor: Mr. John A. Hutton.

* * * *

The Executive officers elected by Greater Victoria High School Teachers' Association for the current academic year include Mr. Claude Campbell, Victoria, President; Harold Johns, Saanich, Vice-President; and Douglas Wallis, Victoria, Secretary.

THE NEW HISTORY SOCIETY

Various readers have applied to the Editor of *The B. C. Teacher* for further information regarding Essay contest for 1936-37 which provision has been made by the New History Society of New York. The total prize money amounts to \$5,000. The first three prizes will be, respectively, \$1,000, \$600 and \$400, while six continental prizes of \$200 will be awarded for the best papers, respectively, from Europe, Asia, Africa, North America, Australia and New Zealand.

land, and South and Central America together with Mexico. \$1800 will be distributed in national prizes among contestants representing various countries. The subject is "How Can the People of the World Achieve Universal Disarmament" and the papers submitted are to be limited to not more than 2000 words. Further details as to the rules of the contest will be supplied upon application to *The B.C. Teacher* or to the New History Society, 132 East 65th Street, New York, N. Y.

* * *

Have you commenced to lay your plans for a visit to the Orient next summer, on the occasion of the convention at Tokyo of the World Federation of Educational Associations? Rates will be unusually low. Write for particulars.

For years past Japan, now to be called Nippon by decree of the Emperor, has been looked upon as one of the outstanding student nations of the world.

Academically the sons and daughters of Nippon are known the world over. On the western coast of the North American continent, in the universities of the eastern cities, in England, France, Germany, earnest students sit with occidental scholars and even more studiously garner every scrap of knowledge made available.

A two-fold attractiveness about

the ancient Empire, especially to members of the teaching profession, is the combination of ancient and modern for the delight of the visitor. Such sights as the Sacred Red Lacquer Bridge at Nikko, Theatre Street in Kyoto where the No dramas are played, the sacred deer at Nara are all within easy reach of Tokyo or the coast cities by modern, well-appointed trains, electric or steam. Fine, modern hotels cater to the visitor and everywhere the hospitality of the Japanese even to the point of supplying the guest with occidental cutlery for such a traditionally Japanese dish as sukiyaki—conspires against any desire to return home.

Canadian teachers, many of whom in the west particularly, number Canadian-Japanese amongst their pupils, are, in point of time the nearest occidental neighbors of Japan. Vancouver is only 10 days from Yokohama by the direct route and three days more by way of tropical Hawaii.

The Japanese Education Association, backed by the Imperial Japanese Government, is planning a programme of entertainment and receptions. These, with the 15 days for independent sight-seeing available by use of the Empress of Japan both ways, or by ships of the Japanese mail line, will provide ample opportunity for a very thorough study of Japan in its dual roles—student and teacher.

THE ACTIVE CHARACTER OF LEARNING

All learning involves activity on the part of the learner and calls for effort. Under ideal conditions the work should not be unpleasant or distasteful. On the contrary, it is always a satisfaction and a joy to accomplish a useful and meaningful piece of work. If our classrooms reflect the atmosphere of industry, directed toward worth-while objectives, there is little need to go further to judge results. Conditions both in and out of school can not always be ideal. Pupils must, therefore, learn not to shirk from necessary labor because it happens to be unpleasant.

—From Report of British Columbia Committee on Educational Philosophy.

A MODERN CLASSROOM FOR RURAL SCHOOLS

By HARRY F. COLES, Editor of "School Progress"

IT may well be that 1936 will go down in the annals of Canadian education as a red-letter year, for this year inaugurates an exclusive "Education Centre" at our world-famous Canadian National Exhibition. This "Education Centre" is planned as a regular feature of the exposition in future with the hope, and indeed expectation, that it will grow in scope and importance until an "Education Building" will be necessary in which not only every province of the Dominion but international education will participate.

The "piece de resistance" of the "Education Centre" this year was a "Modern Classroom". The motif is a rural school reorganized and brought thoroughly up-to-date as a demonstration of modern progressive educational methods at their best.

In many parts of Canada and the United States today the little one-room rural school is being re-discovered as offering the very finest possibilities for the development of progressive educational methods. Indeed, leading educationists are realizing more and more that it has just the right set-up to allow its children to experience the finest kind of education; for with one teacher and boys and girls of all school ages this little group is like a big family fitted into a community—an ideal educational situation surely.

What an opportunity for truly integrated education there is where some twenty or thirty pupils ranging in age from six to sixteen live all day together! What a chance to develop leadership! Here children are in real contact with life in all its simple forms. They have the whole out-of-doors for their laboratories. They spend some of their time in solving common problems clearly related to their lives outside school. All the potentialities for the fulfilment of the concept of creative education lie within such a rural school community.

But this is not a defense of the ordinary rural school as we all know it. Nor does it criticize the idea of the larger unit of school administration. Far from it. It presupposes a school of from twenty to thirty pupils which, in many cases, means the amalgamation of several rural school sections. It demands a new and forward-looking attitude towards the problems of education on the part of the teacher, the parents and the trustees of the community and often indicates the reorganization, or at least the modernization, of the physical and educational facilities of the school building itself.

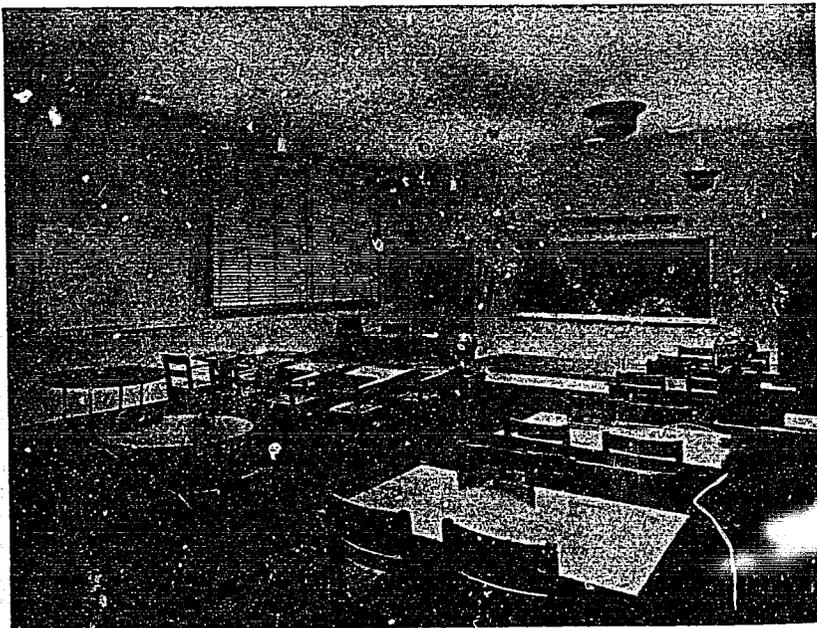
It is this type of progressive rural school that the committee attempted to illustrate in the "Modern Classroom" as the central exhibit of the "Education Centre".

The exhibit, to all intents and purposes, was of regular classroom dimensions with an anteroom running the full width of the front end.

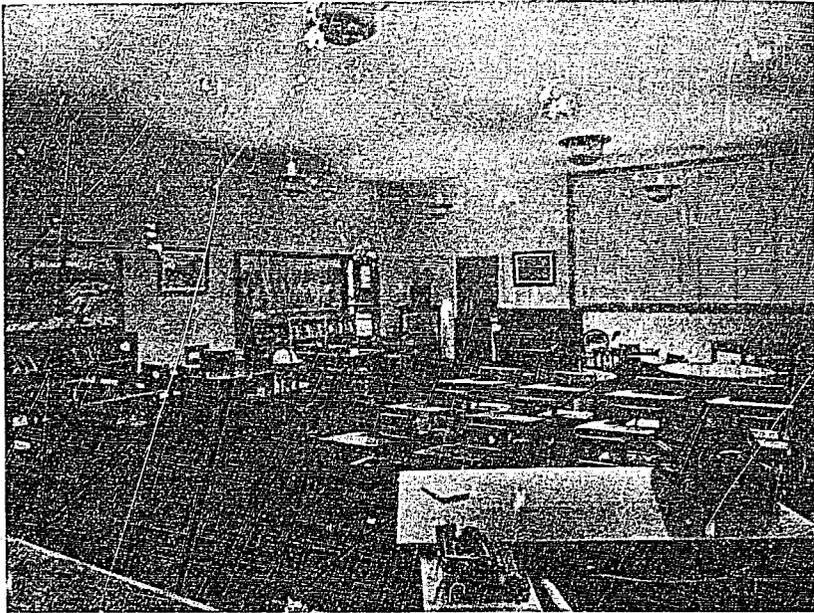
The anteroom was entered by doors on either side at the front of the classroom and was adapted to many useful purposes. It contained lockers and shelving for storage, etc., and was suitable for use as a cloak room if necessary; it was equipped with running water and a wash bowl, individual drinking cups (paper), liquid soap and dispenser, paper towels and waste receptacle as well as a fully stocked first aid cabinet. This cleanliness and medical feature is one whose importance cannot be too strongly urged upon all school authorities. Finally, as it gives ready access to a platform or small stage at the front of the main room, the anteroom may be conveniently used as a dressing room for amateur dramatic presentations or school concerts. This use may easily be enhanced by the provision of screens in front of the doors to act as wings to the modest stage.

The classroom proper was rectangular in shape measuring approximately thirty-six feet by twenty-four feet and for exhibition purposes was entered by two doors at front and rear as though off a hallway. It was provided with generous windows, one at the front and another which extended right around the outside rear corner of the room with a low window seat running its full length. Two bookshelf sections were built into the inner wall of the room between the doors.

The classroom was decorated on a definite color scheme of green, grey, and cream and illustrated how pleasant it might be made when a little thought is taken in the matter. The background color of the walls was



The Modern Classroom from the rear right-hand corner, centering the class work group and main teacher's desk in the background.



The room from the front right-hand corner with the class group in the foreground and showing the library section to the left, and motion picture equipment, combination radio and victrola, and piano in the centre background. Note the fine murals above the book cases.

grey-green, the trim and woodwork was dark green and a wide band of cream-grey lightened the upper walls immediately below the ceiling. The ceiling was cream.

Wall decorations were a pleasing departure from the usual classroom practice and very attractive. Outstanding were two beautiful and colorful murals on the inner wall above the two bookshelf sections. They were painted specially for the room by Mr. Fred S. Haines, Principal of the Ontario College of Art, the most active and enthusiastic chairman of the special committee which directed the carrying out of the project. Between these murals hung a large picture depicting a scene from Canadian History.

On the rear wall between the door and the rear window was a large cork bulletin board flanked on either side by interesting pictures. A "White" board on the outer wall between the windows demonstrated in colors the use of this new type of board for art work and completed the decorations.

Across the front of the room above the platform there was a large glass blackboard and above it a motion picture screen that could be pulled down like a window shade for the showing of educational films.

Light was supplied and controlled in the most modern and scientific manner; daylight by generous windows equipped with venetian blinds

which control light, glare, and draughts; artificial light by six indirect electric lighting fixtures which provided twenty foot candles in every part of the room and by special prismatic blackboard fixtures.

The flooring recommended is heavy linoleum, insuring beauty, quiet and cleanliness.

Furniture was all shown as moveable and therefore capable of ready re-arrangement for any desired classroom or meeting purposes. It illustrated variety for different uses and grouping according to logical elementary school activities.

The main teacher's desk was placed under the window at the front of the room and supplied with a portable typewriter and a duplicator. It dominated a group of moveable chair desks for regular class and teaching work.

Immediately behind this group were two work tables without chairs for art and project work. One table was low for the juniors and both were equipped with washable tops.

In the window corner, where vitreous glass is suggested, was the kindergarten or health centre. Besides the window seat, it was equipped with a small teacher's table and kindergarten tables and chairs for the very little ones.

On the inside of the room beside the bookshelves well stocked with books, pictures, maps, etc., were placed four special library tables with chairs for sixteen pupils and a small librarian's table supplied with book recording equipment.

Educational equipment included in the complete layout were a miniature piano, a victrola and albums of selected records, radio, and a motion picture projector and stand. Extra seating for pupils or visitors, etc., was provided in light folding chairs readily stored and easily available on need.

This "Modern Classroom" was perhaps rather complete in furnishings and equipment and educational aids even to the point of being idealistic, but an exhibit could not very well be otherwise. The committee, however, is anxious to have it understood that its aim was not to present a "model" classroom complete in every detail and to suggest that all schools should go and do likewise.

The exhibit was intended simply to show *what can be done*—

1. To make the usual cold, often hatefully ugly and uncomfortable classroom a pleasant place for children to live and work and be happy and comfortable in during the long hours at school.
2. To provide opportunities for broader educational interests and activities along with regular school work—dramatics, public speaking, recreational reading, reference study, project work, art appreciation, music, radio, visual education, etc.
3. To encourage the development of a community spirit through co-operation of pupils in diversified activities. For why cannot older pupils give leadership and even supervision to junior pupils in the various groups suggested in the classroom layout? While the teacher gives all her attention to a class in arithmetic or geography, a senior girl might take charge of the kindergarten children, a

reliable boy might direct a group of smaller boys in a project at the work tables, another pupil might supervise the library department.

4. To make the school a more convenient community centre for concerts, plays, meetings, etc., by having all furniture easy of arrangement for other than classroom use.

With the leadership of a progressive teacher under conditions such as these, pupils can, indeed, be moulded into a happy family working together for the good of all and for greater individual benefit.

Education Through Music

By LOUISE M. NOBLE, L.R.S.M., *George Jay School, Victoria*

THE value of music in the training of the mind is a recognized fact today. To attain this end the subject must be approached through its many phases, some of which are, song singing, ear training, sight singing, rhythm, and music appreciation. These phases must be carried out systematically grade by grade.

Of vital importance among these phases is ear-training, which develops such a high degree of concentration, clarity of thought, alertness of mind and power of selection. Since so many subjects respond to the aural sense, the awakening and stimulating of that sense in the music lesson should tend to raise the standard of achievement in these subjects.

Another phase requiring special attention today is correct speech. The modern trend is to careless enunciation and pronunciation. Certain features of the radio, motion pictures and comics are consciously or unconsciously imitated by adult and child alike. "Sing as you speak", is a well known quotation. I would add, "provided you speak correctly". The place to emphasize this is in the music lesson where clarity of vowel sounds, vitality of consonants leading to clear diction will be practiced.

These two phases carried out systematically should have a marked influence on the spelling, reading, language and, in fact, all oral subjects where proper hearing and diction are so essential.

We are living in a new age. With the advent of radio, music has become an integral part of everyday life. However, since adult and child alike have a free hand and may choose what they will hear, Music Appreciation is very essential. Since appreciation involves understanding it cannot be differentiated from the above-mentioned mental training but should be an outgrowth of it. From his thorough musical training the child should be led to appreciate the good and the beautiful. He should also be made acquainted with the music with which he is likely to come in contact. This cultural side of musical training should have a decided effect in moulding the character of the child. A mind properly guided from childhood will automatically choose the good and reject the base and ugly; but the converse might easily be true.

Thus proper teaching of music has a two-fold purpose,—the training of the mind and the stimulating of the finer traits of character.

Such a course followed out systematically, grade by grade, would equip the child with a knowledge of song singing, simple voice production, sight-reading, rhythm, ear-training, time and tune and appreciation.

TEACHING LITERATURE FOR MATRIC.

By W. S. ASHLEY, *Magee High School, Vancouver*

"Here tulips bloom as they are told".

THE secret of success in teaching Literature for Matriculation lies, of course, in keeping both eyes glued on "the exam." At first you may feel inclined to balk at this; naturally you wish to consider your students and their individual tastes and interests; you want them to enjoy Literature and expect to enjoy it with them; you feel that they are entitled to dream dreams and see visions.

Yes, the poets beckon, and you feel the urge to follow the gleam; but it is essential to success to keep your destination clearly before you. If once you leave the prescribed highway, and set out over Chimborazo, Cotopaxi, or the forest's ferny floor, where are you going to end? You may find busy cities, or cities built to music; you may glimpse Pallas Athene and the haunt where beauty dwells; but the object of your pursuit should be Matriculation results, and not the Holy Grail.

Organize your work then on a business basis; assess the examination value of all that you teach; consider returns, and concentrate on such things as are most profitable. The shorter modern poems are perhaps the best investment, and you might well begin with them. Remember that a poem of twelve lines may weigh as heavy in the examiner's scales as one of three hundred; "Full Moon", for example, may be just as good a producer as "Andrea del Sarto", and is much more economical of time. Devote most of your attention, therefore, to the works of the later period, and don't let your own sense of proportion cut your profits.

In order to be quite business-like and efficient, you should always give a sales talk before you read a poem. Collect all the material you can about it; fill in the background; outline biography; consider where, when, why, and how it came to be written. Before you read Shakespeare, for example, you must review meticulously the evidence for the date of the play; you must discuss the sources from which Shakespeare derived his material; you must state whom he married and why. Of course, poetry may be the most effective means of communication yet devised by man; still the poet should not communicate directly to your students; you must be the priest, the medium through which he communicates; you must be like a sponge: absorb the poem, allow the vital spirit to evaporate, return to your class all the sediment, everything that is definitely of commercial value or capable of examination.

In order to be quite definite, as you proceed with the poem, you should list points, the more points the better, as there may some day be awarded a mark or half mark for each point. Find, if you can, three points of resemblance and three points of difference, three examples of this and three examples of that: there is magic in the number three.

After having listed points, you should analyze the structure of the poem. Take some thing of frail beauty and elusive charm; chloroform it, vivisect it, trace out the complete nervous system, probe it, pull it to pieces. If it remains a corpse upon the slab, your students can make a thorough examination.

During the operation you should find time to examine purple patches and figures of speech, to scrutinize carefully all the rhetorical and poetic devices which titillate the palate of the connoisseur. You should never pass an example of Onomatopoeia without comment. You should note the subtle suggestiveness of the change of rhythm from umpty-umpty-iddy to iddy-iddy-umpty; you should note the suggestiveness of sound in such passages as:

"In that enormous silence, tiny and unafraid".

"In the silence of the sleep-time".

"And all our yesterdays have lighted fools
The way to dusty death".

In fact you cannot overdo the noting of suggestiveness.

Then you should constantly devote attention to classical allusions and obsolete terms. A useful practice is to keep a glossary of all Greek and Latin proper nouns and of all words that are no longer of any use.

The next practice should be that of finding contexts. After your students have thoroughly done in several poems, or, better still, after you

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have read them yourself in a chanting monotone, you can play a delightful game of hide-and-seek. One student quotes a line or phrase; the others write down:

1. The title of the poem from which the quotation is taken.
2. The name of the author.
3. The circumstances under which the passage is spoken.

Finally, remember that your success depends largely on your ability to compel abundant memorization. If any of your students do not enjoy memorization, increase the dose: they may acquire the taste later. You should not let them memorize just bits that they enjoy; they will not be sufficiently systematic; and do not have them memorize great prose: it brings no returns. Rather select likely passages and drill on these. Give frequent practice in the scansion of passages of considerable metrical difficulty, passages suitable for illustrating experimentation in verse; but above all drill in memorization, regularly, methodically and mechanically.

Memorization is easy to assign and to check, and lends itself readily to compulsion. On the other hand, it is not easy to compel understanding, appreciation or love,—so let them go. Undoubtedly it is difficult also to mark understanding and appreciation, and the best examiner can scarcely be expected to measure love of literature; therefore, don't embarrass him; train your students in those things which can be assessed easily and accurately, in Shakespeariana rather than in Shakespeare, in poetics rather than in poetry.

When you have carried out the foregoing suggestions, you may feel

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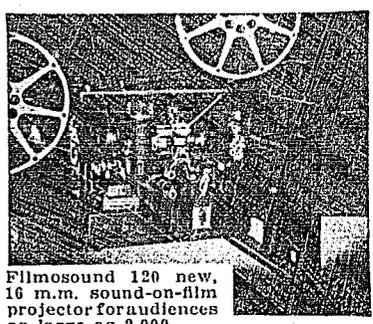
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reasonably assured that you have succeeded in harnessing Pegasus to your grinding-mill, that you have rendered unto Caesar the things that are Caesar's, and you may—with luck—have helped your students to satisfy the examiner.

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School Amid the Heather.

By J. DESMOND HOWARD

(On Exchange from Kamloops High School)

WHILE I am not sufficiently familiar with the country in which I am a guest, as an exchange teacher from British Columbia, to attempt any general picture of schools in Scotland, I have thought that readers of *The B. C. Teacher* might be interested in some informal notes upon educational conditions in the community in which I am employed.

Those of you who are familiar with the Boys' Central School in Victoria will be able to picture the somewhat scattered one-storey buildings known as the Dunblane Advanced Division School. In your picture, however, substitute stone for brick. Slate roof, of course. Surround the whole with a formidable wall topped by iron palings.

Nine years' classes, on a 6-3 plan, comprise the school. The top three classes, though corresponding to our Junior High School in British Columbia, have in them pupils surprisingly small in appearance—due, I suppose, to two circumstances: their having started school at the age of five; and, among the boys, to the wearing of "stove-pipe" pants, rather than the sophisticated "longs" of our British Columbia boys.

The interior of the classrooms is somewhat disheartening. A British Columbia teacher cannot but notice the C-3 grade of the lumber that has been used in the construction of floors and desks. These latter, by the way, are the "companionate" double desks of our childhood—two occupy each seat. In one of the rooms the seats are "galleried"—Arts 100 style. Floors are noticeably patched, for whenever a new floor is laid, new desks must also be provided! The rooms are at least twice as wide as they are deep, and, when the sun shines, admit light from two sides. On dull days gas-lamps are used. In some cases rooms are separated only by folding-doors, by no means sound-proof. With oral reading receiving considerable attention, and being performed with great gusto by lusty-lunged "wee bairns", one's powers of concentration are occasionally taxed. One fond of "spreading himself" over acres of blackboards finds rather meagre the solitary panel (three feet wide) that has been provided.

One fireplace in each room serves the purpose, I am told, of heating the room. Whether or not such will be the case remains to be seen (or felt), for it seems to be a rule (in black and white, according to one teacher here) that fires must not be lighted between April and October! This week (September 7-14) the room temperature has averaged 57°F. Fortunately, woollens are very cheap in Scotland.

Supplies are issued on a different basis from that used in British Columbia. Each pupil in the upper three grades of the school pays annually ten shillings, which amount covers his entire supply of texts, exercise books, pens, pencils, etc., for the year. The material (except the filled exercise books) is all returned at the end of the year. The texts

serve their purpose in this manner for three consecutive years, each succeeding "owner" pasting in a label bearing his name. All texts must be covered by the pupils, and must not be marked in any way. I have yet to see an infraction of either of these rules.

Our janitor is "all dressed up" to resemble a Vancouver postman. He rings the bell before school and between periods, acts as traffic supervisor when the pupils line up, and brings around half-penny bottles of milk for those who wish it at the morning "interval". Being an ex-sergeant-major, he was, in his younger days, given the position of drill instructor in the school. They tell me that it was a rare sight to see the boys and girls, from the infant class up, forming fours, column of section, and so on.

Subjects are much the same as those in British Columbia, with the noticeable exception of Scripture. At least a period a day is set aside for this in each class. Roman Catholics are exempt. Occasionally pupils attend church in a body. It is a novel experience to hear pupils reciting yards of Scripture—evidently their homework in memorization.

Visiting teachers provide instruction in domestic science (going by the prosaic name of "laundry"), woodwork, art and drill. As the laundry and woodwork teachers come on different days, the time-table is rendered somewhat complicated.

At first it was quite difficult to understand the speech of the pupils. A boy would tell you his name—it sounded most unfamiliar—you asked him to spell it—it would prove to be nothing more nor less than "George" or "Charlie" or "Jack"! "Verbs" are *vayrrbs*". Mosquitoes (thirty blank expressions when I mentioned them) answer to the name "midges". Our "trespasses" have become "debts". And "dinna fling the ba'!" What a treat it is when they read "Sir Patrick Spens"!

"Wireless" programmes, especially adapted to the school curricula, are a particularly bright spot of Scotch school life. Here are just a few items listed for the coming week: Talks: "Geoffrey Chaucer", "Nelson, the Supreme Captain", "Canada—the Prairies", "New England", "Mushrooms and Toadstools", "Roads", "On Knowing Oneself", etc. In addition to these, there are "lessons" in music appreciation, French and German. These are all presented during school hours, so that the school wireless set is far from being merely a piece of furniture. Excellent evening programmes provide additional inspiration: W. B. Yeats on "Modern Poetry", poetry readings by John Masefield, T. S. Eliot, Lascelles Abercrombie, Walter de la Mare, to name only a few. John Masefield, as one would expect, has chosen to read from Chaucer; Walter de la Mare from Keats.

It is due very largely to these differences—only a few of which I have mentioned—that "school among the heather" is such an interesting and worth-while experience.

To be a strong hand in the dark to another in time of need, to be a cup of strength to a human soul in a crisis of weakness, is to know the glory of life.—Hugh Black.

RAMBLINGS OF PAIDAGOGOS

THE EFFECTUAL MIND

IT is a sad commentary on human affairs that the awakening of the mind—when it is not postponed to the Greek Calends—is so often a phenomenon of late occurrence. Everywhere around us we see men and women fumbling their way through the world with the vaguest perception of its nature. Worse still, they have only the foggiest notions about society and its organization, they have no abstract ideas worth mentioning and no curiosity beyond the commonplaces of their own existence. If these men and women were stupid, we might break off at this point with a pious ejaculation—but such is not the case. Their minds are still asleep; they have never been stirred out of latency into activity; they quite frequently combine a philosophic callowness with a practical but superficial shrewdness.

Much has been said, and from the earliest times, about spiritual awakening. We have been made thoroughly aware of the powerful impact and swift consequences of a spiritual idea. Yet outside of the religious field the principle has been largely ignored. Humanity is not yet seized of the fact that any genuine idea—be it social, political, educational, or economic—has a strange and cumulative effect upon the mind wherein it strikes root. An individual who has groped blindly through life for fifty years may, by virtue of one illuminating concept, break forth into vigorous and clear-sighted mental activity.

I am reminded here of an experience related to me by a man who came later to hold an inspectorship of schools in Saskatchewan. As a boy in Ontario he lived in a small community where there was no high school, and he was compelled as a result to study beyond the elementary stage without assistance. Algebra he found almost entirely incomprehensible. One Saturday morning, while he was struggling doggedly with quadratics, there suddenly came to him a flash of insight that illuminated the whole subject of Algebra. In telling the story, he spoke of the incident as if he were describing his conversion. There had been, he said, an intense emotional exaltation, a thrill of power, a spreading enlightenment, an individual renaissance. From that time on, his mind was awake and fearless; he looked out upon an increasingly intelligible world.

I am reminded also—and in this case rather sadly—of an experience of a different order. A friend of mine, no longer young, paid a visit after a twenty years' absence to a small town in which he had formerly lived. During that twenty years he had himself journeyed extensively in the realm of ideas. He found his former friends, professional and business men alike, precisely where he had left them. Not a single new idea—aside from purely practical concerns—had cut across the current of their mental lives. Successful enough on the material side, they were intellectually stagnant.

The human mind may be likened to the pool of Bethesda, whose virtue,

as the reader will recall, followed out of the circumstance that "an angel went down at a certain season into the pool and troubled the water".

Turning now to another aspect of the matter, and keeping in view the fact that we are not speaking about stupid people, let us consider two plausible but spurious intellectual outlets. Probably no good mind can endure manifest stagnation: static though he may in truth be, no reasonably able man can forego the appearance of activity.

There are in this world very many mental pursuits to which the term "blind alley" might be applied, pursuits with little or no social bearing. They are devoid of relationships inasmuch as they have no genuine connection with life. They call forth prodigious intellectual labors and put them to no significant use. Vide the adage of the mountain and the mouse.

Chess-playing is a capital illustration. Behold the grave and learned chess-player, his head full of bookish analyses and his brow furrowed in solemn meditations. Here is thought if you will, accurate and exacting thought—but it is going nowhere. Beyond him there lie only higher levels of chess-playing; such ideas as are germane to the game are germane to nothing else. He may become a champion chess-player and be looked upon as a luminary of the first order, but it will chiefly be an illusion—for the more he devotes himself to chess, the more circumscribed will be his mental orbit.

Again, and this is the second plausible but spurious intellectual outlet, the unawakened mind—especially if it be inclined to laziness—may lose itself in a fog of mystical thinking. How many men do we meet who have so stultified themselves with some opaque ism that they regard their muddy and irrational mental processes as excursions in profundity! Nothing could be easier than this; nothing could lend itself with more readiness to an assumption of superiority. They use words, not as symbols of living ideas, but as counters to be shifted about in an ostentatious parody of thought. Without the trouble of study and reflection, without established premises, and without clearly defined concepts, they leap at a single bound into the category of the enlightened. Nay! they accomplish even more: they account themselves masters in those regions where all science and philosophy have fallen short. They penetrate the arcanum itself, and possess themselves of the esoteric wisdom.

Perhaps I am a little hard on these people, so I will say at once—though grudgingly—that their imposture is in no sense malicious. Human self-respect is supported in many strange ways—and this is one of them.

I seem in this essay to have proceeded chiefly by way of negation, and to have described the effectual mind by inference. It would be out of keeping, therefore, to conclude with a didactic statement. So I content myself with inviting the reader to make his own deductions.

"For the ordinary man, untrained as a thinker, there is a distinction between what he believes and what he does not disbelieve, since his mental attic may harbor much bric-a-brac which he never bothers to clear out".—
Alfred C. Schlesinger in *The Classical Journal*.

REVISING THE CURRICULUM IN BRITISH COLUMBIA

By T. A. BROUGH, *Vancouver, B. C.*

THE work of curriculum revision is at present in hand. The curricula being issued are the work of teachers. This circumstance is not for a moment to be lost sight of. Large committees, each composed of elementary and high school teachers, inspectors and university professors, have been at work for many months, and without undue haste will continue at work until their task is completed. Three bulletins, of more than 200 pages each, dealing with the work of the first six grades, have already been issued, and will be followed by others, until the whole course is covered. They merit close study in British Columbia and elsewhere, and may be purchased from the Textbook Branch of the department at 15 cents apiece.

Bulletin No. I makes it clear that the development of the pupil, rather than the passing of examinations, is the end in view. The 6-3-3 plan has been adopted, six years in elementary grades, three years in the junior high school, and three years in the senior high school. The teacher must constantly ask himself, "Am I achieving the objectives of this subject or of this unit?" and not, "Is the pupil learning to reproduce in oral or written form the content or subject-matter?" Quality of work is of more importance than the amount covered.

The Foreword is followed by a short chapter on "The Functions of the British Columbia System of Education". A democratic state should be composed of citizens able to play their part and to make new adjustments in an evolving and progressive social order. Character is the main objective in education. Learning should result in knowledge, correct habits, certain skills, interest in and appreciation of a number of definite things of value in life, right attitudes, high ideals.

The best social experience at his own age-level is the best preparation for the child's later life. The school should exemplify superior living, to strengthen the influence of good homes, and to counteract the influence of others. School should be thought of as a life to be lived where there is action, co-operation, and opportunity to develop desirable attitudes, habits and ideals. Knowledge should lead to action. Artistic appreciation, for example, should result in an attempt at artistic expression. Interest is the foundation of learning. Work should not be unpleasant or distasteful, but pupils must learn not to shrink from necessary labor because it is distasteful. The character and personality of the teacher are fundamental. The school should establish close contact with the home.

A schedule of time allotment is prescribed. But walled-in subject compartments are not to be thought of. Correlation of subjects is to be recognized and acted upon. Much time can be saved in this way.

After an introduction, of which the preceding remarks give the barest possible hint, individual subjects are treated in detail. Bulletin No. I takes up Health, Physical Education, Language, Reading and Literary

Appreciation, Spelling, Writing, Library. Bulletin II: Social Studies, Grades I, II, III; Geography, Grades IV, V, VI; History and Citizenship, Grades IV, V, VI; Character Education; Elementary Science. Elementary Science takes the place of Nature Study. Bulletin III: Arithmetic, Music and Music Appreciation, Graphic Arts, Art Appreciation, Practical Arts.

Health training and instruction naturally come first. Mental health is included, as well as physical well-being. Twelve minutes a day are to be allotted specifically to this subject, but throughout the day it is to be kept in mind by precept and by practice. As with the consideration of other subjects, the minutest details are set down in black and white. First, the school building, its surroundings, the toilets, the classroom, the equipment to be provided by the trustees. We now come to the child himself. Thirty-one rules treat of the care of the skin, face, neck, hands, teeth and mouth, nose, hair, feet, eyes, ears. Good manners are not lost sight of. The niceties of behaviour impressed upon a child in a refined home are to be taught and practised in school. The initial rules as laid down in Grade I are to be kept in mind throughout the child's school life. Other rules are added as the child develops. Rules are supplemented by activities and discussions. In conclusion, the teacher is referred to a copious bibliography.

Physical education is closely associated with health education. The key to the success of every physical education lesson is spontaneous enjoyment and whole-hearted participation by all the children. Time allotment must not be less than twenty minutes a day of the ordinary teaching time. Every child must have enjoyable play, but formal physical exercises cannot be dispensed with. Good sportsmanship, unselfish winning and cheerful losing must come to be the natural attitude of boys and girls.

Training in language can scarcely be overdone. As usual the objectives in teaching are set forth in detail. Language training is to be correlated with every other subject. Canadian speech will stand comparison with that of any other part of the English-speaking world, but there is great room for improvement. The utterance of the child and the adult should be pleasing as well as distinct. Qualities of ease, clearness, courtesy and pleasantness should be cultivated. To cultivate language appreciation a poem may be read every morning and afternoon, without unnecessary comment. The teacher's clearness of enunciation and pleasing tone should be an inspiration. Pupils should reproduce, orally and in writing, stories they have heard or read, and should also be trained in doing creative work. Group work in composition cultivates co-operation and correct social attitudes. The dictionary must be in constant use. At present it is to a great extent neglected. Mispronunciations on public platforms, even by university graduates, are painfully glaring at the present time.

Both oral and silent reading should receive due attention. In silent reading one should master the content accurately and quickly. In oral reading the audience should be enabled to take in the thought with ease and appreciation, and, especially in the case of poetry, should be charmed with the music of the reader's voice. Outside reading should be encouraged and pupils should receive credit for it. On this subject a voluminous bibliography is provided.

In spelling, if a pupil has mastered from 2500 to 4000 words, he should have little difficulty in mastering new words he may require to write. Every other subject will provide special words the pupil should learn to spell.

Rules enforced in the formal writing lesson must be insisted on in all written work. Blackboard practice is very helpful. Rhythm develops a flowing, easy style.

A school library is a fundamental necessity. Textbooks must be supplemented by reference books. Through a selected library correct tastes are cultivated in outside reading, and education for leisure is promoted. In addition to the bibliography a considerable book-list is appended.

Social Studies in grades I, II, III, include history, geography, and civics. In grades IV, V, and VI, there is a division; on the one hand, geography; on the other, history and civics. In higher grades the more intimate association is resumed. In grade I the home is the first subject of study—the family, construction of the home, how we get our foods, specific foods, the farm, homes of other lands, special day projects. In grade II, environment is studied; in grade III, people of other lands and other times.

In geography and history and citizenship little attention is given to the memorization of facts. Pupils are trained to observe and understand, and to trace cause and effect. Through problems and projects pupils in these subjects do much to educate themselves. They come to have the feeling that they are citizens of the world. They have followed the development of civilization from the earliest times to the present day.

Character, as already suggested, is the ultimate goal of all education. Character development should be the teacher's supreme thought daily. The pupil should be taught what is right. Knowledge should lead to right attitudes and desires. These must issue in habits of right conduct. Formal discussion of moral principles has its value. Individual conferences often bear lasting fruit. All studies and activities carried out in the right spirit have moral values. Every teacher of character is at once an example and an inspiration.

Nature study reappears as general science. Pupils must be trained to see the beauty, kindness, righteousness, and justice inherent in nature and natural processes. In grade I pupils will learn to reflect on the use of air, water, sun, moon, stars, trees and plants, rocks, animals, and other objects. In grade II, animals and plants are studied in greater detail. In later grades scientific content becomes more specific, and scientific method is more in use.

Arithmetic demands much less attention and time than were devoted to it a generation or two ago, yet in Bulletin III the teaching of this subject is discussed for 100 pages. All artificial problems, as well as those involving large numbers or difficult fractions and measures, are to be avoided. Use in ordinary life is to be the teacher's guide. In grades I to VI pupils will master all that is necessary in notation and numeration, addition, subtraction, multiplication, division, common fractions, decimal fractions and measurements.

To music, music appreciation, graphic arts and art appreciation, very serious attention is to be given. By the completion of grade VI, ninety per cent. of the pupils are to be able to sing individually, freely, correctly, and without harmful vocal habits, not fewer than ten of the songs sung by the class as a whole. At least thirty per cent. are to be able to sing individually at sight any music sung by the class as a whole. The graphic arts are to be correlated with other subjects of the curriculum, and with the practical arts that prepare for the teaching of manual training and home economics at a later date.

The forgoing sketch gives but a faint idea of the contents of the three bulletins, which are packed almost staggeringly with matter, detailed, definite, and practical. There is no foolish suggestion of finality. Criticism is not only invited, but is urged. Teachers and others interested in educational progress would do well to study the bulletins at first hand.

Philosophy and Social Significance of the Parent-Teacher Movement

By EDITH ARMSTRONG

THE parent-teacher movement is democratic in conception and in organization. Through discussion and co-operative action it seeks to deepen the meaning and significance of home life, of parenthood, and of community responsibility, and to arrive at solutions which take into consideration all of the points of view and the best thinking of the community. An adequate programme of education for family life and parenthood includes the education of children and young people for participation in family life, pre-parental education, and opportunities for parents to learn how they may better discharge their responsibilities, obligations and opportunities as parents. The adjustments necessary in modern social conditions can be lessened by a planned programme of education. The parent-teacher movement offers a medium through which a basis may be laid for constructive social planning of education for family life and parenthood. The parent-teacher movement recognizes that the organization and administration of the school programme is the responsibility of officials selected for that purpose; that effective education can come only through unified effort on the part of both parents and teachers; and that satisfying home-school relationships are made possible only when a basis of understanding and co-operation is established.

The home and all its influences, the playground, the neighborhood, newspapers, the radio, movies, the automobile are but a few of the factors which are increasingly important in developing character. The environment of the child is a controlling force in shaping his personality. Parents, teachers and interested adults working together in the parent-teacher movement are able to bring about conditions which will make it possible to establish the kind of home, school, and community environment necessary for the healthy physical, spiritual, mental, and social growth of children and youth.

Some Notes On High School Health Curriculum

By L. J. CLARK, *Victoria High School*

EXAMINATION of the Course of Study for Health Education as outlined in the recently issued Programme of Studies for the Junior High Schools of British Columbia has suggested certain considerations, which should be emphasized, especially with regard to the projected Programme of Senior High Schools. The writer feels very strongly that Health Education, if it is taught as education for health, is one of the most important subjects in the curriculum.

To realize this practical value to the utmost degree, we must subordinate anatomy and physiology to serve purely as a means of attaining to an intelligent appreciation of hygiene. Study of the departmental papers for Health shows too large a proportion of marks on anatomical and physiological details. May one suggest, for the consideration of the committee on Senior High School Health, the emphasis on hygiene displayed in admirable bulletins on Tuberculosis, on Sleep, and on Colds, Influenza and Pneumonia, issued by the Metropolitan Life Insurance Company?

Specifically, it may be pointed out that, in the new programme, posture is studied in Grade VIII, while a detailed study of "the axial and appendicular skeleton" appears in Grade IX, material which, even if made far less academic, is justified only as prefatory to a practical study of posture and skeletal hygiene.

We have been drilling too long the names of enzymes and the number of cranial nerves, in place of teaching the causes of indigestion, and the means of retaining mental health,—information which is absolutely vital to the student's needs. Some American schools are making posture photographs and shadow-tracings for each student the basis of study of the skeletal system. Similarly, it seems to me that much useless detail encountered in the present study of the Circulatory System might be omitted by considering the food-blood-oxygen-body cell cycle on the analogy of the operation of an internal combustion engine. We might substitute with profit, for details of the Sympathetic Nervous System, some ideas from psychology, such as the stimulus-response and synaptic-connections concepts, and thus explain habit, that tremendously important topic at present only vaguely mentioned.

Most of our students drive, others will very shortly. Safety, from the point of view of the driver, and of the pedestrian, should be taught in a thorough discussion of the various phases of hygiene of the nervous system. We should like to suggest, also, that the classical diseases, such as diphtheria and smallpox, now happily rare, be displaced in favor of rheumatism, cancer, and venereal disease.

Finally, I would like to see the reproductive system taught in the high schools. Surely we have had enough tragic evidence to show that to let our students remain ignorant, or with gutter-acquired misinformation on this vital subject, is not to fulfil our educational duty. The student encounters more reference to sex in Literature, or even History, than in the present course in Health Education, surely its most legitimate place. We have heard the argument that this information should be given by the parent,—we have also seen the unhappy result of reliance on this source.

THE BARRIER TO A PROPER SENIOR HIGH SCHOOL AND UNIVERSITY ARTICULATION

By HUGH M. MORRISON

"So overwhelming is the influence of established routine! So terribly in our education does the ornamental override the useful!"—HERBERT SPENCER.

SINCE the Great War the British Columbian educational system has been moving toward a philosophy and procedures approved by science. It is platitudinous to write that this is the age of science. Nevertheless, it is too often necessary, for we, as human beings, are so prone to over-emphasize the traditional, and so naturally hostile to anything that threatens to disturb our comfort and self-complacency.

This, then, let it be repeated, is the age of science, for never at any period in its history did the world need the aid of true science more than it does today. Our society has become so complex in all its social, political, and economic aspects, that it is no longer possible to proceed with safety along trial and error lines. Science, in its broadest terms, means the seeking of truth along the lines of experimentation from which theories and laws are derived. Our universities, proudly at the apex of our civilization, are constantly in search of truth and continually strengthening the structure with the bricks of truth. They are the upholders of science, and a university that turns against science destroys itself. The responsibility of the universities is a heavy one; theirs it is to do their utmost to keep the structure intact in the stormy years which lie ahead.

Since the final quarter of the last century great universities have been seeking basic truths upon which to build a scientific and defensible theory of education. Inspired by such mighty thinkers of the past as Plato, Spencer, and James, they established faculties, departments or schools of education for that purpose. Names like Adams, Sadler, Dewey, Thorndike, Judd, Morrison, and Sandiford are ones with which to conjure, and their work is not to be lightly disregarded. They provided a scientific foundation for education; certainly not perfect, but what science is perfect? The work still goes on, not only by the pioneers, but by thousands of followers and leaders in their own right.

British Columbia has profited from this work. The Putnam-Weir Survey; the organization of the 6-3-3 plan, based upon scientific findings in psychology; the various curriculum reorganizations, culminating with the great one of the present time; and the move toward better administrative methods bear witness to this fact. Generally speaking, it may be stated that British Columbia's educational leaders are well abreast with up-to-date thought and practice in education. Furthermore, it is no exaggeration to say that the British Columbian educational system is in a leading position among the Canadian provinces in this respect. Consider-

ing the partially pioneer conditions existent in this province, along with a thin scattering of population over a vast territory, one may justly feel that the gaining of the leadership is no mean achievement.

There is, however, at least one glaring defect still in our system. So entrenched is this defect in tradition, that if a superficial observer from outside the province were to judge our entire system by it, he would conclude that British Columbia in regard to education was still back in the Nineteenth Century. The reference is to the question of articulation—or rather the lack of articulation—between the senior high school and the university. In the United States much improvement in high school and college articulation has been effected, mainly by the simple process of schoolmen and college authorities gathering together and seeing each other's viewpoints. In Great Britain where popular education is on the increase the question is occupying the minds of its leaders in educational thought. In British Columbia it is well known that the problem has been under review for some time. A couple of years ago the Superintendent of Education, Dr. Willis, wrote an article in this magazine on a proposed basis for accreditation of high schools. Undoubtedly, the present curriculum reorganization will deal with the question in its curricular aspects.

It is not the purpose in this article to touch upon the curricular maladjustments between the senior high school and the university. As already stated, that question, on the high school side, is under the purview of the present curriculum reorganization. Furthermore, this is not the place to comment on the apparent need of a curriculum reorganization in the first two years of the university, along the lines of more generalized and more prescribed comprehensive knowledge,¹ despite the fact that this does affect senior high school and university articulation. But it is the purpose in this article to indicate that the present form of the junior matriculation examinations, if maintained, will militate against much of the good intentions of the curriculum committees. This is the great barrier, that must be profoundly modified, ere a proper articulation can be achieved.

Only a few years ago W. F. Dyde, a Canadian, writing a scientific study on secondary schools in this country, noted that the Canadian high school was "examination ridden".² This examination complex of ours is rooted deeply in the story of our past. Because of the pioneer conditions involved in the conquest of a continent, at a time when educational methods were exceedingly crude, the external examination, raw as it was, was the only practical measuring stick that could be used.

The history of the high school in British Columbia reveals this point clearly—and more, which is explanatory of the poor senior high school and university articulation. In the year 1876 the first high school was opened at Victoria, which reported for the first school year a total enroll-

¹The writer's opinion is that in regard to the first two years our university is too heavily departmentalized. The trend in many of the larger and leading universities is away from the effects of over-departmentalization in the earlier years. The reason to any student of education and of society is obvious.

²*Public Secondary Education in Canada*. Teachers College, Columbia University, New York, 1929, p. 99.

ment of 60, with an average daily enrollment of 49.³ The Reverend A. B. Nicholson was the first teacher.⁴ In the years 1885, 1886, and 1889, reports from high schools at New Westminster, Nanaimo, and Vancouver made their first appearances. From 1900 to 1906 high schools were opened at Nelson (1901), Rossland (1901), Vernon (1902), Cumberland (1902), Chilliwack (1903), Grand Forks (1903), Kamloops (1904), Revelstoke (1904), Kaslo (1905), Armstrong (1906), and Golden (1906). For all of this period, 1876-1906, these high schools, the majority taught by one teacher, constituted the sole institutions of higher learning in this province.

With so few high schools, representing the highest educational attainments in the province, in years when the external examination was undisputed king, it is not surprising that examinations for entrance to high school and through the various high school grades were administered by the Department of Education. Our very term, "entrance examinations", testifies to the high place the secondary school occupied. In addition, the teachers who taught in these institutions of higher learning were bound to be conscious of their high trust, particularly when they were degree-holders from British or eastern universities in a day when a degree had a higher social value than it has now. They were subject specialists, masters in their own fields, who had not had the broadening values derived from recent advances in scientific education to supplement this mastery. Hence their conception of the safeguarding of their trust was conceived in a narrow and erudite factualism—that, and not much more. A good deal of this, now almost sanctified by tradition, still exists in Canada. It would be grossly intolerant for anyone to be adversely critical of the pioneers who wrought the best they were capable of at that stage of educational development. Today, however, the case must be entirely different toward those people who regard as perfect that which has served in the past, people who unquestioningly accept tradition without seriously considering the great advance in science.

With the growth of the province, and especially of Vancouver, the need was felt for some sort of college or university. As a result in 1907 McGill College, in a loose co-operation with McGill University was established. At first this amounted to an extension of two years to Vancouver High School, and one year to Victoria High School. The work was carried on by teachers of the two high schools. As is well known, the University of British Columbia grew out of this—developed literally out of the high school system.

The university was the child of the high school, and the parent clung so closely to the child that when the child matured it came to dominate the parent. The two focal points of this domination have been through the high school curriculum and the junior matriculation examination system. In regard to the former, much work has been done in co-operation with the university toward loosening the grip on the high school, and much remains

³This historical material is taken from the annual reports of the Superintendent of Education, published at Victoria, British Columbia.

⁴He resigned after less than a month's service, because of disagreement with the secular policy of the school system. To him the high school was a Godless one.

yet to be achieved. But in regard to the latter, which is the primary subject of this article, nothing yet has been accomplished.

The basis for the immediate need of attacking the question of the junior matriculation examinations is to be found in the increasing secondary school population. This increase started in Canada, and also in British Columbia, with the turn of the century.⁵ In this province in 1880 the percentage enrollment of the high school in relation to the total school enrollment was 3.33. By 1900 the percentage had sunk to 2.10, probably explained by the rapid growth of Vancouver. In 1905 it had regained lost ground, and was 3.98. For the following three decades, until the emergence of the junior high school, each year the percentages (save for a few minor lapses) steadily rose, until in 1934 high school enrollment stood at a little over 20 per cent. of the total school enrollment.⁶

This great increase emphasizes the fact that the high school is no longer a selective institution. It has become the school of the common man.⁷ So popular has it become that the people of British Columbia through their legislature have enacted that all persons up to eighteen years of age are entitled to attend these schools without charge. This implies a mandate from the people to the schoolmen that the youth of the province be given an adequate education, through these institutions, which the people have provided, an education that will adjust them harmoniously with this complex society. It is a profound recognition, that old selective ideas of education, which perhaps fitted an earlier stage of society, will not do today. It is an approval of the principle, involved in a democracy, that there must be an *adequate* educating of "all the children of all the people".

Now the present dominating position of the university in our educational system, and especially the junior matriculation examinations, are great hindrances to the achievement of an adequate education for a democracy. The university is a selective institution, and the present system of junior matriculation examinations tends to pull the senior high school into selective lines along with the university. The senior high school should not be a preparatory school for that institution. To be sure it has an entrance opening into the halls of Point Grey, but it also has many other doors leading into the bruising realities of life, through which, by far, the majority of its pupils travel.

Of late years high school graduation has been encouraged otherwise than by passing the junior matriculation examinations, a sign in itself that the schoolmen know what is necessary. Upon the whole the attempt has not been very successful. The reasons are not hard to find. Tradition still flaunts its worth, not only among those engaged in education, but among the public at large. The junior matriculation certificate has always

⁵For treatment of Canada see W. F. Dyde, *op. cit.*, pp. 67-83.

⁶The statement upon the increase in high school enrollment is based upon data in the Annual Reports of the Superintendent of Education, and especially after 1910 upon data in H. B. King's *School Finance in British Columbia*. Victoria, 1935, pp. 192-197.

⁷H. C. Morrison, "The Secondary Period and the University", *School Review*, XXXVII (January, 1929), 16-28: "But the high school is about as much a part of the common school today as were the upper grades of the elementary school in 1900".

been regarded as a mark of scholastic success. As a result, not only the public, but the schoolmen with traditional views, and other schoolmen bound by the demands of the public, have come to regard the high school graduate certificate as almost a consolation prize for those who cannot hurdle the junior matriculation examinations. Thus this traditional and unscientific system of examinations creates a vicious circle in which both the schoolmen and the public are caught. The following sentence from the *Report of the International Commission on Examinations of the New Education Fellowship* has special significance at this point. "The growing habit among employers of selecting employees on the basis of their achievements in a school-leaving, or even a university-entrance, examination, is a pernicious result of the old false point of view."⁸ This statement comes from Europe, the traditional seat of the examination system. In this province the school-leaving examination is scarcely in the picture. The university-entrance examination is practically the "be-all" of everything.⁹ To conclude this paragraph, the affirmation must be made that the high school graduation certificate has never had a fair trial because of the traditional examination octopus.

Then what is the way out? Because of the danger of throwing the whole educational system out of gear too radical a step cannot be taken. A philosophy can be agreed upon, a goal can be set, and a plan of advancement can be framed. The philosophy is already ably set forth in the new courses of study, a philosophy that is based upon scientific education. The goal should be the placing of the university in its proper place in the educational system, which entails the loosening of the clutch on the senior high school. The plan of advancement has to be framed by the proper authorities. The first steps should be the beginnings of a system of high school accreditation, which might well be along some lines similar to those proposed by the Superintendent of Education. The state of the high school's library and extra-reading facilities is an important point in any plan of accreditation, if for nothing else than acting as a spur on the authorities to provide the necessary library material in order to get their school on the accredited list. Furthermore, and this is very important, university entrance for pupils from the unaccredited schools should not merely be based upon a scientific examination of content material, along general comprehensive lines, but also upon the applicant's mental adaptability as measured by psychological tests. Finally, great efforts should be made to draw public opinion away from the concept that the passing of university entrance requirements is a higher achievement than high school graduation, and that it is indicative of a type of superior intellect. Accredited high schools, which would appear probably first in the larger centres would aid immensely to break down this traditional concept.

With this great barrier—the present overshadowing system of junior matriculation examinations—removed, the articulation work of the new curriculum would make real progress in frightening the twilight zone.

⁸"The Examination Tangle and the Way Out", *Report of the International Commission on Examinations of the New Educational Fellowship* (London, 1935), p. 14.

⁹The junior examination may be technically termed a school-leaving examination; in actuality, it serves, and is drawn up as a university entrance examination. Its very name reveals this fact.

WHAT THE TEACHER SHOULD KNOW ABOUT EYES

By A. LLOYD MORGAN, M.B., *Assistant Surgeon at St. Michael's Hospital and Hospital for Sick Children; and Junior Demonstrator in Ophthalmology at the University of Toronto*

THE eye is a miniature camera. The anterior part, which appears as a watch crystal, is the cornea and permits light to pass through into the interior of the eye. The characteristic color of the eye is given to it by the iris, which lies behind the cornea and which is a pigmented membrane with a hole in the centre called the pupil. The iris acts as an automatic diaphragm, contracting when the light is bright, so reducing the size of the pupil and preventing an excess of light falling on the retina; when the light is dim, relaxation of the iris results in expansion of the pupil and so more light may enter. Behind the pupil lies the lens which focuses light on the retina. The retina or nerve layer lines the interior of the eyeball and acts as the sensitive film, and conveys images through the optic nerve to the brain. This nerve layer is very delicate, and all the other structures of the eyeball serve either to nourish it, protect it, or focus light on it.

Visual test cards are composed of letters and figures of different sizes. The largest figures can usually be read at a distance of 200 feet and the smallest at 20 feet. The lines are marked for their various distances either in feet or in metres. The charts should be obtained and hung on the wall a little distance above eye level. To take the vision, have the patient stand 20 feet from the chart, cover the left eye, and starting with the large letters read down as far as possible. If he reads to the line marked 20 feet, or 6 metres, the vision is normal; repeat with the other eye. He may only read to the line marked 40 feet or 12 metres; the vision is then only half normal or $\frac{20 \text{ or } 6}{40 \text{ or } 12}$. Some children cannot even see the large letters at 20 feet; in this case they should be moved closer to the chart until they can see the large letters. The vision is then written as a fraction

distance from chart
letter read

Recent experiments have shown that the average school house and even modern dwellings have less than one-fourth of the amount of light necessary for eye comfort. Inadequate lighting results in eye strain and difficulty in reading. The light should come from over the left shoulder but should not be direct sunlight. If electric lights are used, a bulb of at least 60 watts is necessary and it should not be more than 5 feet from the book. A mantle type lamp is better than a coal oil lamp because its light is brighter and steadier.

Defective vision may cause a child to be backward in his studies, and children who have been classed as "backward" are often that way because they are unable to see the blackboard, and rather than admit that fact they say that they do not know. The teacher should watch for defects in eyesight and suggest that the child obtain proper medical care. If the

defect is great, the child should not be pressed in his studies. Myopia or or short-sightedness tends to become worse if the eyes are overworked.

A child may have normal vision when tested with the chart but still suffer from headaches, nausea or vomiting. These symptoms are very often caused by slight defects in the curvature of the cornea, called astigmatism. It is important to have a proper eye examination, and the child should be sent to a medical doctor who specializes in eyes, i.e., an oculist. The use of glasses in refractive errors usually cures the headaches, nausea, vomiting, and also improves the general health.

Crossed eyes or strabismus may be evident at birth or at any time afterward up to the age of 8 or 9 years; it does not usually develop after that. It is easily recognized in children. If one eye looks at an object, the other eye will turn in or out. The eye which turns in soon becomes partially blind through lack of use and if treatment is not started early, all that can be done in later years is to straighten the eye to improve the child's appearance. The eye may straighten without treatment at the age of 14 or 15 years but invariably it is almost blind.

A proper refraction with atropine must be done. Sixty per cent. of the cases can be cured with glasses and they should be put on as soon as the child is old enough to understand. Some babies wear them at the age of 18 months if they are fastened on with a harness. If glasses do not straighten the eyes, an operation may be done and if performed by a competent eye surgeon is not dangerous.

The psychological effect of crossed eyes is often overlooked. A child suffers the jeers of his playmates and may even develop an inferiority complex. The results of a properly performed operation are striking both in the appearance of the child and in his mental outlook. Treatment should never be delayed but should begin as soon as the condition is recognized.

Pink eye or conjunctivitis is quite contagious and care should be taken to prevent its spread by forbidding the patient to mingle with other children while the eyes are still red, and seeing that he has his own towel or paper towels. In schools and orphanages where the old-type roller towel was used, the disease spread rapidly. It is a condition in which the white of the eyeball becomes extremely red and inflamed, hence the name "pink eye", the lids stick together and there is a moderate yellowish discharge. The vision is not affected. The eyes should be bathed four times a day for 20 minutes in a hot solution of boracic acid, using one teaspoon of powder to a pint of water; one drop of 15 per cent. argyrol may also be put in the eyes three times a day. If there is no improvement in three or four days, medical advice should be sought.

It is important that teachers should know the difference between opticians, optometrists and oculists. An optician manufactures glasses. An optometrist tests eyes and sells glasses but is not a doctor and has not had medical training. An oculist is a medical doctor who has spent several years in post-graduate study devoted to the medical and surgical treatment of eye disorders.

PUPIL GUIDANCE

By P. N. WHITLEY, *Point Grey Junior High School*

WHAT generation of human beings has had to listen to more suggestions for the solution of its social and economic ills than has the present? The babel of admonition is heard clear around the world. In such an era of confusion what should we teachers be doing for boys and girls? For the fearful, the situation which our young people are facing and must face tomorrow provides plentiful justification for fear; to the hopeful, plentiful justification for hope; but fears will increase and hopes will decrease unless teachers everywhere assume their proper responsibility.

It is their task so to educate the new generation of citizens that they may be able to solve their own social and economic problems in a manner that will develop an attitude of tolerance and helpfulness rather than a dog-eat-dog race for supremacy over their fellows.

Nationalism is the rock upon which society has foundered. It may be defined as individualism carried to absurdity. Nationalism gone mad is the overtone which rises above the din and renders it more desperate. Teachers must therefore bend their energies toward the removal of this rock.

Children will not become wise citizens of the world or even safe citizens of their own country by accident. These objectives are of supreme importance, but unless the schools can contribute their share of the needed guidance, the objective is extremely unlikely of attainment. These considerations actuated the guidance committee in framing the guidance program in grades VII, VIII and IX.

The programme enlists under one heading all those things not regularly considered under subject heads. Like everything else in the new curriculum, it should not be thought of as a separate compartment. There should be integration throughout.

"Purposeful Living" is the keynote of the Guidance Programme. It is intended to include happiness, service in the community, correct attitudes in group relationships, proper orientation of the pupil in the school programme and exploration of occupational fields. Leisure time pursuits are not overlooked. In the school we find ample opportunity to practise this philosophy.

Student self-government gives a wide range of opportunity for group relationship situations. Individual case study under well-trained guidance workers results in better placement of pupils in courses.

Self-analysis, study of biography and exploration in the fields of occupations arouses the pupil's interest in occupations. This activity should not be confined to job analysis.

Hobby clubs and extra curricular work equip the pupil for useful

leisure time pursuits. One outstanding feature of present day leisure time activities is the degree of commercialization which has entered into the field. Useful and happy citizens should not be at the mercy of such capitalization.

Finally, counselling provides an opportunity for individual aid. This is probably one of the most important branches of guidance. This duty must be performed by counsellors well trained and capable. They must understand pupils and must be well informed on related subjects.

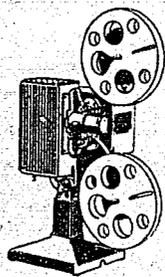
Pupil guidance is the most important and far-reaching factor in educational progress today.

MEASURING EDUCATION

The interest pupils show in their work, their liking for particular subjects, their ability to concentrate on a subject and think it through, facility in the correct, logical and expressive use of language, are matters which can be judged directly by any experienced teacher, and no useful purpose is served by trying to assign numerical values to them. Measurement has an important place, however, in estimating the native ability of the pupil and in diagnosing his progress in the more mechanical details of learning. Tests should be used primarily as instruments of teaching and remedial treatment.

—From Report of British Columbia Committee on Educational Philosophy.

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WORSHIP!

By NORMAN FERGUS BLACK

STANDING in my garden, I heard
A multitudinous chorus of silent voices
Rising in tumultuous harmony to heaven
And echoing from start to star in the ultimate abyss.

It was the dust, at worship.

"O Rock that art more than rock, we adore Thee.
"Lowly are we, but made in Thy image.
"The tiniest mote among us is a thing of beauty and mystery and promise
unutterable.
"Rock-born are we, and
"In fulfilling Ages,
"Rock shall we be again,
"As Thou, as Thou, as Thou!"

Then I discerned new voices in the litany;
Flowers, singing to God.

"O Heavenly Flower that art more than a flower,
"Accept the worship of Thy children.
"We do not know Thy color or whether indeed color and shape be divine;
"But that Thou art lovely,
"That we know;
"For lovely of hue and form are we
"And each minutest cell has plan,
"And less than ourselves Thou surely art not,
"O Flower of Flowers!"

The manifold orchestra of the birds
A ladder built for one bird voice, the sweetest,
To climb to God.

"O Bird that art more than a bird!
"Slight and foolish are we, but swift and full of grace.
"Canst Thou be less?
"Strong as the strongest rock,
"Fair as the fairest flower,
"Transcendent in all wherein we birds transcend,
"Listen to our song".

And I fell upon the knees of my soul.

O God, whatever Thou art, that makest the world thinkable
And holdest it firm in change unceasing,—
That art the clue to values,—
That art the secret of the beauty protean that greets us everywhere,—
That art the source of life and love,
Despite unloveliness and death!
In our own image we Thee worship,
In faith that Thou wilt understand.

So to Thee we ascribe purpose—or something greater, it including;
And love, or something more than love;
And pain, or something still more poignant and full of yearning.

Have faith in us, greater than our faith in Thee;
Have hope for us, greater than our hope of Thee;
Love, as a God should love,
Us, who love but as silly men.
And let us be Thy partners, Moulder and the former,
In making worlds yet better and better
Till Time echoing timelessly through aeons without measure
Shall cease to be Time.

Dwell in us, Thou God whom we are helping to define,
And let us feel Thy glow creative and sustaining.

(O Brother, more than a brother,
As who, in some fashion, God must be to demand the worship of a
gentleman!

Like Thee, however pitifully unlike,
We dare lift up our eyes into the mystery
And say "Our Father",
And bet our souls that when we are on His side the universe is on ours.)

Amen.

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NEWS, PERSONAL AND MISCELLANEOUS

THE Vancouver city school system lost one of its most valued officials in the passing of Col. A. Graham, Inspector of Schools, on the 21st of last month.

Col. Graham joined the staff of the Vancouver City Schools in August, 1899. He was assigned to the Selkirk School, then in the municipality of South Vancouver. In 1911 he was appointed Inspector of Schools for that municipality. In 1915 he went overseas as second in command of the 62nd Battalion. He later served in France as second in command of the 29th Battalion. He was twice mentioned in despatches. On his return from overseas in 1919 he was assigned as principal of the Lord Selkirk School. In 1923 he was again appointed Inspector of Schools and Secretary of the Board of School Trustees of the municipality of South Vancouver. In 1929 the municipality of South Vancouver amalgamated with the greater city and Col. Graham was then made Inspector of Elementary Schools for the larger unit.

Very few citizens had a wider circle of friends than the late Col. Graham. He was very prominent, not only in military and educational circles, but also in service club work. He was a member of the Kiwanis Club of Vancouver City and a director of the Crippled Children's Hospital.

The administrative staff of the Vancouver city schools miss his pleasing personality, his sound judgment and his sympathetic understanding.

The Elgar Junior Choir of Vancouver, under Mr. C. E. Findlater, and the Vancouver Boys' Band,

under Mr. A. W. Delamont, have been welcomed home. The choir won first place in its class, singing in Welsh at the annual Eisteddfod to the enthusiastic delight of that great gathering. The Boys' Band was welcomed by the Mayor of Lambeth, and entertained by the Lord Mayor of London. At the Crystal Palace competition it carried off the honors, playing against 35 experienced adult bands, winning the Cassels Challenge Shield, valued at \$250, and a cash prize of \$50. On embarking for home the band welcomed on board with Canadian airs a former Vancouver high school pupil, Major W. E. Gladstone Murray, newly appointed general manager of the Canadian Broadcasting Corporation. Eight years ago British Columbia had but one juvenile band. There are now twenty-six. —*The School.*

* * *
Vancouver Art Gallery has been featuring a special one-man show of work by Mr. J. L. Shadbolt, teacher of Art in Kitsilano High School. The exhibit included 12 oil paintings, 16 water colors, 6 crayon drawings, 25 linoleum cuts, numerous studies, drawing notes, satires and similar specimens of Mr. Shadbolt's skill. *The B. C. Teacher* joins in congratulations.

* * *
School administrators in British Columbia, as elsewhere, should make note of the fact that the Department of Superintendence will meet in New Orleans, La., next February. *The B. C. Teacher* has received an urgent and friendly request to bring this important convention to the attention of educators in this province.

Our Canadian Teachers' Federation correspondent calls attention to the fact that, according to press reports, South Africa is enjoying an unusual period of prosperity. Not only have public works been undertaken and paid for and substantial debt reductions made, but salaries have been restored. The following item which appears in the September issue of *The Mentor*, the organ of the Natal Teachers' Society, makes very interesting reading: 'Teachers not now on active service should apply direct to the Provincial Accountant for a refund of their 'cuts' giving the address to which they wish the cheque sent'.

Teachers on this continent would be overjoyed if even schedules were restored, and past-due salaries paid.

* * *

The 25th Annual Report of the Labor Organization of Canada, covering the calendar year 1934-35, has been published recently by the Department of Labor. The report deals fully with trade union membership in Canadian cities, and provides valuable reference material relative to international labor organizations in Canada, the Trades and Labor Congress in Canada, the All-Canadian Congress of Labor, One Big Union, the Industrial Workers of the World, National Catholic Unions, and other Canadian central labor bodies. The report also includes data regarding organizations of teachers and others not included in the trade unions.

* * *

ENDOWMENTS

According to *Pennsylvania Public Education*, several of America's privately endowed universities noted for graduate study came out of the depression with endowments ap-

preciably greater than when they went in. The following figures are cited:

| | 1929 | 1935 |
|------------|--------------|---------------|
| Harvard | \$93,000,000 | \$129,000,000 |
| Yale | \$70,000,000 | \$96,000,000 |
| Chicago.. | \$51,000,000 | \$59,000,000 |
| Princeton | \$20,000,000 | \$27,000,000 |

* * *

DENMARK

Danish children, upon reaching the age of twelve years, will have "less to do with textbooks and more to do with visits to shops and offices and factories and fields, into the realms of actual chemistry, physics, science, geography, history, and economics". It is intended also to place greater emphasis on health and handicraft learning.

* * *

RECENT ATTACKS

From time to time outbursts in the press and elsewhere disturb educationists. We note two of these recently: (a) In the editorial page of *Saturday Night* against a resolution that had been adopted by the Canadian Teachers' Federation Convention at Saskatoon; and (b) in an address by Thomas Bradshaw, president of the North American Life Assurance Company, before a convention in Toronto of the Municipal and Finance Officers' Association. *Canadian Finance*, in commenting on Mr. Bradshaw's remarks, said: "More rigid control over capital and current expenditures for education appears to be urgently needed. On the average no less than \$40 out of every \$100 of taxes levied by municipalities is absorbed for educational purposes".

We understand that the Ontario Teachers' Council is replying to both these attacks.

WHAT WE ARE READING

AS one of the many teachers of Geography who have been looking for a better Elementary textbook on this subject for use in the schools of Canada, and particularly for use in the schools of this province, I wish to express my appreciation of *A World Geography for Canadian Schools* by our friends and colleagues, Messrs. Denton and Lord. Nothing equally good has previously appeared from the pen of Canadian writers in this special field. Careful planning has been devoted to the allotment of space to different aspects of the subject. Among the 307 maps, diagrams and photographs are numerous graphs which will be found exceedingly valuable, and a large proportion of the figures and photographs have the virtue of being new. In accordance with the best current practice, statistical information, particularly of the type requiring constant revision, is provided in an appendix that can easily be kept up-to-date. Special stress is laid upon the extent to which climate, soil conditions and means of communication affect human life in all parts of the world. This book will be welcomed by teachers who understand the modern conception of Geography as something very much more than and very different from a mere memory subject. We have long been hampered by an out-of-date textbook, and the authors of this attractive and scholarly piece of work deserve our gratitude.—N. F. B.

* * * * *

The Dawn of World Order, N. C. Smith and J. C. M. Garnett; Oxford University Press, 1932. An introduction to the study of the League of Nations, especially for Secondary school students. Deals with the reasons for studying international relations, the founding of the League, and the organization and work of the League, with a valuable bibliography and an appendix note on the world crisis.—O. M. SANFORD.

* * * * *

Psychology for Every Man (and Woman); by A. E. Mander. Watts & Co., London, 1935; 1/-. This book is a compact little volume of some one hundred odd pages that could be read in a couple of sittings. As the title suggests, it is meant for popular consumption, but the busy teacher will find it a useful little book because of its directness and practicality.

Part I discusses fundamentals. Using a quotation from Professor McDougall as a self-starter, Mr. Mander examines unconscious wants, instincts and non-instinctive behaviour. In Part II he begins by giving a handy double-page chart of the primary inherited wants, the instincts from which these originate, and the accompanying feelings. The remainder of this section is devoted to a more detailed consideration of each of these wants, with many illustrative examples. Part III discusses the formation of character—how we become what we are. The author lays much stress on habits, their making and breaking, and the importance of correct habits in the formation of desirable character. This is not fresh knowledge, but it is the kind of knowledge that we woefully fail to apply. One could wish that one might train youth other than by mass education.

Mr. Mander's pronouncements are too facile to be taken without question, but the approach is so different from the usual textbook on

psychology, and there is such a vein of humor running through that it makes quite palatable reading.

Of handy size, and well printed on excellent paper, the busy teacher should keep it close to his elbow.—NORMAN MURRAY.

* * * * *

On my desk lie three charming little books published by Thomas Nelson & Son, which many of our readers will find deserving of their attention. *Plays in Verse and Mime* by Rosalind Vallance (160 pages; 45c) contains five little dramas specially designed for use by school children and to it are appended notes to guide the director. *Twelve Robin Hood Plays* provide material of a similar sort, prepared for school use by Elizabeth Fleming (124 pages; 35c). The third volume, *Dickens the Man and the Book*, differs from most of the numerous lives of Dickens that have appeared in recent years in that special attention is given to quotations from and references to the novelist's work as sources of information regarding the author himself (140 pages; 45c).—N. F. B.

* * * * *

Educational, Psychological and Personality Tests of 1933, 1934 and 1935, by Oscar K. Buros. This valuable report is No. 9 of a series of Studies in Education, published by Rutgers University, New Brunswick, New Jersey.

Prior to 1935, it was a very laborious task to learn about recent tests and to meet this need the School of Education of Rutgers University initiated a series of bibliographies, the first of which dealt with the Educational, Psychological and Personality Tests of 1933 and 1934. The new bibliography includes those listed in the former bulletin together with the tests published in the last year. For each test the report gives the title, in full detail; a description of the group for which the test was published; date, cost, author, publisher and other data. The bulletin consists of 83 pages and the tests are carefully indexed. They cover such topics as General Achievement, Agriculture, Algebra, Arithmetic, Art Attitudes and Opinions, Biology, Character and Personality, Chemistry, Commercial Education, Computational Devices, Contemporary Affairs, Economics, English Composition, English Language and Literature, English Vocabulary, Environment, French, Geography, Geometry, German, Handwriting, Health, History, Home Economics,—and now we are only one-third through the alphabet. Teachers desiring information regarding new tests bearing upon their several specialties will find this booklet helpful. Price 50 cents.

* * * * *

With Sword and Trowel; W. S. Wallace; Macmillan Co., 1930. A very usable little source-book in Canadian history, filling a long-felt want. Deals with events from the time of the Vikings to the Peace of Versailles and the work of the International Joint Commission.—O. M. SANFORD.

* * * * *

The House of History; (4 vols.); Thos. Nelson & Sons, 1932. This "house" has four storeys, "The Middle Ages", "Early Modern History", "Later Modern History", and "Modern Social and Industrial History". The historical materials are sound, the interpretation of the materials is intelligent and the language suited to the understanding of the junior high school pupil.—O. M. SANFORD.

HIGHLIGHTS OF THE OCTOBER NEWS

By J. E. GIBBARD

INDUSTRIAL employment in Canada was up 5.1 per cent. as compared with 1935, physical volume of production up 8 per cent., and Canadian business generally at the "normal" level of 1926, according to a League of Nations survey and Bureau of Statistics figures released for October.

The United Church of Canada on October 1 agreed to admit women to the ministry and on October 2 accepted the principle of "voluntary parenthood".

The C. P. R. on October 1 announced withdrawal of its non-contributing pension scheme and replacement by a plan calling for contributions from eligible employees.

After 300 single unemployed forced their way into the Government relief depot in Vancouver on October 13, nine were arrested and more than forty were later arrested for trying to earn a living by selling flowers on the streets.

Canada's first trade-treaty with Germany was signed on October 22.

Roman Catholic ecclesiastical authorities in Montreal warned against Father Sarasola, Basque supporter of the Spanish Government and deplored sympathy with that government in Canada in pronouncements of October 23 and 25. On the same dates civic authorities issued orders forbidding representatives of the Spanish Government to address any meetings in that city, though the acting mayor also de-

nounced "Fascism, Communism's blood-brother". Crowds of over 2000 French students and youths also demonstrated against meetings and one McGill professor was beaten and kicked in the stomach for being in the company of the Spanish delegates.

The British Conservative Party in annual conference at the beginning of the month at Margate favored increased defences, increased Imperial preference on agricultural products, and a demand that the Government refuse to discuss transfer of mandated territories. In similar conference at Edinburgh the Labor Party condemned the Government's "cowardly weakness" in dealing with Fascist demonstrations in London's East End, demanded an investigation into the sources of Mosley's financial support, approved increased armament in view of the attitude of the dictatorships, demanded a special session of Parliament to discuss the non-intervention policy in Spain, and rejected overtures of the Communist Party for a united front.

After making 69 arrests and sending at least 50 to the hospital, police on October 4 succeeded in preventing 5000 of Mosley's black-shirted Fascists from parading through London's Jewish quarters. Other Fascist demonstrations during the month also evoked public indignation and police interference.

While 500 men marched from Jarrow accompanied by the mayor and blessed by two bishops bearing

the petition of 12,000 unemployed for work, Malcolm Stewart, commissioner for the distressed areas, resigned "to look after private business". His recent reports have been highly critical of Government measures.

* * *

In the preface to "The Record of the National Government", a new book published October 1, Ramsay Muir, well known British historian, declared: "As a student of modern history, I believe it to be the worst, the weakest, the most timorous and the most incompetent Government that Britain has known since the days of Lord North".

* * *

General Franco was proclaimed dictator of Spain by the Burgos Junta on October 1. On the same date the Cortes at Madrid voted autonomy for the Basque provinces. Madrid was subjected to siege and bombing throughout the month with minor victories there and elsewhere claimed by both sides. While Russia accused Italy, Germany and Portugal of breach of the non-intervention pact and material aid to the rebels, those countries accompanied vigorous denials with counter accusations.

* * *

The League of Nations Assembly on October 8 elected China and Latvia to additional non-permanent seats on the council to which New Zealand, Sweden and Bolivia had already been elected, and appointed Manley Hudson, professor of International Law at Harvard, Knut Hammarskjold of Norway, and F. T. Cheng, adviser to the Chinese Foreign Ministry, to the vacancies in the World Court. On October 9 it appointed a committee of 28 members, including Canada, to study Covenant reform.

While other candidates proceeded with their campaigns in the American presidential election in the usual manner, Earl Browder, Communist candidate, learned that "it can happen here". Once arrested and twice mobbed in Indiana, he resumed his campaign in Florida where, in Tampa, on October 25, a band of men whose leaders wore American Legion caps slugged their way to the flag-draped stand and broke up the meeting.

* * *

While France followed devaluation of the franc with tariff reductions on October 4, Italy and Czechoslovakia made similar devaluations of currency. France also moved to initiate new trade agreements on October 13.

* * *

The French Government on October 5 forbade demonstrations that might cause trouble "by action or reaction". Clashes between Right and Left continued to embroil Alsace and other parts of France throughout the month while further "sit-down" strikes embarrassed the Government. The Government began nationalization of armaments production on October 16 by announcing it would immediately take over airplane factories manufacturing for the Government.

* * *

King Leopold's announcement on October 14 of Belgium's return to pre-war neutrality was followed on October 15 by anxious inquiries in France regarding the military alliance and assurances in London that Belgium should fulfil its League of Nations obligations. Despite the Government's ban on a march of 200,000 Rexists planned for October 25 some of its supporters made a demonstration in Brussels which led to clashes with police and the

temporary arrest of the leader, Leon Degrelle, the "Belgian Hitler", and others.

* * *
 While Nazis continued to defy the Danzig constitution and completed the suppression of Socialism the League Council on October 5 strongly indicted the Nazi-controlled Senate and gave Poland a mandate to find a solution.

* * *
 After a split in the privately financed Austrian Heimwehr between the followers of Major Fey and Prince von Starhemberg, Chancellor Schuschnigg on October 11 forced dissolution of all private armies and took complete military control into his own hands, thus completing his Catholic dictatorship.

* * *
 While Britain was criticized by the League Mandates Commission on October 6 for failure to keep order in Palestine and to keep the Commission properly informed, the end of the Arab strike of April 9 was announced by the Arab Higher Committee on October 12 after appeals from three Arab kings and in view of the military rule and certain loss to citrus growers.

The Seiyuka Liberal opposition party of Japan on October 8 declared the need for (1) a return to parliamentarism, (2) a readjustment of national diplomacy to promote friendship with Japan's neighbors, (3) a replenishment of Japan's defences, and (4) a revision on a firmer basis of Japan's finances.

* * *
 Hindu-Moslem clashes in the Bombay area caused 46 deaths and over 440 wounded between October 15 and October 18. Sixty arrests were made and those guilty sent to the whipping-post as authorities endeavored to suppress disorders.

* * *
 Lord Elibank, British capitalist and "peregrinating imperialist", as the Canadian Minister of Defence called him when he recently advised this country what to do about defence, caused consternation in New Zealand on October 15 when, despite the Balfour Report, he appealed to the Government "on behalf of British financial interests" not to enact the Industrial Efficiency Bill until it had ascertained the views of the British Government.

The end which the teacher should set before himself is the development of the latent powers of his pupils, the unfolding of their latent life.—Holmes, 1912.

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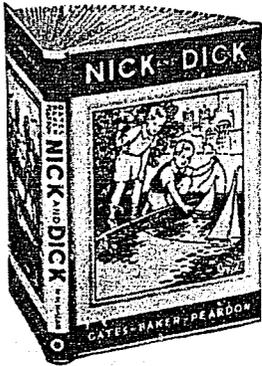
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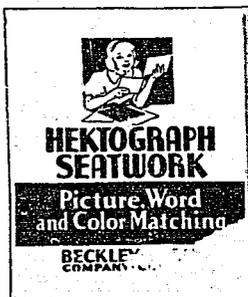
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