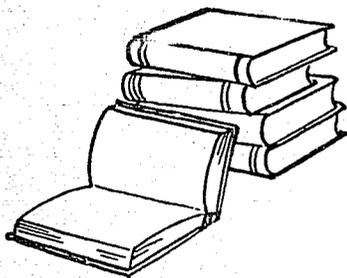


THE

# B · C · TEACHER



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

VOLUME VXI

MARCH, 1937

NUMBER 7

EDITORIAL: The 1937 Convention — Obiters Dicta — Our Magazine Table.  
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— Departmental Reply to Federation Resolutions — Victoria Teachers  
Confer on Junior High School Problems — Convention Programme —  
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PAIDAGOGOS REPELS A LIBEL

ATLASES FOR USE IN SOCIAL STUDIES — THE CHILD WHO IS DIFFERENT

A BUREAU OF RESEARCH AND INFORMATION

MUSIC APPRECIATION IN THE OKANAGAN VALLEY

PRIMARY READING METHODS APPLIED TO SHORTHAND

AN OUTSIDER EXHORTS THE CLASSICISTS

THE LARGER ADMINISTRATIVE UNIT

DEPARTMENT OF RECREATION AND PHYSICAL EDUCATION

HOMEWORK, ONCE AGAIN

HELPING THE LITTLE FOLK TO STUDY THEIR COMMUNITY

POETRY FOR LITTLE PEOPLE — SCIENTIFIC?

NEWS, PERSONAL AND MISCELLANEOUS

WHAT WE ARE READING: "Story of Nations" — Bulletin of League of Nations  
Teaching — A Book of Plays — C. H. Judd's "Education and Social  
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*Official Organ of the B. C. Teachers' Federation*

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VOL. XVI., No. 7

MARCH, 1937

VANCOUVER, B. C.

## THE 1937 CONVENTION—MARCH 29-APRIL 2

**P**ROBABLY the most valuable feature of a convention is the opportunity it affords to meet old friends and to make new friends among people whose daily tasks and problems are more or less similar to our own.

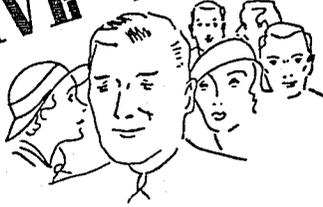
A friend whom, for reasons that need not be detailed, the teachers of the province will be particularly glad to welcome to their annual convention this year is the Honourable Dr. George M. Weir. His leadership in so many fields of public service has already been of such value, and promises so much for the future, that it will be good to have an opportunity to demonstrate to him the sympathetic support of the teaching profession—something superior to and independent of partisan clamour.

Among the new friends to be greeted by British Columbia teachers, either for the first time or in renewal of previous acquaintance, will be two guest speakers, Dr. T. R. Cole of the College of Education, Washington University, and Professor Robert England of the University Extension Department in the University of British Columbia.

To Robert England his profession has always been a mission, a challenge to resourceful endeavor and a promise of social usefulness.

Returning from the Great War—fought by idealists for materialists—Mr. England continued for a year his studies at Queen's University and then he and his wife, a trained nurse, determined to devote three years to being neighbor to New Canadians badly in need of Canadian neighborliness. They found their niche in a predominantly Ukrainian settlement in Northern Saskatchewan and made their school the radiating centre of services exceedingly varied. One may be sure that the daily round of humdrum teaching—if there be such a thing—was not neglected. To this was added Mrs. England's work in health promotion, First Aid, and Girl Guide activities. The plucky, lucky pair secured some household science equipment, had a teacherage built for themselves and their successors, got their school renovated and hung with pictures, increased the library and

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\*

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did throughout the neighborhood those other thousand and one "little unremembered acts of kindness" that were to make these years precious in the memory of many. Professor England's more recent activities are better known, but the teachers of British Columbia, and particularly those teachers serving in difficult and isolated spots in British Columbia, will welcome him to their province with the feeling that the years when he and his young wife were "doing their bit" in yonder rural community were providing a basis for success in University Extension work that even his post-graduate training and experience in Paris and elsewhere could not of themselves have guaranteed.

Before assuming his present post, Dr. Cole was Superintendent of Schools at Seattle, and in British Columbia educational circles he is, of course, well known. In collaboration with certain professional colleagues, Dr. Cole has recently written a book entitled "The Beginning Superintendent", now just off the press of the Macmillan Company. It promises to be of exceptional interest and value to educators in administrative posts in relatively small administrative systems. In such positions the superintendent commonly has to combine many and diverse functions which in large city systems are allotted among a considerable number of officials, and most books on school administration envisage the latter situation. Dr. Cole and his co-authors offer the one-man-head inspirational and practical help that should be of assistance in impressing upon beginners and others the important fact that the dignity and usefulness of a superintendency are not to be measured in terms of the number of members on the administrative staff or by the size of the population of the administrative unit. Professor Cole has also brought his scholarship and experience to bear upon the problems of subject teachers. This last fall 28 departmental heads in Seattle high schools took a 10-week seminar under Dr. Cole's direction on the work of such teacher-leaders and this course is to remain a feature of the curriculum of the College of Education. Dr. Cole was recently elected to the Board of Directors of Washington Educational Association as representative of institutions of higher learning.

Those who have attended previous conventions at Vancouver will not need to be told that the Musicales and attendant functions will provide not only a memorable artistic treat but an opportunity for social intercourse in charming surroundings. The fact that, as usual, arrangements are in the hands of Mr. Jack Hamilton is ample guarantee of a delightful evening.

Whatever else the assembled teachers may for one reason or another be compelled to forego, everybody should arrange to be present for the annual Rally Luncheon. One of the features of that occasion is the opportunity it presents for the teachers of British Columbia to do friendly homage to the recipient of the Fergusson Memorial Award, the highest honor that we have within our power to confer upon one of our colleagues.

The steadily increasing importance of District Councils and other local associations forming part of the Federation is reflected in the plans laid for a conference of Association Presidents. No one entitled to share in this function should miss the opportunity.

The gracious gesture of Vancouver Elementary Teachers' Association in assuming the duties of host to visiting and local teachers of all grades deserves a hearty response. Elaborate preparations are being made by that body to provide exhibits and demonstrations of primary projects and units of work in Grades 1 and 2, at Tennyson platoon school, and of varied projects and activities for senior grades, at Point Grey Junior High School, where Vancouver Elementary Teachers' Association will entertain its guests at afternoon tea.

Teachers resident in or relatively near the convention city should not need to be reminded of the desirability of pre-registration. The financial support even of those who may not be planning to attend the convention is of the utmost importance to the work that the Federation carries on through these provincial gatherings.

But everybody who can attend should certainly do so. It is essential that an increasing proportion of the members of the Federation familiarize themselves with the work done at its Annual Meeting, where its delegates constitute an Educational Parliament of the first importance to all British Columbia teachers wherever resident. The other conferences and sectional meetings and the informal conversations with professional colleagues will provide courage and guidance in the somewhat bewildering duty that faces us all, of re-orienting the tasks of classroom teachers and administrators alike. Educationally these are stirring times and it is perhaps more necessary than ever that teachers should now stand shoulder to shoulder to secure and impart inspiration.

The Pauline injunction relative to "not forsaking the assembling of ourselves together, as the manner of some is" deserves consideration.

#### OBITER DICTA

**H**ITHERTO it has been customary, at very considerable expense, to publish in detail, in the pre-Easter number of *The B. C. Teacher*, the whole convention programme. Last year it occupied twelve pages. This year we are trying the experience of publishing the programme in outline only. This economy of space has made it possible to find room for the usual variety of contributions even in this March issue. What is your reaction to this tentative change of policy? Of course, detailed programmes will be placed in the hands of all teachers registering for the convention.

\* \* \* \* \*

**J**UST as we are going to press the Editor has received a telephoned request to make it known that in connection with the Principals' Dinner, announced on the Convention Programme for March 31, "Principals" will embrace "Vice-Principals". We hope we got that right.

Hearty congratulations and thanks have been abundantly earned by those many teachers and other friends of the schools to whose labours and support British Columbia is indebted for the outstanding success of the recent Education Week. Much has been done this year to eliminate any lingering doubts as to the value of this annual adventure in social co-operation in the interests of the schools.

## OUR MAGAZINE TABLE

I WOULD suggest that the British Columbia reader try substituting the name of his own home town for the word "Chicago" in the following quotation from an article in the February issue of *The School Review* (5835 Kimbark Ave., Chicago; \$2.70): "Two major conclusions may be drawn from these data. First, a survey of the extra-curriculum in the Chicago high schools shows a lack of a constructive program in significant portions of the organization of the extra-curriculum, paralleled by an attitude of opportunism. The unbalanced distribution of the curriculum clubs, the under-development of the special-interest clubs, the lack of guidance, the purely routine handling of extra-curriculum finances, the non-acquaintance of the teachers with the extra-curriculum—all are inextricably related to the lack of policy based on a study of the problem. Second, a sampling of pupil participation in the extra-curriculum (which, because it presents relative measurements and is derived from typical cases, is statistically adequate for comparative purposes) shows that administrative attention to, and proper organization of, the extra-curriculum, with efforts to appeal to the pupils, will produce more extensive, continuing, and interested pupil participation in the extra-curriculum than will the laissez faire policy characteristic of most high schools in Chicago."

\* \* \* \* \*

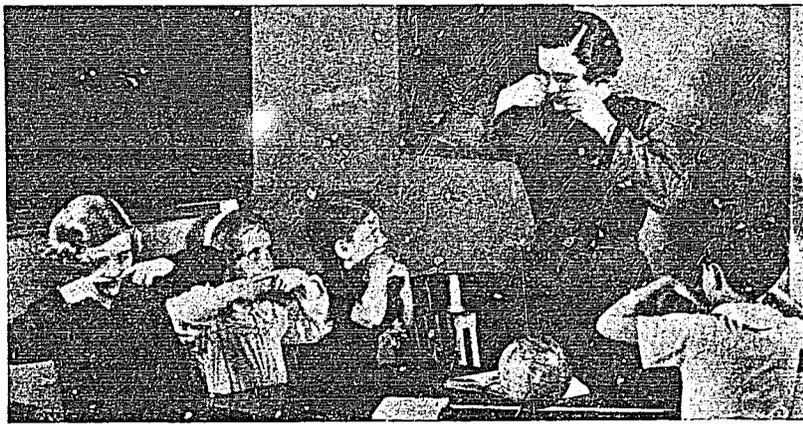
*The Canadian School Journal* (30 Bloor Street West, Toronto; \$1), the official organ of the Ontario Education Association, is published eleven times a year. In February, problems bearing upon School Health are featured in numerous articles.

\* \* \* \* \*

In *The Social Studies* (1021 Filbert Street, Philadelphia; \$2), its readers will find much material of interest in February, as in the other months of its magazine year. Malcolm R. Eiselen's witty discussion of "Our Martial Mythology" deals effectively with such myths as "The Romantic War," "The Defensive War," "Human Nature," "Military Security" and "The Inevitable War". He observes that too many of us suffer from what the sociologist would call an over-developed time lag and that a new realism is seriously in demand. He remarks that the dinosaur, too, once suffered from an overdeveloped time lag and that today he is just another large animal in the past tense.

Julian Aronson presents a strong argument for the use of the student organization and school paper as means for the deliberate cultivation of a hospitable attitude toward progressive ideas and of the free expression of constructive criticism. I imagine that some teachers will view with terror his suggestion that students should really be allowed to tell what they think about things.

John A. Sexson believes that any programme in a social study that hopes to be effective in the solution of youth's problems must transfer the emphasis from social institutions to the functions which these institutions perform for society. His paper deserves serious study.



## The early years are the best time to teach them the value of Gum Massage

Teachers and educators were among the first to recognize the value of gum massage—and they were quick to make it a part of their class-room work. For they knew that if they taught children how to follow this oral health routine in their early years—they would give future men and women a better start towards a lifetime of sounder teeth and healthier gums.

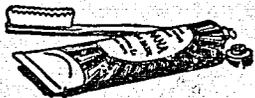
Today's tender, tempting foods . . . as almost any dentist will tell you . . . are a threat to the health of our teeth and gums. Deprived of hard work and stimulation—naturally the gums grow lazy, tender and sensitive. And when that first tinge of "pink" appears on the tooth brush, it is Nature's way of saying, "don't neglect your gums another day."

During their formative years, children are quick to grasp why massage restores circulation to tender, ailing gums—

and they respond, as if by instinct, to its easy technique. The index finger is placed on the outside of the jaw to represent the tooth brush, and rotated from the base of the gums toward the teeth. In this way, teachers explain, circulation quickens—gums retain their glowing health and firmness.

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Use Ipana yourself. Every time you clean your teeth, massage a little extra Ipana onto your gums. In a short time you will notice the difference—a new sparkle to your teeth—a new healthy firmness in your gums. More important, with Ipana and massage you'll be far safer from gum trouble so unpleasant to have—so difficult to treat.



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Both the elementary edition and the secondary edition of *The School* (371 Bloor Street West, Toronto; \$1.50), continue to grow steadily more valuable from the standpoint of the busy teacher whose reading of professional magazines is limited.

\* \* \* \* \*

Dorrance S. White of the University of Iowa, in an article entitled Latin and the Reconstructionist (*Classical Journal*; 450 Ahnip Street, Menasha, Wis.; \$2.25), offers valuable suggestions that are intermingled with other views which call for somewhat critical reading. He is certainly right in emphasizing the fact that the great literatures of Greece and Rome belong to the field of Social Science. However, when he chides his fellow Latin teachers with the mistake of not demanding for themselves a dominant and respected place in the changing curriculum, his diagnosis of declining interest in the classics is probably at fault. If the classicists will only so revise their outlook and subject matter as to adapt classical study to the changing need of a changing age, the indisputable worth of the literature at their disposal will itself guarantee a revival of popular interest in and respect for classical studies.

\* \* \* \* \*

One of the best papers of its type that comes regularly to Our Magazine Table is *The Pennsylvania School Journal* (400 North Third Street, Harrisburg, Pa.; \$2). The February issue is largely devoted to the State Convention held in December, attendance at which ranged from 3000 to 3500. The legislative programme for public education outlined for Pennsylvania contains numerous suggestions that would be valuable to teachers' organizations in Canada.

\* \* \* \* \*

If you are interested in secondary school language courses that reflect the best present day thought and research and have not read Marguirette M. Struble's article on French reading material in February's *Journal of Education Research* (Bloomington, Ill.; \$3.50), say thank you to me and immediately go and read it. As usual the *Journal* contains a wealth of valuable material.

\* \* \* \* \*

Teachers of arithmetic will find very interesting and suggestive a somewhat detailed report of four studies in arithmetic and an article on "Useful Fractions", which are contained in the January number of the *Journal of Education Research* (Bloomington, Ill.; \$3.50).

\* \* \* \* \*

Those of our readers who have not already made themselves familiar with *Pictorial Education* (Evans Bros., Ltd., Montagu House, Russel Sq., London, W.C. 1; \$3.50), will be wise to rectify the omission. Sample copies of this and other publications mentioned in *The B. C. Teacher* are on display in the Community Room, Dunsmuir and Hamilton Streets, Vancouver, and, as far as circumstances permit, will be sent to enquirers in other parts of the province.

\* \* \* \* \*

The attention of our readers is once again directed to *The Curriculum Journal* (Bureau of Educational Research, Ohio State University, Columbus; \$2.80). In its new form this little magazine is very attractive.

*The Bulletin*, organ of Nova Scotia Teachers' Union, recently issued a "C. T. F." number, which should be useful and interesting to many people. The severe pressure from the limited space available in *The B. C. Teacher* from month to month has prevented our giving to the Canadian Teachers' Federation all the publicity which we would be glad to provide. The more the teachers of Canada know about the Dominion federation the better it will be for their professional interests.

\* \* \* \* \*

This department of *The B. C. Teacher* was instituted a year ago as a monthly feature. In the intervening ten issues we have from time to time called to the attention of our readers the following publications, in addition to those dealt with above: *Child Education* (Evans Bros., Ltd., Montagu House, Russell Square, London, Eng.; \$3.00); *The Grade Teacher* (Educational Publishing Company, 425 Fourth Ave., New York; \$2.50); *The Instructor* (Owen Publishing Co., Normal Park, Dansville; \$2.50); *The School*, elementary and second editions, (Ontario College of Education University of Toronto; \$1.50); *Pictorial Education*, with supplements, (Evans Bros., Ltd., Montagu House, Russell Square, London, Eng.; \$4.50); *School Arts* (Davis Press, Worcester, Mass.; \$3.50); *Hygeia* (American Medical Association, 535 Gilbourne Street, Chicago; \$2.50); *School Progress*, the school executive's magazine, (2 College St., Toronto; \$1.00); *The Journal of Geography* (A. J. Nystrom Co., 3333 Elstone Ave., Chicago; \$2.50); *The English Journal* (5750 Ellis Ave., Chicago; \$3.50); *Modern Language Journal* (University of Wisconsin; \$2.50); *Commercial Art* (Musson Book Co., Toronto; \$3.50); *Junior and Senior High School Clearing House* (Washington Square, New York; \$3.00); *The Journal of Health and Physical Education* (Ann Arbor, Mich.; \$2.00); *Industrial Arts and Vocational Education* (Milwaukee, Wis.; \$3.50); *School and Society* (Lancaster, Pa.; \$5.00); *School Activities* (1013 W. Sixth Street, Topeka, Kansas; \$2.00); *The Canadian Historical Review* (University of Toronto; \$2.00); *The Classroom Film* (Eastman Kodak Co., Rochester, N.Y.); *The Educational Research Bulletin* (Ohio State University); *The Geographical Magazine* (4040 Chandas St., London, W.C. 2; 1s per copy); *The New Frontier* (989 Bay St., Toronto; \$2.00); *The Christian Science Monitor; Recreation*, the organ of the National Recreation Association, New York; *The Music Educators' Journal* (64 East Jackson Boulevard, Chicago; \$1.25); *School Science and Mathematics* (450 Ahnip St., Menasha, Wis.; \$2.50); *Western Students' Review* (326 Pender St., W., Vancouver; \$1.00); *The Scholastic Editor* (219 S. Fort St., Springfield; \$2.50); *The Canadian Poetry Magazine* (Box 491, Station F, Toronto; \$2.00); *The Monthly Information Paper* of the International Federation of Teachers' Associations (2 rue de Montpensier, Paris, France; \$2.00); *International Pedagogical Information*, the English edition, (Westminster Bank Ltd., London; \$5.00); *The Journal of Chemical Education* (20th and Northampton Sts., Easton, Pa.; \$3.50); *University of Toronto Quarterly* (2.00); together with the organs of numerous associations similar to our own Federation.

\* \* \* \* \*

*The B. C. Teacher* has reason to believe that the publicity given in

these columns to professional journals providing exchange courtesies has materially added to the number of their readers in British Columbia.

\* \* \* \* \*

The attention of publishers and our clientele is invited to the fact that at the Easter Convention *The B. C. Teacher* will offer for display and distribution sample copies of magazines on its exchange list and will have in attendance a representative prepared to take subscriptions to them.

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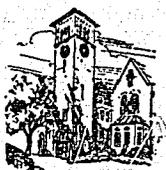
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### TRANSPORTATION AND POOLING

Teachers are urged to obtain the most reasonable transportation possible to the Convention. To most the fare and one-quarter rate is available, and wherever available transportation will be paid on that basis. Where stage, bus or private car is used please keep careful note of amount paid, cost of gas and oil and mileage. Please have these amounts written down so that transportation form may be filled out without guess-work. Sometimes guesses are wrong and cause unpleasantness.

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## B.C.T.F. AND KINDRED ASSOCIATIONS

### REFERENDUM RESULTS

At a meeting of the Consultative Committee on Saturday, March 6, report was made regarding the result of the recent vote of the teaching body relative to approval or disapproval of asking the Legislature to place upon its statutes legislation based upon the Draft Bill, copies of which have been placed in the hands of all teachers for study.

The ballots received by the end of January, the date when, under the original instructions, the poll was to have closed, were segregated from those received later and when they were counted the following distribution was revealed:

Voting "Yes" .....	2168
Voting "No" .....	642
Spoiled Ballots .....	8

Total Vote to Feb. 1 ..... 2818

Between February 1 and February 20, to which date the official closing of the poll was changed by resolution of the Consultative Committee, 493 additional ballots were received, including 16 from teachers in attendance at the University of British Columbia. Of the teachers taking advantage of this time extension, 339 voted "Yes", 145 voted "No" and nine spoiled their ballots. Consequently the final distribution was as follows:

Voting "Yes" .....	2507
Voting "No" .....	787
Spoiled Ballots .....	17

Total Vote ..... 3311

The total number of persons en-

titled to vote was 4031, of whom 82.1 exercised their privilege. Of these, slightly more than 75 per cent were in favor of the bill but for its endorsement an affirmative vote of 75 per cent of the whole number of teachers entitled to vote would have been necessary, so that the 720 unpolled votes actually count as adverse. Of the possible 4031 votes, therefore, 62.2 per cent were cast in favor of the Bill, 19.5 per cent were cast against the Bill, 17.8 per cent were not cast and .5 per cent spoiled their ballots.

### NOMINATIONS

The Nominating Committee has reported the following nominations:

For president of the B.C.T.F., Mr. John N. Burnett, of Aberdeen School, Vancouver.

For vice-president, Messrs. H. W. Creelman, Esquimalt Public School, Esquimalt; J. H. Sutherland, Magee High School, Vancouver; and J. M. Thomas, Cobble Hill High School, Cobble Hill.



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THE ORGAN OF THE  
FEDERATION

The by-laws and usages governing the organization and control of *The B. C. Teacher* are such as to leave the interests of no section of the Federation unrepresented in these columns if those concerned exercise their privileges as members or perform their duties as representatives.

Subject to direction by the Annual Meeting, or by the Executive Committee, the affairs of the magazine are entrusted to a Magazine Committee appointed annually. The President of the Federation is *ex officio* the chairman of the Magazine Committee, which also includes all members of the Editorial Board. In addition, each officially recognized section or department or association for whose meetings provision is made at the Annual Meeting elects its own representative and to these, the Executive adds a representative of each of its standing committees.

Each member of the Magazine Committee is responsible for securing news items and other contributions bearing specifically upon the special duties or interests of the section or association, or committee, or department that he has been appointed to represent. At the beginning of the magazine year, a schedule is adopted giving certain specified subjects the right-of-way in each of the ten issues of the magazine. Provision is thus made for papers dealing with every subject on the curriculum in turn and for duly safeguarding the distinctive interests of all groups of teachers.

Insofar as is practicable, all general articles should be of such a character as to command the atten-

tion of all persons interested in schools, but, if those concerned supply the necessary material, each number contains at least one article specially framed to meet the problems and interests of teachers of ungraded schools; at least one article bearing upon primary work; at least two articles of special interest to teachers of intermediate grades; three articles dealing particularly with secondary school topics and four articles of a more miscellaneous type.

Since the member responsible for intermediate grades is thus expected to secure some twenty articles, he is assisted by a sub-committee appointed by the Elementary School Teachers' Department.

The Editor and Advertising Manager are appointed by the Executive Committee at its Easter meeting, and, subject to the discretion of the committee, hold office for the Federation year commencing July 1.

The Editor is chairman of the Editorial Board and is charged with the allotment of duties among its members. He is responsible solely to the Executive Committee for all matters, exclusive of advertising, pertaining to the publication, editorial policy and general content of the magazine.

The Editorial Board includes a member appointed by the Executive Committee of the Elementary Teachers' Department; a member appointed by the Executive Committee of the Secondary School Teachers' Association, at least two members, and not more than three, appointed by the Magazine Committee, one of these being selected on the grounds of special familiarity with the problems of rural

public and high schools, and another as an expert in Primary education. Additional members are appointed by the Editor.

The annual meeting of the Magazine Committee is held during the Easter Convention. At this meeting a communication is presented from the Executive Committee announcing the appointment or re-appointment of the Editor and the Advertising Manager. Reports and recommendations relative to the format, content, cost and maintenance of the magazine are considered, and opportunity is given for the presentation of suggestions and criticisms that may be helpful to the Editorial Board and to contributors.

A general invitation is given to friends of *The B.C. Teacher* to attend this annual meeting and to share in the discussion.

DEPARTMENTAL REPLIES  
TO FEDERATION  
RESOLUTIONS

**P**UBLICATION of the reaction of the Education Department to resolutions submitted in 1936-1937 by British Columbia Teachers' Federation has been somewhat delayed owing, in part, to the recent temporary indisposition of the Hon. Dr. Weir, as explained in our last issue.

A resolution originating in Powell River and District Teachers' Association recommended permitting pupils enrolled in Grades 8-12 to attend night school classes also, if such arrangement were approved by the principal of the day school concerned. Subject to this important proviso, the suggested change seems, to the Department, to be open to no reasonable objection.

In reply to representations offered by Okanagan Valley Teachers' Association, the Government will examine the section of the School Act relating to compulsory education, with a view to making it easier for a school board, or other suitable authority, to enforce the attendance of all children of school age.

Answering suggestions relative to the payment of grants at such dates as to ensure that boards shall, at the commencement of each school year, have sufficient money to meet the cost of supplies and repairs necessary for the opening of school, the Department expressed the opinion that no change in the present plan of issuing cheques is really necessary. The quarterly payments are now issued one month in advance of the former date of issue. School boards obviously should budget for a small surplus at the end of June, to meet charges that must necessarily be incurred before school reopens.

In commenting upon a resolution originating at Central and Northern Vancouver Island Teachers' Convention and endorsed by the executive of British Columbia Teachers' Federation, favouring the full control by the Department of Education of school administration in unorganized territories, the Department called attention to the fact that at the time of writing almost 32 per cent of the school districts in the province were already under official trustees appointed by the Department.

On the initiative of Victoria and District Teachers' Association, the annual meeting last Easter requested the raising of the present

minimum salary of \$780 and asked for grants to provide suitable salary increments in the case of teachers having two or more years' experience. The Departmental comment recognizes the inadequacy of a salary of \$780 for an experienced teacher and promises careful consideration.

A resolution, fostered by Vancouver Secondary School Teachers' Association and approved by the executive, protested against the inadequacy of the present remuneration and subsistence allowance for examiners. In reply, the Department reported that the remuneration last year showed an increase, and that further increases will be considered as conditions warrant.

Upon consideration of resolutions originating in South Peace River District Teachers' Association and endorsed by the Federation executive, the Department declared itself impressed with the case made out in favour of higher salaries for the Peace River teachers and promised that the resolution would receive careful consideration.

The Shop Teachers' Association reported that its members have difficulty at present in obtaining credit in American universities for training received in British Columbia and suggested that the prevailing regulations could be met if the training of Industrial Arts and Technical teachers were placed within the official province of a Normal School. The Department reports, however, that the Normal Schools are not in a position to provide such training, but expresses the hope that some expedient may be devised whereby our Shop teachers will be able to receive the desired credit in American univer-

sities for training taken in this province.

Pointing out that existing economic and social conditions are conducive to juvenile delinquency and that the association of youthful culprits with hardened criminals is obviously unfavourable to the desired restoration to good citizenship, Richmond Teachers' Association recommended that the Federation bring pressure to bear upon the proper authorities for the institution of policies similar to those embodied in the Borstal system, which has proved of such immeasurable benefit in England. This resolution was referred by the annual meeting to the executive committee, by which it was endorsed. The resolution is to receive the attention of the Attorney-General's Department.

A number of important recommendations, submitted by the Health and Physical Education section of the Federation, were subsequently passed by the executive and forwarded to the Department. One of these related to the establishment, at the University, of a department of health and physical education. The Minister agrees that the present place assigned to health and physical education in the school curricula would justify our provincial University in making provision for the training of teachers to supply the needs of the schools. There are well-qualified experts in physical training at both Normal schools, but the Education Department recognizes that the health needs to be strengthened. All Normal school instructors will base their work upon the curriculum as recently revised.

A request that teachers' reference books in the Open Shelf Library at Victoria be kept up to date and that this service be given greater publicity will be taken up with the Provincial Librarian by the Superintendent of Education. The Department hopes that copies of practically all the reference books listed in the new programme of studies, as well as other valuable professional books, will be stocked and made available to the inspectors and, to some extent at least, to the teachers of the province.

\* \* \*

The greatly increasing demand for qualified teachers of Geography in the high schools of British Columbia and the lack of any fitting provision for their training, either in geographical methods or in geographical subject matter, was again brought to the attention of the Department. The Federation protested against the entire inadequacy of the training, both academic and professional, provided at the University of British Columbia for future teachers of geography and copies of the resolution submitted in this connection by the geography section were forwarded to the Education Department and to the University. The Department was further requested to remove Cornish's Canadian School Geography from its position as the prescribed text for Geography I. and II., and to place it among possible reference books. Both of these resolutions were favourably received by the Department. As the revision of the course in geography for high school has not yet been completed, the minimum list of reference books cannot be made known to the school boards in time for inclusion in the 1937 budget, but the Department announced it-

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self in sympathy with the purpose of a resolution that school boards be required to provide a certain minimum equipment of reference books for use in any secondary school in which geography is taught.

\* \* \*

Upon request of the Science Section, the Department was asked that classes engaged in individual experiments in science be limited to a size compatible with efficiency and safety. However, in the opinion of the Department, the size of a class in science is largely a matter for the consideration of the school principal and the Board of School Trustees. It is the duty of the latter to take effective measures to ensure the safety of students using the laboratory. The Department would welcome information bearing upon conditions where it would appear that the safety of the students is being jeopardized. For many years the Department has been encouraging boards to provide adequate laboratory facilities for the teaching of science. In each case a grant up to \$500 is made to assist in meeting equipment costs. To the opinion of the Science Section that, whether or not a textbook is prescribed for the unified science course, a large variety of science books should be available in all science classrooms, the Department sees no objection.

\* \* \*

At the annual meeting of Okanagan Valley Teachers' Association a resolution was passed requesting the Department to send special instructors in Practical Arts and Physical Education to give short courses to the teachers, in order to facilitate and improve instruction in these subjects as defined in the

new course. In several inspectorates, special classes in Practical Arts and other subjects have already been arranged.

With reference to a request for increased financial aid for school libraries, the Department rejoinder points out that, except in the case of the larger cities, generous aid from the Department is now available for school library purposes.

\* \* \*

To the suggestion that the names of the persons setting the various Junior Matriculation examinations should appear upon them, the Department raised the objection that in their final form such examination papers represent the work, not of one person only, but of a committee of examiners. In a related connection the Department announced that examiners will be asked to make a more detailed report on the results of the examinations of June, 1937, though it could not undertake to go to the expense of supplying answers to all questions appearing on the numerous papers. The Department declared itself in agreement with the Federation that the high school course should culminate in a single certificate.

\* \* \*

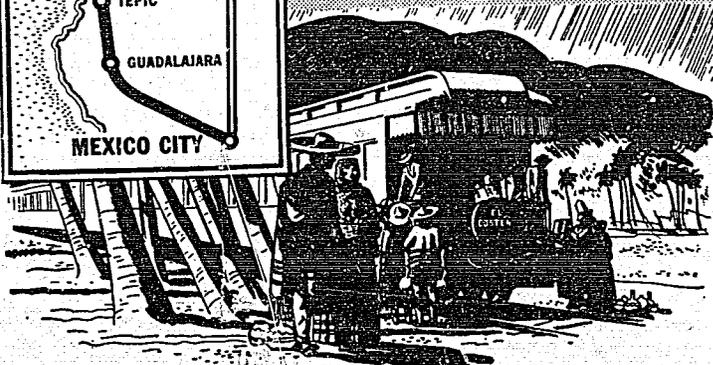
In pursuance of a request from the Canadian Teachers' Federation, the various provincial governments have been approached by the provincial Teachers' Federations relative to the creation of scholarships for students of exceptional ability who, for financial reasons, are unable to secure a university education. The relevant resolution will be dealt with when the estimates of the Department of Education, for the year 1938-39, are in course of preparation.



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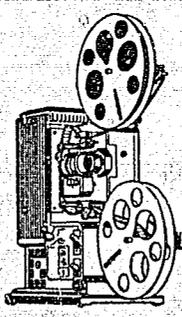
As recommended by the Canadian Teachers' Federation, a special committee of teachers has been constituted by the Department to deal with the question of visual education in British Columbia. The Department announces that it will also be pleased to assist in the study of the wider question of visual education as affecting our national life. A further request originating with the Canadian Teachers' Federation, that provincial governments provide from their consolidated funds for the maintenance of an adequate minimum programme of education, thus equalizing educational opportunity more fairly, will be referred by the Department to the Prime Minister and his colleagues in the Executive Council.

The Department announced its approval of a resolution introduced by the Central and Northern Vancouver Island Teachers' Association, advising against avoidable changes in textbooks. To the request, originating in the same association, that in the provision of equipment necessitated by the new course of studies, the Department should contribute equally with the school boards, the Department answered

that grants are now given in respect of expenditures made by school boards on science equipment and apparatus, reference books and supplementary readers.

Certain other resolutions have been referred by the Department to the Central Curriculum Revision Committee. The request that outstanding teachers resident in the interior of the province be appointed as corresponding members of the subject committees dealing with curriculum revision has already been put into effect.

Space available in *The B. C. Teacher* is not sufficient to permit a complete rehearsal of the resolutions submitted, in the course of the year, to the Department of Education, by or through British Columbia Teachers' Federation, but the foregoing summary probably indicates in sufficient detail the subjects dealt with and the replies received. It is evident that suggestions offered by the teachers of the province are sure of sympathetic consideration by the Department of Education and that, in many respects, they exercise an important influence in the shaping of its policies.



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### VICTORIA TEACHERS CONFERENCE ON JUNIOR HIGH SCHOOL PROBLEMS

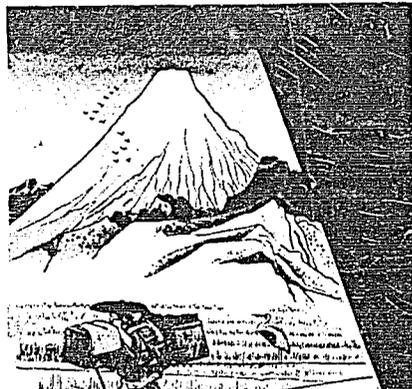
At a recent meeting in the Green Lantern Grill, members of the Greater Victoria High School Teachers' Association were pleased to have as guest speaker, Dr. King, of the Department of Education, who explained how the junior high school course is to be articulated with that of the senior high school.

Much of the success of the junior high school system, he declared, depends upon the qualifications of the teachers. They should read widely in their subjects; they should be academically and intellectually on a par with those of the senior high schools. The preferable junior high school teacher is the young university graduate endowed with all the charms of humanity; above all he must have a liking for and be in sympathy with children.

The junior high school trains its pupils to study, encourages them in original thought through assignments that require library skills, and socializes its members in a wide variety of clubs and societies.

Necessary classification of pupils' ability is done by means of grading cards which record M.A., C.A., I.Q., achievement test results, and rating by elementary teachers. Such classification enables the principal to determine which students have the ability to complete study of a foreign language or to grasp more advanced mathematics.

At this point the speaker entered upon his main topic. He pointed out that the high schools have a new duty—to aid the non-academic pupils that present-day social conditions have placed in the high school. In past years teachers have wished



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these students to leave before attempting matriculation. The barrier set up by University requirements made the few students of I.Q. 92 to 70 quite unwanted. Discarded after an unsuccessful effort in high school they were seriously discouraged. The junior high school gives functional studies; courses in commerce, technical work, music and art; and vocational guidance to help them toward more satisfying and happier lives.

The speaker informed his audience that junior high school students show an interest in reading greater than that of senior high school students for they are not of necessity forced to apply themselves so closely to the prescribed texts.

He suggested that senior high school teachers are prone to be "subject-minded", they should help the pupils to be better persons, not specialists.

Dr. King referred to a new course in practical mathematics for the students of lesser ability. He explained how this subject and others, such as Latin and Science, could be staggered between grades seven and twelve with a corresponding lightened burden for the student.

In conclusion, Dr. King again remarked, "It is the duty of the schools to make the most of all the human material that comes to them."

On behalf of the association Dunmail Hartness, principal of the Oak Bay High School, thanked the speaker for his informative address.

W. L. H., Victoria.

## CONVENTION PROGRAMME

EIGHTEENTH ANNUAL CONVENTION AND TWENTY-FIRST  
ANNUAL GENERAL MEETING OF BRITISH  
COLUMBIA TEACHERS' FEDERATION

MONDAY, MARCH 29th TO THURSDAY, APRIL 1st, 1937  
HOTEL VANCOUVER, VANCOUVER, B. C.

### MONDAY, MARCH 29TH:

- 10:00 a.m.—British Columbia Teachers' Federation Execu-  
tive Meeting.  
1:30 to 2:30 p.m.—Registration.  
2:00 p.m.—Council Meetings:  
    (1) Elementary Teachers' Department;  
    (2) Secondary Teachers' Association.  
7:00 to 8:30 p.m.—Registration.  
7:30 p.m.—Public Meeting:  
    Address: Prof. R. England, Director of  
    Adult Education, University of British  
    Columbia.  
    Subject: "Economy and Waste in Educa-  
    tional Effort".

### TUESDAY, MARCH 30TH:

- 8:00 a.m. to 8:30 p.m.—Registration.  
9:00 to 12:00 a.m.—Section Meetings:  
    (1) Elementary Teachers;  
    (2) Secondary Teachers;  
    (3) Principals.  
12:30 to 2:00 p.m.—Secondary Teachers' Association Luncheon:  
    Address: Dr. H. B. King, Technical Ad-  
    visor, Department of Education, Vic-  
    toria.  
    Subject: "The Problem of the Integration  
    of Subject Matter in Secondary  
    Schools".  
2:00 p.m.—Section Meetings continued:  
    Elementary Teachers' Department;  
    Display and Entertainment at Point Grey  
    Junior High and Tennyson Public  
    Schools.  
4:00 p.m.—Sports—Badminton and Bowling.  
8:00 p.m. to 1:00 a.m.—Musical and Dance to be held in the Crystal  
Ballroom of the Hotel Vancouver.

WEDNESDAY, MARCH 31ST:

8:00 a.m. to 2:00 p.m.—Registration.

9:00 to 12:00 a.m.—Association and Department Meetings:

- (1) Elementary Teachers' Department;
- (2) Secondary Teachers' Association.
- (3) Conference of Guidance Counsellors.

12:00 a.m. to 1:30 p.m.—Grand Convention Rally Luncheon:

Address: Dr. T. R. Cole, Department of Education, University of Washington, Seattle.

Subject: "The Teacher With a Personality"

1:00 p.m.—Zero Hour for All Resolutions.

2:00 to 5:00 p.m.—Twenty-first Annual General Meeting (First Session).

4:00 p.m.—NOTE: At the request of teachers who are returned soldiers, a meeting has been arranged at this time under the chairmanship of Mr. Rhys T. Edwards to which all teachers who are returned soldiers are invited.

4:30 p.m.—"The B. C. Teacher" Tea and Annual Meeting of the Magazine Committee.

6:15 to 8:00 p.m.—Principal's Association Dinner:

Address: Dr. R. T. Cole, Department of Education, University of Washington, Seattle.

Subject: "Leadership in Education".

8:00 to 9:00 p.m.—Panel Discussion to be held in conjunction with Vancouver Library Board in Moose Hall. Discussion by:

- Prof. Robert England (Chairman),  
Mrs. J. Stuart Jamieson,  
Dr. D. G. Steeves, M.L.A.,  
Prof. F. H. Soward,  
Dr. P. A. Boving;

Topic: "Democracy, Will It Survive?"

THURSDAY, APRIL 1ST:

9:00 to 12:00 a.m.—Twenty-first Annual General Meeting (Second Session).

12:00 to 2:00 p.m.—Association Presidents' Luncheon.

12:00 to 2:00 p.m.—Membership Committee Meeting.

2:00 to 5:00 p.m.—Twenty-first Annual General Meeting (Third Session).

6:00 p.m.—British Columbia Teachers' Federation Executive Meeting.

## MUSICALE AND DANCE

**T**HE Musicale and Dance will be held in the Crystal Ballroom, Hotel Vancouver, Tuesday evening, March 30, commencing punctually at 8 p.m. W. D. McLaren, Vancouver School Board, will be chairman. This function is open to all teachers and their friends.

As a new venture in these conventions, we are opening with a get-together Community Sing-Song with Ifor Roberts conducting and Dick Douglas at the piano. We are hoping that this musical event will meet with outstanding success.

We are fortunate once again in our choice of artists for the Musicale. As ensembles, we have the John Oliver High School Girls' Glee Club, an aggregation of singers which has won an enviable position in the local musical world; as vocalists, the radio male ensemble appearing over the air in the popular programme, "By the Sea", and as instrumentalists, a string trio composed of such notable artists as Cardo Smalley, violin; Eugene Mahrer, 'cello, and Wallace Gillman, piano.

It is with great satisfaction that we announce that solos will be rendered by Horace Chapman, tenor; Archie Runcie, baritone, and Annabell Mackenzie; Eugene Mahrer, 'cellist; Cardo Smalley, violinist, and Kenneth Ross, prominent solo pianist.

The dance commences at 10 p.m. and will continue until 1 a.m., with Vancouver's famous orchestra, Mart Kenney and his Western Gentlemen, supplying the music.

Cards, bridge and whist will run concurrently with the dance, in the

Italian Room, with Miss Elsie Frost as hostess. Teachers are requested to form their own parties for the card drive. Excellent prizes will be awarded.

Buffet supper will be served from 11 p.m., in the Oak Room.

Everyone may rest assured that this evening of artistic entertainment and social intercourse will long remain a pleasant memory for the members and friends of the Federation.

\* \* \*  
LOWER MAINLAND MEET

**A**LL secondary school teachers of the Lower Mainland are reminded of the dinner and general meeting of S.S.T.A.L.M. at the Hotel Georgia, at 6:15 on "the Seventeenth of Ireland". The special feature of the programme will be an address by Professor F. H. Soward, "Looking Back on 1936". Music and other forms of entertainment will be provided and some very important business will be transacted. The Association will deal with resolutions that any of the organized sections may wish to have submitted to the Easter Convention and a report will be received from the Trust Fund Trustees. The officers of the association ask *The B.C. Teacher* to extend, on their behalf, a special invitation to new members, including those from the Fraser Valley and the Junior High Schools that have but recently organized. Old timers do not need any invitation. They know that the only too infrequent meetings of the Secondary Teachers' Association of the Lower Mainland are among the pleasantest and most valuable gatherings that they have the good fortune to attend. Yes, the date is March 17.

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THE INFORMATION DESK AND THE EASTER CONVENTION

THIS year the Convention Committee is endeavouring to make it as easy as possible for the visiting teachers to get in touch with their friends. It has been felt by many members that the Information Desk has not been used to full advantage in former years; so, in order to facilitate communication between friends a system of "Contact Cards" is being inaugurated. If, for example, Mr. Smith of Oliver, wishes to get in touch with Mr. Brown of Nelson, the procedure will be as follows; at the desk there is a registration file available to all members registered at the convention from which Mr. Smith can find if Mr. Brown is attending the gathering. After making certain he is registered a "Contact Card" can be filled out and the desired message left at the desk.

The success or failure of this plan depends wholly upon the co-operation we receive from our members. There will be attendants at the desk throughout the entire convention who will be only too eager to help you locate or contact your friends; we appeal to you to make use of this service and call at the desk if you expect any message.

Last year we were frequently called upon to give information regarding Convention Officials and Chairmen of Meetings. This was not always available, so we are asking these officials to make their presence known at the information desk immediately after registering.

Below you will find a copy of a "Contact Card."

To T. H. BROWN  
Address: 2615 West 12th Ave.

From: J. SMITH,  
Phone: Bay. 296-Y.  
Message:

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W. H. AULD, General Gordon School.

NOTICE TO "UNATTACHED" MEMBERS

By Constitution, Unattached Members of the British Columbia Teachers' Federation are allowed representation at the Annual Meeting; (i.e., one delegate for each ten Unattached Members) and they are allowed to choose such delegates from amongst those present at the meeting.

Mr. Gerald H. Lee, principal of Squamish High School, is the official representative on the Federation Executive of Unattached Members, and he would be glad if any such members who intend to be present at the Annual Meeting would notify him, so that an effort may be made to select representative delegates on as wide a basis as possible.

**MENTAL HYGIENE**  
**PUBLIC** attention in British Columbia is at present so focused upon Health Insurance that the work of the Canadian National Committee for Mental Hygiene is of special interest in its bearing upon a related field of Social Service. Sir Edward Beatty is presi-

dent of the national committee, which has just announced a vigorous programme, to be carried on in partnership with Canadian educators, for the safeguarding of the mental health of school children. Emphasis is to be placed upon the training of teachers in mental hygiene and upon the organization of school facilities to strengthen health programmes. A quarterly magazine, *Understanding the Child*, is to be published as part of the plan and regional conferences will be held for the convenience of teachers in various parts of the Dominion.

Dr. C. M. Hincks, general director of the Canadian National Committee for Mental Hygiene, is responsible for the prediction that, unless better progress is made in the prevention of mental illness, four per cent of our Canadian children will some time or other be admitted to mental institutions. The committee is looking to the schools as a channel through which the present knowledge of preventive measures can be put in practice and made familiar to the public.

The Canadian National Committee for Mental Hygiene has already done great services for Canada in many different ways and the teachers of Canada may be counted upon to support its activities.

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## RAMBLINGS OF PAIDAGOGOS

McGONAGALL, INDEED!

UNUSUAL as it is for me to return so immediately to the charge, I am sure that in this instance the reader will realize my situation and control his impatience. When a man is assaulted in the very citadel of his being—in the region of his veracity, no less!—he must take steps to defend himself. Be it known therefore to all and sundry that I, Paidagogos, am a truthful and honorable man who is to be depended upon to the uttermost paragraph: I may be accused of doddering, but never of deception.

The difficulty is that having from time to time introduced fictitious characters into these Ramblings, I am at a disadvantage in presenting a real one. What writer could survive so unnatural a limitation as is implied here? Certainly not Shakespeare. And if Shakespeare would have been extinguished, then what in Heaven's name is to become of me!

Consider the several counts of the indictment. Primus: I am accused of inventing McGonagall; secundus: I am charged with the malicious writing of two poems; tertius: I am arraigned for manifesting a spurious gravity in relation to the whole affair. Were even one of these impeachments true, I would be fain to lay down my deceitful pen and part company with Paidagogos forever.

But fortunately they are not true. The fact is indisputable that McGonagall was an actual man, a serious and persevering versifier. It is surely ten thousand pities that one who was deprived during his lifetime of almost everything else, is now to be denied the bare justice of having existed at all. Poor McGonagall! Had he but foreseen what would be alleged about him a scant half-century after his death, he would have turned his face to the wall.

He was a harmless, daft-witted creature, McGonagall—what is spoken of in Scotland as "wanting" or "a wee bit saft". To the shame of his native land, he was the constant butt of rough and humorless buffoonery, of that species of joke mistakenly called "ractical". Even the sorriest wit could carry the day at his expense.

On one occasion, for example, a group of Edinburgh undergraduates, dressed in oriental robes and draped themselves in oriental robes and visited McGonagall a ceremonial visit. They had been sent, they informed him, by the King of Siam; and they had been commissioned by that monarch to confer upon him the Knight-hood of the White Elephant. His poem, they added, had been read with astonishment and admiration in Bangkok.

McGonagall readily swallowed this fantastic tale, and was thereupon subjected to as many indignities as the ingenuity of these young men suggested. When they had exhausted their ideas, they bade him kneel down while the leader struck him lustily on the shoulder with a drawn sword. They then dragged him to his feet under the title of Sir William McGonagall, K.W.E.—a title he cherished to his dying day.

A footnote to the story—and one not without its pathos—is the response of McGonagall's wife to the information that her husband would shortly be in receipt of a white elephant from Siam. "What kindness", she exclaimed, "wad there be in sending a white elephant to a man that couldna feed a canary!!"

So much for primus. What now of secundus? It is alleged that I wrote two poems, that I did so with a cunning and fraudulent motive. Could anything be more fantastic! I can only reply that if I were able to write such verse as "The Beautiful City of Glasgow" and "The Famous Tay Whale", I would be very lucratively employed on one of the metropolitan dailies.

The stuff is utterly inimitable. I defy each one of my critics to sit down and concoct anything that genuinely resembles it. Shakespeare I might faintly echo; Milton or Wordsworth I might make shift to copy; Macaulay I might undertake to parallel—but McGonagall is beyond me. His style, as has been well said, is "unapproached and unapproachable". As Macartney puts it: "One of the things that go to make a man great is uniqueness. He must in some way be totally unlike anybody else in the world. McGonagall did most certainly possess this qualification".

By way of establishing my innocence—if the reader is not already convinced—I interpolate here a selection from McGonagall's "Descriptive Jottings of London". Is it conceivable that I can write this sort of thing at will?

## LONDON

As I stood upon London Bridge and viewed the mighty throng

Of thousands of people in cabs and buses rapidly whirling along,  
All furiously driving to and fro,

Up one street and down another as quick as they could go.  
Then I was struck with the discordant sounds of human voices there

Which seemed to me like wild geese cackling in the air;  
And the river Thames is a most beautiful sight,

To see the steamers sailing upon it by day and by night.

Coming at last to tertius, with its allegation that I wrote the article in question under the cover of a spurious gravity, how is a man to answer such a charge? The clearest evidence has been adduced to show that McGonagall is the undisputed master of his field, that he acknowledges a debt to no one. Banal he may perhaps be, but where else is so quintessential a banality to be found? And is not this absolute quiddity a subject for every proper man's respect? Let the critic read McGonagall for himself, and he will say no more about the supposed spuriousness of my gravity—he will be weighted down with a gravity of his own.

As to my theory—and this point I do not press—that there is with us today a school of McGonagallise, the reader must be the judge. It has seemed to me that a great deal of modernistic verse and prose is reminiscent of McGonagall. Not that anyone has had the genius to emulate him

of course, but a rose may here and there have fallen from his chaplet—or maybe a hair or two from his white elephant's tail.

Piffle has a large place in our literature. Good writing is only distinguished from bad writing by the proportional lowering of its piffle content. But to produce unadulterated piffle is a rare achievement; for even the veriest poetaster chances sometimes upon an idea or a turn of expression. It is distinctive of McGonagall that he never chanced upon one or the other. I submit therefore that he occupies the extreme position at his own end of the scale, and that by reason of this he is more comparable with Keats than with Butler. If indeed he is comparable with anyone!

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## ATLASES FOR USE IN SOCIAL STUDIES

By H. NORTHROP, *Britannia High School, Vancouver*

THE Geography Section of the Lower Mainland High School teachers recently undertook to make a survey of available reference books. My share in the undertaking was to obtain information relative to atlases. Our idea, naturally, is to make our labours effective by passing on what information we obtain, however imperfect or incomplete, to other teachers of the Province. Hence this article.

The more immediate problem for most teachers is to secure a pupil's individual atlas which will be good enough and at the same time cheap enough to provide classes with an opportunity to work out geographical problems on their own. Such a one, for Secondary School purposes, should contain:

- (a) Climatic maps, showing temperature and rainfall of the world and of each continent, preferably both annual and seasonal; winds and currents on a world projection.
- (b) Economic maps, at least of each continent. The most serviceable type here is undoubtedly that which indicates the distribution of one product only at a time. For economy two or three may be indicated provided they do not centre on the same area.
- (c) At least one population map, showing distribution and approximate density of world population.
- (d) A layered physical map of the world and of each continent, of Canada, and of each Canadian province.
- (e) A general political map of the world and of each continent, which indicates trade routes, principal railways and waterways.

The following atlases were considered:

Canadian School Atlas by Cornish (Dent, 1935, \$1.00) seems to contain more of required material than any other of this type available, but lacks:

- (1) Average temperature maps;
- (2) Commodity maps (economic maps given are jumbled, with too many products);
- (3) Variety of projections, which might prevent pupils from getting wrong impressions, say, from Mercator;
- (4) Population map.

Dent's Canadian School Atlas (Dent, 1935, \$ .65) is unsuitable, because it gives no economic or climatic maps of continents, only political-physical ones. The Bartholomew World Atlas sinusoidal maps are, however, an attractive feature.

Oxford Preparatory Atlas by Bartholomew (Oxford University Press, 1932, \$ .50) lacks most required features, containing only world climate and political-physical maps of continents, etc.

On the whole, it seems, that for Secondary School purposes, a revision of Cornish along the lines suggested above would be most practical. The Atlas, at slightly increased expense, would then be suitable for all grades, elementary as well as secondary.

In the class of larger atlases for school use, Goode's School Atlas (Rand McNally, 1925, \$3.00) is the best known to the committee, possessing as it does, world and continent maps for all the above purposes. Its defect, from our standpoint, lies in the fact that only the United States and Europe get complete treatment, as the book was not designed for Canadian use.

Other good atlases in the larger class are:

*Atlas of Economic Geography* by Bartholomew (Oxford University Press, 1928, \$2.50) containing 92 pages of general text on climate and products, with 50 pages of economic coloured maps, and, best of all, 24 pages of black and white maps, showing distribution of commodities.

*Oxford Advanced Atlas* by Bartholomew (Oxford University Press, 1936, \$3.25) good for climate, vegetation and population, but contains no economic maps.

*The Oxford Economic Atlas* by Bartholomew and Lyde (Oxford University Press, 1929, \$1.75) though cheaper than its namesake above, does not include the general text, nor, what is more important, the black and white commodity maps.

*A Historical Atlas of Canada* by Burpee, (Nelson, Toronto), besides including maps of early cartographers, gives valuable maps on discovery routes and on Canada's political condition at various stages, and *A Historical Atlas*, by Shepherd (Holt, N. York, 1929), covers the entire field of World History from the political angle. *A Historical Atlas of Modern Europe*, by Robertson and Bartholomew (Oxford University Press, 1924) deals with Europe from 1789 to 1920, and, though not quite up to date, is invaluable for reference in Grade XII. *Atlas on European History*, by Dow (Holt, N. York, 1909), the American counterpart of the above, has probably been brought up to date but no information is yet to hand.

Nearly all the atlases here mentioned are in Kitsilano High School Library in Vancouver. Others are Dr. Black's personal possessions. The survey is thus largely the result of Dr. Black's unfailing kindness, which, I may say, is always at the service of other teachers who may be contemplating purchases in this field.

I reiterate that the survey is not presumed to be exhaustive, but Social Studies teachers will recognize the absolute necessity of the atlas in their work and may welcome some information on the subject.

## A Plea For The Child "Who Is Different"

By MARY J. PARKINS, Vancouver, B. C.  
"Special Class", Florence Nightingale School

"EDUCATION of all the children of all the people". That is a phrase well known to the modern teacher. If it be accepted as our goal, then the teacher must face the problem of adjustment. The individual differences and needs of our pupils, the adaptation of curriculum to the capabilities and interests of the boys and girls must be considered.

Every teacher knows that in every class there are some pupils who are capable of going ahead of the accepted standard, and others who are always behind no matter what opportunities are given. Then, there are those with physical handicaps, and others with serious emotional difficulties. The school is responsible for the education of each of these groups, and the training should be such as will best serve the needs of the individual, making him a worthy citizen, capable of taking his place in society according to his abilities.

In some cities there are well organized departments of special education, with trained supervisors and teachers; but many school systems make little or no provision for the "exceptional" child, one who is out of the ordinary or differs from the normal. What is the responsibility of the teacher? He cannot run away from his problem for it is before him every time he enters his classroom. If he is to meet it successfully, he must know first of all who are exceptional children.

There are eight chief groups of these children. (1) the blind or partially blind; (2) the deaf or hard of hearing; (3) the speech defective; (4) the crippled; (5) those of lowered vitality, suffering from anemia, malnutrition, pre-tubercular condition, or cardiac difficulties; (6) the mentally retarded; (7) the mentally gifted; and (8) the socially mal-adjusted, with their behaviour problems.

The teacher, who has normal and exceptional pupils in one room, has a real problem to tackle. He must learn to recognize the symptoms of his charges differing from the normal, and classify them as to their needs. He may find one who is always slow in finishing his task and on investigation discover he cannot see the writing on the blackboard. Another child may appear to be very inattentive and his real difficulty is his dullness of hearing. Then there is the pupil who is falling behind in his school work month after month, or the one so intellectually keen that it is hard to keep him busy.

No two persons being alike, each pupil needs sympathetic, intelligent study, which will reveal differences unthought of, enabling the teacher to find the abilities and disabilities; the physical and mental equipment, and any peculiarity of personality.

Having found the needs of his pupils, the teacher's next step is to

## SCIENTIFIC

By F. M. WATTS, Magee High School, Vancouver, B. C.

THERE should be enacted some kind of legislation for the protection of certain over-worked words.

The halo that surrounded the ancient Medicine Man, the awe that his words inspired, the equivocal utterances of the various oracles—all these and a host of other influences have faded into the background with many of us in our enlightened age. But apparently man has not been sufficiently emancipated to exist without some semi-sacred and more or less incomprehensible formula which can be applied to many and varied occurrences. The word "Scientific" is approaching this mystic significance, as our advertising experts and demagogues know full well. To sell toothpaste, coffee, gasoline or what you will, "Scientific" tests are made and the results (guaranteed) are used as a great point in the selling talk. A new political doctrine, even a new educational panacea, may be made more palatable for general consumption by the addition of the word "scientific".

Of course, many of the uses of the word are entirely sincere and as correct as most of the terms of our vocabulary, but we need to be careful that "scientific" does not become a fetish, whose very sound automatically blocks any criticism. There is a real danger in the misuse of such words. The average man has had very little pure scientific training and to him the addition of "scientific" carries with it an authority that may be entirely and wrongfully assumed. The orderly arrangement of a few statistical figures—which are, as often as not, carefully hand picked or based on a very partial survey of the field in question—is usually quoted as the result of a "scientific investigation" when it maybe some "well known" scientist is added to the findings, with part of the alphabet arranged after his name, the whole, can and is used as the selling point in many an argument, economic, political or professional.

Modern Science has done so much for us, has made our everyday

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apply "first aid". No matter how inexperienced in special education, there are always some things every teacher can do to alleviate the sufferings of the unfortunate ones. Those with physical handicaps should be placed in suitable positions in the classroom, care should be exercised against fatigue and rough play; for the mentally handicapped the work should be adjusted to meet their needs; and for the socially maladjusted a sympathetic and understanding heart will often help the victim to overcome his difficulty.

"Happiness first, and all else follows" should be the motto of all those called upon to teach these "exceptional" children.

Perhaps that motto has a relevance that is even wider!

life so much fuller and richer, that we inevitably give credit to all things scientific, and sometimes to things only so labelled. Science has grown so rapidly, its ramifications have spread so widely, that it is already impossible even for a well educated man to have much more than a smattering of scientific knowledge. It is possible, however, for more of us to appreciate what a "scientific test" really is, and also how very seldom such a test can be made successfully. Decisive scientific tests are difficult enough in the exact sciences. To apply the term to many investigations in which the variables are too involved to permit of their separation is simply misusing the words, either foolishly or criminally. The introduction of figures or mathematics does not necessarily make the argument more scientific.

Logical reasoning is difficult for the most highly trained minds and involves far more "negation of self" than most of us are prepared to give. But a spurious and often attractive form of reasoning is easily acquired and more easily still can it be used to impress an unthinking audience. The "*Post hoc ergo propter hoc*" line of reasoning although quite illogical and often erroneous is one of the common "scientific" lines of attack.

When such reasoning is put in the form of an absurd statement, such as "In winter more umbrellas are carried and more colds are caught than in summer, therefore umbrella carrying is the cause of colds," it is a very foolish person indeed who cannot see that it is wrong. But there are many who still believe there is a scientific connection between changes of the moon and the weather, although such a connection has never been proved.

To take another example. Many investigations have shown that non smoking students score higher than smokers in high schools and colleges. But this does not necessarily prove that smoking dulls the brain. It may or it may not. There are other explanations of the reason for the results obtained. The non smoking may be a result of a certain type of character which also manifests itself in the studious habits of its possessor and the further deduction that the non smokers will make the best citizens is very open to question. Studious college habits do not by any means always lead to that highest form of citizenship which requires a more gregarious disposition than is possessed by many of the best students.

Teachers, especially, who are trying to train the present generation of students to think correctly, should be careful to point out the common pitfalls of faulty reasoning—not by a course in logic, (we have enough courses on the curriculum already) but by presenting the subjects in as logical a manner as possible and by pointing out the more blatant misuses of such terms as "scientific" and "scientific reasoning," common today.

It requires much observation of young minds to discover that the rapid inculcation of unassimilable information stupefies the faculties instead of training them.—Mark Pattison.

## BUREAU OF RESEARCH & INFORMATION

By ORVILLE E. AULT, *Ottawa Normal School*

THE Canadian Teachers' Federation has for some years carried on research projects under the very able direction of Mr. Harry Charlesworth of Vancouver. Information about the work, training, and salary of the teacher was collected from the provincial associations, classified and interpreted and then presented in oral or written form to the profession. The work has had certain limitations which might be briefly stated as follows: (1) Lack of funds; (2) diversity of teaching conditions in different provinces; (3) Provincial attitude towards educational problems; (4) No means of dispensing accumulated opinions; (5) Distances that made the work of collecting material slow; (6) Difficulty in selecting projects of general interest; (7) Lack of organized support in each province; (8) No general demand for results of research.

In spite of these difficulties, excellent papers and reports were prepared and presented at annual meetings of the Canadian Teachers' Federation, or were mimeographed and sent direct to affiliated organizations and interested teachers. Some of the problems dealt with in these reports were: Salary Schedules, Superannuation, Training of Teachers—a comparative study, Canadian Education Week, Automatic Membership, School Financing.

The various provincial associations of teachers have resorted to research to solve problems that have been revealed by their resolutions committees. As an illustration we might refer to the method of establishing salary minima. The resolutions committee of a certain federation proposed that a memorandum be presented to the Minister of Education urging some discipline of school boards that employed teachers at a salary lower than \$500. At once a research committee was selected to study salary trends and to compile statistics in support of the proposal. Lest there be a generalization that research has been prompted by professional selfishness in the provinces, I shall present a partial list of research studies that have been made by provincial associations: (1) Revising the Course of Study; (2) Provincial Examinations; (3) The Problem of the Youth who has just left school; (4) School Financing; (5) Scholarships; (6) The Rural Project Method; (7) Teacher-training; (8) School Libraries; (9) Articulation of the Grades; (10) Vocational Guidance.

Besides these professional studies, there have been many that affected the teacher personally, such as: Insurance, Superannuation, Salary Grants, Permanent Certificates. These various studies have been made in different provinces. The results have been reported at annual meetings of the association concerned, and summaries published in the official bulletin or magazine of the association.

The difficulties of co-ordinating these provincial research agencies to form a National Bureau of Research are apparent. Education is a provincial concern. The history of education, the administrative machinery, and the philosophy of education vary considerably across the Dominion. Living

conditions and salary allowances are subject to different influences in different provinces. The solution of national problems by scattered provincial organizations of teachers seems a remote possibility. Away down across the equator, three sister Dominions have developed National Research Bureaus in spite of similar difficulties. The Australian Council for Research in Education has published six annual reports and 50 research studies. South Africa has a similar organization. New Zealand has just published a report of co-operative effort that should be an inspiration to all Dominions.

Before presenting the possibilities of national research in education, I should pay tribute to the Departments of Education, to the Education Branch of the Dominion Bureau of Statistics, to the Faculties of Education in the Universities, and to individual teachers, who have unselfishly devoted their time and resources to the study of teaching problems. The Ministers, Superintendents and Directors of Education have initiated surveys of educational facilities and progress in order that practical improvement in the training of the individual pupil might result. Dr. Robbins, of the Dominion Bureau of Statistics, has co-operated with students of education and Federation agencies to promote a more comprehensive view of Canadian education. His Annual Survey of Education is thorough and challenging for the progressive teacher. The universities have directed and improved methods of research in education. Excellent direction of the preparation of degree theses in education has brought to the field of Canadian literature a few books on educational problems that are of great practical value. There would be many others if funds could be provided for publishing them.

(An explanatory note should be added concerning popular usage of the term "research". Though there is no clear line of demarcation, one may make a broad distinction between educational research which requires a definite mastery of statistical and experimental technique and educational investigation and inquiry, for example, by questionnaire, which can scarcely be called research in the strictest sense of the term. Fact-finding investigations of this kind can be of great value in the suggestions which they offer for action or further investigation).

A brief study of fields of research for theses for degrees in education obtained at eight Canadian universities since 1930 follows:

Administration and Organization of Schools.....	5
Teachers—Training and Methods.....	8
Pupils—Care and Differences.....	4
Tests and Examinations.....	7
Primary Education .....	2
School Subjects—History and Methodology.....	8
Comparative Education .....	6
Adult Education .....	1

This is not a complete list for all universities in Canada, but of those reported there were seven cases of duplication of topic at different univer-

sities. Perhaps, if the results of a student's labour were more accessible for future students of education, there could be a more directive choice of topics.

The Department of Educational Research of the University of Toronto, directed by Dr. F. Sandiford, has published several bulletins containing results of research studies in education. One of its chief projects has been the standardization of intelligence tests and achievement tests adapted to local requirements and conditions.

I have surveyed the field of educational research in Canada. The very fruitful work of many agencies has raised the standard of education in the last decade. There is yet much work to be accomplished and it is hoped that the Bureau of Research and Information of the Canadian Teachers' Federation may be able gradually to assume the following responsibilities:

1. Stimulating research in education by procuring funds to assist teachers in carrying out investigations. Possible sources of financial assistance are the Carnegie Foundation, the Federal Government, the Provincial Governments, donations and grants from teachers' organizations.
2. Publishing the most worthy results of research work done in Canada.
3. Co-ordination of research agencies among teachers' organizations by printing lists of studies in progress, supplying current data from the Bureau, arranging meetings of research workers.
4. Keeping up-to-date records of provincial information on salaries, attendance, curriculum, administration, etc.
5. Working with the Bureau of Statistics in supplying information about Canadian education both at home and abroad.
6. Initiating research in education matters of national interest.
7. Directing an exchange of students and teachers.
8. Assisting foreign students and educationists in their study of Canadian education. (There has been some frank criticism of Canadian education made by English visitors recently. It would seem that the critics have generalized from a very narrow study).
9. Bringing the results of successful experiment in one province to the teachers of another province.
10. Trying to obtain greater Federal aid to education.

To those who believe that this programme is too extensive, we can only say that similar programmes have been followed successfully in other countries. In the next bulletin I shall describe the history, organization, financial arrangements, and the accomplishments of the Bureau of Research and Information in Scotland, the Bureau in New Zealand, and one in Australia.

We may become learned from the learning of others; wise we can never be except by our own wisdom.—Montaigne.

## *Music Appreciation in The Okanagan Valley*

By FRANK H. DAWE, *Coldstream School*

IN the new programme of studies what is commonly called "music appreciation" has received definite recognition as an integral part of even a modest education. For many years children have learned songs in school and the child's ability to sing a song was given a numerical value and put down on his report card. Whether he liked the song or not was not reported, nor was it, as a rule, given any consideration by anyone, teacher included, except the pupil, who never has the right of veto anyway. But now we are accepting something that we at least ought to have known for some time, namely, that a child's taste cannot be abruptly changed but only guided into other channels. In short, it has now become part of the teacher's work to try to awaken in the child's mind a liking for good music, and not merely to teach singing.

Probably the greatest error into which instruction of this type can fall is that of allowing the child to become completely passive—content to sit and listen, and then be told that what he is listening to goes by the name of "good music" and that he ought to try to like it. The greatest difficulty in the way of such work is that of obtaining a supply of records suitable for use in work of this kind. Even schools with a good gramophone have not a sufficiently large choice of records.

It was with this point in view that Mr. C. E. Clay of the Elementary School in Armstrong, made the initial move in giving some music appreciation instruction on a large scale. At the annual Okanagan Valley Teachers' Association convention Mr. Clay introduced the idea of preparing a special programme for schools to be broadcast over CKOV from Kelowna every Friday afternoon at 1:30 o'clock. It was a bold stroke, but it soon received the whole-hearted support of the Okanagan Valley Teachers' Association executive in the way of financial assistance. Mr. Clay prepared the first few programmes himself and the work was carried on by other teachers.

It was decided that the first part of the work should treat of the instruments of the orchestra. Each programme dealt with a particular section of the orchestra, e.g., strings, brass, woodwind. In as many cases as possible, records were used to acquaint the listeners with the sound of each different instrument, as only the person who knows the tonal qualities of an instrument can recognize that instrument in the orchestra. When orchestra music was played many teachers arranged their classes in the way the players are seated, and the various groups much enjoyed going through the simple motions of playing a particular instrument. Posters were prepared by some classes by cutting pictures of instruments out of catalogues and magazines, and arranging them as in a symphony orchestra. Primary classes drew pictures of the various instruments. The last programme

## *Primary Reading Methods Applied to Shorthand*

By J. M. BUCKLEY,

*Grandview High School of Commerce, Vancouver*

A SURVEY of the modern method of teaching primary reading reveals that this branch of teaching has been placed on a sound psychological basis. Numerous investigations have been made during the past years upon the methods and the materials of primary reading, and the results so obtained, have been brought into practice in the primary classrooms of today. The success resulting from the adoption of these changes has been phenomenal, and at no time in the past have the results in reading been so encouraging as they are at the present time.

During this same period the teaching of shorthand has been carried on (at least in B. C.) without any perceptible change. Few, if any, investigations seem to have been made as to the soundness of the methods followed or of the materials used, and the teaching of shorthand has not been marked by a record of steady progress comparable to that obtained in primary reading. This has suggested the need of placing the teaching of shorthand on a new basis.

If, by the methods in use in the primary classrooms of today, the highest efficiency in reading and writing of the ordinary language symbols has been attained, it is reasonable to believe that some of those methods might be applied with success to the problem of the preliminary or first year course in shorthand. At this stage, it is true, the pupil comes equipped with a more comprehensive vocabulary, both oral and written, his comprehension is more extensive, and his experience is considerably enlarged. Yet, confronted with the task of translating his existing vocabulary into written symbols, as strange and new to him as the printed and written symbols are to the child at the beginning of his school career, he is fundamentally, in effect the unlettered child again.

The method in general use at the present time for teaching shorthand to first year students follows.

After some preliminary remarks regarding phonetic spelling, the value of carefully-made outlines, the direction of writing, etc., the student is introduced to the first eight consonant strokes of the shorthand alphabet. He is then given practice in writing and reading these consonants

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preceding the Christmas holidays was given over to carol singing, the classes joining in, and proved very popular.

Since Christmas we have had three programmes illustrating the folk-songs of the British Isles, and this work is being continued under the direction of Mr. Cyril Mossop of Summerland.

It must be mentioned in closing that all, who have been interested in this work owe their most sincere thanks to Mr. Brown of CKOV not only for his very able announcing, but also for his generous donation of the services of his station in broadcasting this work.

singly and in combination. Later, two vowels are introduced and then practice follows in reading and writing outlines of words composed of combinations of these vowels and consonants. With such a limited alphabet it is evident that words and thoughts will be limited and will be unrelated to the pupil's interests. The learning becomes a mechanical memorizing of strokes with little or no association of meaning to the outlines as word-wholes, since all the stress is placed on learning the alphabet. At this time, great emphasis is given to the learning of the rules regarding the direction of writing, the placing of the vowels and the individual alphabetic strokes, and none or very little is given to the recognition of word-outlines. The other consonants and vowels of the shorthand alphabet are presented and taught in much the same way, always accompanied by many special rules. This stressing of rules is so dominant in the first year that no time is allowed for the vivid and useful work of building up a shorthand reading and writing vocabulary. At present, the reading and writing is entirely by letters and not by word units. This is very similar to the method followed years ago in the primary classrooms where the teaching of the alphabet was the starting point in learning to read.

Throughout the year this method of teaching is followed. Theory after theory is provided and stressed and the result is that at the end of one year's work, the average student has a fairly good knowledge of the shorthand alphabet and theory, but has practically no automatic writing or reading vocabulary.

In the Foreword of the new Pitman text the following is found: "For some years the publishers have felt that too much time has been spent on learning the principles of shorthand per se, and that teachers would welcome an opportunity to save time in order to devote more attention to training in English and in the preparation of perfect transcription." This is in agreement with what has been pointed out above. In this new text the publishers have arranged the work so that the principles are covered in approximately one-half the time previously required.

As a substitute for the present method of teaching shorthand which is followed so generally, I suggest a plan of presentation the early part of which is based on much the same method as is now used in the teaching of primary reading. Briefly stated the suggested procedure might be outlined as follows: (1) the teaching of a sight vocabulary of the first few commonest words, by means of paired associations; (2) the enlarging of the vocabulary by means of drills and reading exercises, to include the first few hundred commonest words; (3) the practicing in writing of only those words which have been learned by sight; (4) the analyzing of the known shorthand outlines into letter, syllable, or phonogram, so that the students will be able to get the meaning of new outlines themselves, and also will be able to build up the shorthand outlines of new words; (5) daily reading and drill exercises to enlarge the vocabulary to approximately two thousand of the commonest words as found in the lists of Thorndike or Horn.

During the time given to the analyzing of the outlines, the principles and theory of the system would be taught. This would be carried on

## An Outsider Exhorts The Classicists

By NORMAN F. BLACK, Vancouver

I AM not a classicist. If anyone (which I greatly doubt) ever does me the dubious compliment of thinking of me as a specialist, it certainly is not in relation to Latin and Greek.

However, I am perturbed by what has happened, is happening and may happen to classical culture and particularly to the teaching of the classics in the high schools of this continent. Sustained by faith in the generally accepted principle that an old maid is obviously the best authority on the rearing of children, I was last night writing to a colleague learned in the ancient tongues, adjuring him upon the necessity of setting high school classics upon a more stable and intelligent basis and, of course, telling him just how this should be done. Then I settled down to read *The Classical Journal*. The more I read, the better pleased and madder I became. This expostulatory article is the result.

Since it is based chiefly upon contributions to *The Classical Journal* this essay should perhaps have been published in that magazine; but I am an outsider and the erudite do not always welcome outsiders. Moreover, I have a few noisy remarks to make which to utter amid the sometimes somewhat somnolent solemnities of *The Classical Journal* would be like talking out loud in church. It might awaken some member of the congregation whose slumbers should not be rudely disturbed even if the church is on fire. Consequently I shall make use of the less dignified columns of *The B. C. Teacher*, where the veriest barbarian is welcomed if only he has something to say. If I do not succeed in stirring up something worth stirring up, I shall be disappointed. Not for the first time.

Up here in British Columbia the teachers of the classics are not in such a doleful frame of mind as some of their colleagues south of the 49th Parallel. They are still sufficiently numerous to be respectable and sufficiently respected not to be in any immediate danger of being liquidated, as the Russians are said to say. However, all thoughtful people know that in Canada as in the United States the classics are at present facing a crisis

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simultaneously with the teaching of the sight vocabulary and the writing vocabulary, but at no stage would the theory work dominate the vocabulary building.

The fundamental difference between this and older methods is in the shift of emphasis to the establishment of a sight knowledge of shorthand outlines of the commonest words. This forms the basis of the writing vocabulary. Drills on the sight work first and on the writing later, would tend to develop automatic habits in the reading and writing. By the end of the first year's work it is probable that the students would have a sight knowledge and a writing knowledge of about two thousand words, as well as the theory of the system.

of the first importance. In view of that fact I am disturbed by the default of convincing evidence that high school teachers of the classics realize the necessity for drastic reforms of which they must be the champions.

What I continually overhear them talking about, or read between the lines of their Book of Lamentations in Thirteen Volumes, is the possibility that one of these days a disconcerting number of former classical teachers may be out of a job. Now, as a fellow teacher and as a taxpayer, I should hate to see any considerable number of them prematurely added to the ranks of the unemployed; however, I suppose that I could muster the needed philosophy to endure even that. At all events, that does not seem to me the most important consideration. The argument of Demetrius the silversmith ("Sirs, ye know that by this craft we have our wealth!") is not a convincing defence of the worship of Diana, or of the Muses either.

The question at issue is not whether the perpetuation of the teaching of the classics in secondary schools is in the interests of the teachers of the classics, but whether it is in the interests of boys and girls, meaning the particular kind of boys and girls at present constituting the overwhelming majority of high school students.

On that ground it would be difficult to justify the classical courses offered in the average Canadian or American high school.

The eclipse of the classics is not a matter of the wickedness of teachers of social studies or of general science or of crossword puzzles; nor of the admittedly increasing stupidity of parents; nor of the laziness and gullibility of youth; nor of the cruelty of undiscerning Fate.

The fault, dear Brutus, is not in our stars  
But in ourselves, that we are underlings.

Brutus was a classical master, was he not? Correct me, if I am wrong.

Now I am perfectly well aware that for the last decade at least there has been a new book every twenty minutes or so, devoted to "revivifying the classics". That classical scholars are really doing something important to meet the educational needs of beginners, at all events, seems not open to question. Even in the universities—normally the last stronghold of paleolithic pedagogy—constructive thought is being devoted to ensuring for the classics a permanent place of honour and usefulness; as witness George Depue Hadzits, and others, nearer home, that might be called to the stand. Yes, and I am happy to admit that in various senior high schools Latin and Greek are still and increasingly of indisputable value as educational media; but I should hate to have my next meal dependent upon my ability to name very many such schools.

When our youngsters read their Caesar does it stir their imagination so as to make them grasp the human significance of the torrent of tears and blood that swept over Europe incidentally to the mysterious migrations of the barbarians? Do they catch the political significance of Caesar's victories or the moral significance of his massacres? And what about Latin poetry? I know that, thank God, there really are some teachers who inspire their pupils with a love for it, but such teachers are only one degree

less scarce than hen's teeth. What percentage of high school pupils, after four years of serious study, can quote with ease and pleasure and appreciation any reasonable number of lines of Latin verse? Can they scan an ordinary line without starting at the final foot and working backwards?

All the same "it fortifies my soul to know", as a result of reading *The Classical Journal*, that Frederic W. Horner of the John Burroughs School, St. Louis, Missouri, and other high school men are at last facing the fact that the remedy of existing ills is their job.

But, by my star and garter, I like a hen to clap its wings and rejoice unequivocally when it has laid a good new egg. I do not want the bird to say: "Tut, tut! I laid this thing only because I had to; it is not much of an egg, anyway, and will probably turn out to be prenataally addled; and I regret to report not being very sure myself that in my sleep I may not have had intercourse with some forbidden flying thing; maybe the egg will hatch out a dragon! Don't blame me. I have warned you in advance".

A mighty good egg has been laid, at the John Burroughs School, St. Louis, Missouri. But it is not big enough. Nor sufficiently numerous.

Mr. Horner has told us that in his school (as possibly elsewhere) they are offering two courses in the classical languages. Side by side with one of the traditional type they are providing a new one-year course, involving considerable historical data; interesting material regarding the development of European languages; some comparative grammar,—English, Latin, Greek; plenty of etymology; some mythology; comparison and contrast of the civilizations of Greece and Rome; even some elementary Latin; and things other and exceedingly varicus.

Well, now that I have analyzed the egg, I find myself sharing Mr. Horner's misgivings. I hope that they will yet lay still other eggs, down at St. Louis and elsewhere, bigger and better. In the meantime I thank Mr. Horner for the demonstration that new eggs actually can be laid in the classical nest.

But I am reminded of the illegitimate baby that we read about in the story of Mr. Midshipman Easy. It was so little that those responsible for it argued it to be excusable.

Mr. Horner assures us that very few youngsters take the new course and he makes it very plain that everybody who can be induced to avoid it and to stick by what he calls the "legitimate" course is conscientiously protected from contamination by the dangerous innovation.

I now realize what is the matter with Americans. Undue modesty. Apologetic uncertainty. I do not recall any other foreign observer's having diagnosed the thing aright. Yes, my friends; quite so; these are not among my own besetting faults.

Accordingly, in the April issue of this magazine I purpose offering certain suggestions, not necessarily new, which if put into effect by the Revision Committee, would, in my opinion, give a new lease of life and

## THE LARGER ADMINISTRATION UNITS

By JOHN W. BARNETT, *Editor of A. T. A. Magazine*

THE year 1937 will go down as the most significant in the history of Alberta's educational system, for no less than eleven of the Divisional Boards will come into existence under the new Act passed at the 1936 winter session of the Legislature. The area covered by these divisions will embrace approximately one-fifth of the province—one block of nine divisions stretching across the south; one centering on Mayerthorpe (northwest of Edmonton), and the last centering on Peace River. Full measure of congratulation should be extended to the school trustees of the areas concerned when one considers that, generally speaking, rural school trustees have shown themselves bitterly opposed to relinquishing the autonomous powers previously enjoyed and handing them over to the division. It speaks well for their public spirit when one bears in mind that in but one of the new units were there evidences of obstructionist tactics employed, in which case the sub-divisional delegates met for the purpose of nominating the candidates for election to the divisional board, but instead merely passed a resolution opposing the larger unit. In this case also the Department are to be commended for the firm and expeditious way they grappled with the awkward problem; the Minister exercised his powers under Section No. 169 (3) of the Act and *appointed* the members of the divisional board.

From our knowledge of the inspectors of schools in the areas covered by the new divisions, it may be expected that the new divisions will start off on the right foot. These inspectors (henceforth to be known as Divisional Superintendents) are all men of sagacity, qualification and wide experience. So we prophesy with confidence that once the public in the areas become accustomed to the new set-up, it will receive endorsement and general support, proving of great advantage to all concerned—pupils, public, teachers and Department. There are obvious defects in the set-up: for example, in the machinery for nominating the members of the divisional board; also the fact that the town, village, and consolidated districts are not part and parcel of the divisions, save they seek to enter voluntarily. Nevertheless, while these defects are generally recognized, at the same time it is also accepted that taking all things into consideration, particularly the opposition of trustees, to have attempted to go further at this stage

usefulness to high school classical studies. I hope that these suggestions—and others that they may elicit from persons better equipped—will command the sympathetic attention not only of classical specialists but of those many whose sole concern is the educational welfare of the boys and girls in our schools.

Meantime, I have only half a dozen lines left in which to indicate my own diagnosis and prescription. What is needed in the high schools of this continent is a sound and scholarly "Classics: Course A" taught in sound and scholarly fashion to the right students, and a sound and scholarly "Classics: Course B" equal to it in power and glory. Of which, more anon.

would have prejudiced the whole larger unit policy. Possibly in no other branch of public reform is it more true than in education that "to precipitate an ideal is to retard it". We believe that time and experience will prove the best allies of the supporters of the large units; that the defects and deficiencies now apparent to informed educational administrators will make themselves manifest within a much larger circle, thereby paving the way for adjustments. Furthermore, the results from divisions already organized will very soon so appeal to the public that the speeding-up of the organization of divisions will be welcomed.

We have some justification in prophesying thus, for recently we were favoured with a visit from Inspector A. S. Towell, B.A., of Pouce Coupe, who is Director of Education for the Peace River Block. The Department of Education for British Columbia are one step ahead of Alberta regarding the organization of larger units of educational administration, and have had in actual operation for a couple of years a divisional area which in many respects is a replica of the Alberta divisional unit. The British Columbia Act is a little more drastic in this respect than is ours, in that when a division is formed the towns and villages are included therein. Also, instead of there being a divisional board, there exists an advisory board which is advisory to the Director; also, instead of a school board for each school there is an appointed correspondent. This obviously simplifies the administration and enables the whole area—towns, villages, and rural school districts—to concentrate upon the education necessities of the whole territory.—*The A. T. A. Magazine.*

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## Department of Recreation and Physical Education

By PAUL KOZOLIN, Abbotsford

FOR one primarily interested in the recreative, rather than in the academic side of school life; for one decidedly averse to anything that savours of uneventful humdrum routine; for one even with a pardonable penchant for a certain amount of travelling and relatively independent organization work, the teaching profession offered few, if any, inducements in this province until the Fall of 1934.

At that not-too-far-distant past, however, a new department of the Provincial Government, created by the Hon. G. M. Weir, the Minister of Education, for the purpose of catering to the recreational and the physical education needs of the less fortunate adults of the province, as if by magic threw open a new avenue of endeavour to the disgruntled pedagogue. Adult Recreation Centres, established in several districts in British Columbia under the supervision of Ian Eisenhardt, newly appointed director of the Department of Recreation and Physical Education, soon made the outlying areas realize how much the local children had missed in health education through the lack of opportunities in this field, and the inevitable demand for such facilities grew stronger, was heard, and ultimately answered.

Sent out to various parts of the province to organize and conduct gymnasium classes for the adult population which insisted on those services, several instructors of the department now found themselves facing even more insistent requests from local school boards and official trustees for school gymnasium instruction, and thus their dual work began.

Though arrangements between Mr. Eisenhardt's department and the various local educational authorities naturally differ, depending chiefly upon whether the gymnasium instruction is given during or after school hours, the end in view, of course, is always the same, viz., to build up a fitter, a more wholesome younger generation of Canadians.

About this time last year, I was privileged to organize a Recreation Centre in Prince Rupert, that worthy northern port of five to six thousand residents. Would you believe it that, after a few preliminary meetings, practically the entire city—including the educational, the civic, the military, the naval, the medical, and the religious authorities, as well as sundry service clubs—got behind the new venture, and that within the space of three short winter months, no less than 550 adults and high school students had applied for membership at the Centre's headquarters, housed, incidentally, in a discarded, ugly armoury building! These children—speaking of arrangements—came voluntarily *after* school hours, so that their instruction cost my good friend T. W. Hall, Inspector for the area and the man principally responsible for the establishment of the Centre in the first place, as well as City Commissioner W. J. Alder, and Government Agent Norman Watt, but few financial worries. And so far as I know, my Rupert successor, Instructor David Bell, is working on the same plan this season.

During the latter part of the summer of 1936, a series of gymnastic displays was given on Vancouver Island and in the Fraser Valley by members of the Department's Summer School Courses.

Largely as a result of these public demonstrations of the troupe's accomplishments in the field of group gymnastics, acrobatics, and dancing, Recreation Centres were speedily instituted in Chemainus, Ladysmith, Nanaimo, and neighbouring communities on the Island, and likewise in the Mainland towns of Agassiz, Atchelitz, Chilliwack, Harrison Hot Springs, and Rosedale, with classes for the children as well as for the adults.

More recently still, at the personal request of the late Inspector Philip Sheffield, this work was extended to the progressive Matsqui-Sumas-Abbotsford Educational Unit, now under the dynamic direction of Dr. William Plenderleith, formerly inspector for the Peace River Block. The latter, with the aid of the school principals and teachers concerned, has incorporated it into the new curriculum, which, by the by, has already been attractively modernized by the addition of manual training, home economics, and similar vocational classes.

Should you doubt the pupils' enthusiasm for the new recreational and physical education facilities offered them, may I say—by way of concrete example—that during the past month, when snow and ice have made bus transportation impossible, those Abbotsford boys and girls who can get to school on foot have spent practically all their school time in the recently opened Philip Sheffield Memorial Gymnasium.

Growing appreciation of the values of a sound physical education, naturally, is not confined to the rural districts of our province, but unless there are more wide-awake communities like Kerrisdale and Marpole in Greater Vancouver (which, too, have obtained expert gymnasium instruction for their young people) then this writer, for one, will not be greatly surprised if, in the nearest future, the humble countryside should show its cousin city what a modern race expects of its schools, especially in respect to the health and the happiness of the children.

And if that happens, a large measure of credit will undoubtedly go to the teacher of today whom I have tried to sketch in the opening paragraph; a man or a woman with an understandable contempt for the old order, a person with a vision, and a consummate desire for a richer, fuller life!

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## POETRY FOR THE LITTLE PEOPLE

By KATE EASTMAN, *Kerrisdale School, Vancouver*

CHILDREN have a better chance to enjoy poetry than grown-ups—they have not been poetry-deafened by tedious analysis and misguided elocution. Some of us, however, were fortunate enough to hear the great literature read only by someone who stood back of the poem. Also we had access to an alluring library where we read what we wished when we wished it. Most of our poetry contacts was with the poet himself. We discovered our poem as we discovered a sunset—no need for talk: it just sank in and became part of us forever.

We prefer our poem first thing in the morning. On the way to school some poem sings itself to the Watcher (teacher if so he must be known.) He tells it to the children in a way that makes them feel they have met a new friend. He may have been watching the snowy trees and he shares those lines of Lampman's:

"All depths and forest forms, above, below,  
Are plumed, and draped, and hillocked with the snow."

Children of seven can appreciate such superb etching if they are allowed to illustrate.

The poetry period is the most relaxing and at the same time the most exacting of the day. It is enjoyment, but no disturbing element is allowed to intrude—better drop the lesson if anything untoward occurs. "Where there is no impulse there is no vibration." A poem should be presented in the moment of inspiration: it may be copied, clarified, memorized, when one wishes to complete a craftsmanlike job.

The Watcher has a theory that children have souls to companion their elders even though their intellects have not caught up. There is no break then between childhood and age, and children need great thoughts. They need what will be with them always, something with substance as well as delight. Read this translation of an old Gaelic rune.

"There came a stranger yestreen:  
I put food in the eating-place,  
Drink in the drinking-place,  
And music in the listening-place:  
And the lark said in his song,  
    'Often, often, often  
    Goes the Christ in the stranger's guise;  
    Often, often, often  
    Goes the Christ in the stranger's guise.'"

Simplicity, depth, distinction here.

It is well for words to be grasped properly before memorizing. Years afterwards they will form a model for good speech. We need a course in which Spoken English for every teacher in training—a course in which

he receives expert instruction in speaking for utility, beauty and ease of utterance, a course in which individual faults may be corrected.

The point of emphasis in telling a poem is "See the picture as you speak."

Keep the elusive beauty.

The touch that bids the sense good-bye." (Bliss Carman).

"Paint the vision, not the view,

Select from great authors of all nations. The universal note should be sensed.

See! some creative thought. Some poetry is beautiful but enervating. Life is a battle and requires strength.

Seek the magic in the commonplace: Seek also the "fairy casements."

Read the realistic poetry: memorize the "poetry of escape".

Nature poems are good: they will bring peace in troubled nights.

We have no competition where poetry is concerned—you don't compete in saying prayers.

The children keep books containing their poems, songs and drawings—a treasure for now and later years.

They become able in time to select and read to us poems worth hearing.

We note the authors' names. This habit will help in intelligent discussion through life.

Sometimes we memorize a couplet from a lovely story such as "The Snow Queen," by way of a souvenir:

"Roses bloom and cease to be,  
But we shall the Christ-child see."

An unusual child may become interested if his free drawing is noticed—that shows his line of thought and a poem may be found to accord with it.

Trivial anecdotes about writers are destructive.

\* \* \* \* \*

We must take in if we are to give out. Sources of inspiration may be:

Nature.—If a poem is great it will stand the test of being recalled in Nature's grandeur.

Friends.—We need the touch of minds, not just people.

Art.—A little of the greatest nourishes and leaves room for originality.

Books.—Snatch a few lines, memorize a fragment every day. Intensive reading is necessary during some periods of one's life. There are times when life's demands bring out the full meaning of what has been noted years before.

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Love your children:

Introduce the friends.

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## Homework! Once Again!

By DOROTHY JOHNSON, *Osoyoos*

IT IS surprising that this hardy perennial has not been exhibited in the recent revision and discussion-of-all-things. Perhaps the provision of study periods right and left is assumed to have dealt with the subject. But it is not only study periods that matter; it is what goes into study periods and what comes out of them.

Tucked away quietly on page seven of the new Junior High School course of studies are the following words, which may easily be missed by the harassed teacher be it on gulping the other 600 odd pages:

"The provision of study periods should reduce greatly the amount of homework required of pupils. Home study should be confined almost wholly to reading and to the working out of such home projects as are suggested in the General Science course. Written exercises and the solution of mathematical problems should not be exacted as homework. Work done out of school should represent joyous and creative activity."

This should be printed in block capitals, and made absolutely mandatory. Am I wrong in believing that we still have with us the weedy individual, usually a girl, who took till 10 o'clock on her arithmetic last night? Some students, heretical though this statement may seem, need to be kept from doing excessive homework, and thereby ruining their already somewhat feeble health. Either they must be shown how to do the work in half an hour, or if that is beyond them, they must go down a grade.

Obviously, individual work is necessary, whether in study periods or at home. We are committed to study periods. Even so, three points need to be considered.

1. Teachers must be more exact in what they set, both as to demands for quantity and quality. How long does it take the "average child" to learn twelve lines of verse? to do three arithmetic problems? to write a page on "My Future Vocation"? The teacher must not set work that will take one child ten minutes, and the next an hour. If individual differences within the class are too great for all to do the same amount, then the amount must be graded according to ability.

2. One or two subjects must not monopolize the study time merely because a certain teacher is strong-minded or interested in examination results or otherwise a dominating homework-giver.

3. Pupils must be taught how to study. In spite of much advice to teachers, it is doubtful whether many students memorize correctly; few have been drilled in methods of attacking mathematical problems—they just "worry" till they find something; even fewer know how to gather and retain the gist of information in, say, History or Geography.

In many English schools, and private schools here which follow the English model, there is a homework time-table which sets forth the number of minutes for the subjects of each night. In every class only a certain number of minutes, according to age and ability, are allowed. Suppose 50

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minutes' homework is given. Spelling 10, Arithmetic 20, History 20, might be Monday; Geography 20, Composition 30, Spelling 10, might be Tuesday, and so on, until all the subjects are worked in, two or three times a week. Any other individual work must come in the lesson time. Thus homework-giving never becomes the monopoly of the strong-willed teacher, and homework-doing is kept within bounds. Children and their parents are responsible for keeping to this schedule. With all written work the exact number of minutes taken must be put down.

This in-practice is not as fussy as it sounds. And after all, are we working for the students' benefit, or aren't we?

Even with study periods to take the place of homework such a scheme is of value. Each class-teacher works it out for his own class. (I know; I've done it—you aren't friends with all your colleagues for a week afterwards). The staff as a whole can decide the number of minutes each day.

Then the department's excellent advice can be writ large and pinned to every teacher's desk. Wide reading, simple research on the student's own, the Science home-projects mentioned, will have their part in the joyous creative activity of after-school hours. But not if: "Finish at home, what you didn't do this morning!"

## Our Community

By Miss A. H. ARMSTRONG, Richard McBride School

ON behalf of the Research Committee of the Elementary School Teachers' Department, I have been asked to present the following notes on a project suggested, for Grade II. B, in the new Course of Studies. It has been thought that it would probably be more helpful to present the unit in somewhat tabular form than it would be to treat of it in an essay such as usage approves for a magazine of the type of *The B. C. Teacher*.

In planning this project the point of view considered is that of the rural teacher rather than that of the city teacher. The latter would naturally find her subject much more complicated but her objectives would be the same.

In the rural school, with its handicap of several grades crowded into one room, it is often hard to maintain the high standard which modern education demands. However, in this project, its subject being of interest to every grade, it will be found that the older pupils, although not taking an active part in its activities, will be a definite source of information for the inquiring little ones and will share with them in the objectives sought by the teacher.

### OBJECTIVES

#### (a) INFORMATION AND UNDERSTANDING

1. To help the children understand the social relationship and interdependence of the people in their community.
2. To help them feel the need for co-operation in their community.
3. To extend the child's experience and teach the value of the school to the community.

#### (b) ATTITUDES AND IDEALS

1. To arouse keen interest and pride in the activities of the school.
2. To help the children feel that they are a part of the whole school system.
3. To develop a feeling of responsibility in the school.

### SUGGESTED PROCEDURE

1. Discussion of the school in general, considering:

#### (a) Location

#### (b) Exterior of School building, playground

#### (c) Interior of school

#### (d) Grades

#### (e) Number of pupils in school

### SUGGESTED ACTIVITIES

Outside observation: (1) Learn directions, points of compass; (2) Learn names of roads or streets.

Use sand-table, showing school building, playground, streets, etc. Printed labels could be used.

Visit different rooms of school.

Counting.

Counting.

- (f) Number of pupils in Grade 2-B

Counting.  
Compose a blackboard story about "Our School." Make posters or "Our School."

2. Discussion of the value of the school:

- (a) What have our older brothers and sisters done after leaving the school? (farmer, nurse, etc.).  
(b) How has the school helped them in their work?  
(c) How does the school help us now (as children in Grade 2-B)?

Make two charts, "Work We Might Do." Girls: Nurse, clerk, etc. Boys: Farmer, policeman, etc.

3. Discussion concerning the maintenance of the school:

- (1) Who built our school and when was it built?  
(2) Who supplies our wood, coal, etc.?  
(3) Who supplies our desks, blackboards, etc.?  
(4) Who supplies our books, paper, ink, chalk, etc.?

Appoint four committees (if possible) to gather information and make reports.

Make a chart: Our school in centre and articles supplied to it pasted around (pictures and labels used).

4. Discussion of pupils' responsibility:

- (1) General care of school property.  
(2) Helping to keep the school clean.  
(3) Helping to make the school attractive.

Compose a blackboard story; e.g., "Jack wanted his school to look nice. He saw some paper lying on the playground. He picked it up, etc."

Have children take part in planning the furnishing and caring for the school-room. Choose children as helpers. Have children plan and care for school gardens.

NOTE: Subjects involved in this project are Elementary Science, Language, Reading, Printing, Number Handiwork and Drawing.

*News, Personal and Miscellaneous*

## COLLEAGUES BEREAVED

THE recent death of Rufus Palmer Steeves, father of his namesake, the Principal of General Gordon School, Vancouver, has called forth much grateful and laudatory comment upon a long life of conspicuously useful educational service. As an Inspector of Schools in New Brunswick, the late Mr. Steeves was a pioneer leader in the movement for the betterment of rural education by the creation of consolidated schools. He was later chosen for the special work of introducing elementary agriculture in the schools of his province. As author of a textbook on the subject and as sponsor of a summer school for the training of teachers in the presentation of agricultural instruction, he performed services of lasting importance. The innumerable beautiful school gardens of New Brunswick will keep his own memory green. His many former students scattered throughout the Dominion have grateful recollections of his inspiring skill as a teacher, not only of agriculture, but of the classics and of English literature.

The sympathy of the members of the 1933 and 1936 Normal Student Classes will be extended to Miss Eleanor Moxley and her brother, Mr. Bob Moxley, in the loss of their father, who died in Prince Rupert recently after a period of ill-health. Miss Moxley is on the staff of the Booth Memorial School of that city, while Mr. Bob Moxley is teaching near Vanderhoof.

## NELSON

Miss Bessie McKenzie, not satisfied with having received her B.Sc. degree a couple of years ago, is now branching farther afield into the Fine Arts. She spent last summer in Banff taking the Theatre Course—a division of the only Fine Arts summer school in Canada, and has returned filled with new ideas and inspiration.

Mr. Floyd Irwin, formerly principal of the Rutland Elementary and High School, has stepped into the principalship shoes vacated by Mr. Harry McArthur when he accepted the Kamloops Inspectorate.

Miss Roberta Dill, formerly of Victoria, is now a member of the staff of the commercial department of Nelson Junior High School.

Mr. Roy Temple, Arts '31, tells us that the fact that he came to Nelson in September from Lake Cowichan School "is now old stuff and won't bear repeating." Roy and his wife, the former Miss Alice Sims, have quickly won for themselves a warm circle of friends at their new home.

Many friends will be glad to know that Mr. F. C. Boyes of the Provincial Industrial School has made recovery from his recent serious illness.

## PRINCE RUPERT

Members of the teaching staffs of the Prince Rupert schools are taking a prominent part in the production of the Gilbert and Sullivan opera "H. M. S. Pinafore", which is being staged under the auspices of the Prince Rupert Rotary Club

in April. Mr. Nelson Allan, who is president of the Prince Rupert Philharmonic Society, is in charge of the production. Mr. Yerborough is in charge of scenery and stage properties. Leading parts are being taken by Miss Edna Wilkinson, Miss Barbara Daniels, and Miss Jean Wheatley, Miss Yvonne Love, Miss Halliwell and Mr. A. Sutton are also assisting.

#### VICTORIA SUMMER SCHOOL

Announcement of the Summer School of Education, held annually at Victoria under the auspices of the Department of Education, are just to hand. Thirty-seven lectures are listed and the courses outlined are extremely attractive. A special effort will be made to enable holders of second class certificates to secure first class certificates and to provide such special instruction as will remedy the prevailing shortage of qualified teachers of commercial subjects.

#### LEAGUE OF NATIONS

The League Conference of Central Authorities in Eastern Countries, which opened at Bandoeng, Java, on February 2, 1937, is the outcome of the investigations carried out in 1930-31 by the League's Commission of Enquiry into traffic in women and children in the East.

That Commission, which visited practically all parts of the Near, Middle and Far East, came to the conclusion that there is a large international traffic in Oriental women and girls in these parts of the world; that the bulk of this traffic is traffic in Asiatic women from one country in Asia to another; and that the largest number of such victims are of Chinese race with lesser numbers comprising Japanese, Morean, Formosan, Mal-

ayan, Anamite, Siamese, Filipino, Indian, Iraq, Persian and Syrian nationals.

The holding of this Conference in the Far East is not only an indication that the work of the League in the social and humanitarian field is as actively pursued as ever, but also that the League does not restrict its efforts in this respect to any geographical area, and that it tries to deal with the problem wherever the need is most acute.

A later issue of *The B. C. Teacher* will present the practical results of the Conference.

The Commission of Inquiry into Raw Materials, set up by the Council in January, has now been summoned to meet at Geneva on March 8, 1937. The creation of this Commission, it will be recalled, resulted from a resolution of the 1936 Assembly to the effect that "the time has now arrived when discussion of and an enquiry into the question of equal commercial access of all nations to certain raw materials might usefully be undertaken".

#### EASTER TRAVEL RATES

Teachers and students presenting School Vacation Certificates are entitled to purchase return tickets at one-and-a-quarter fare on lines controlled by the Canadian Passenger Association. Holders may commence their journey any time between March 11 and March 30 and must commence their return journey not later than April 6. Blank Vacation Certificates may be obtained from J. L. Watson, Registrar, Department of Education, Victoria, or from Jos. B. Parker, Secretary, Canadian Passenger Association, Room 320, Union Station, Winnipeg.

## U. B. C. SUMMER SESSION

From July 5 to August 20 the following time table will be in effect at the University of British Columbia:

MONDAY, TUESDAY, WEDNESDAY,  
THURSDAY, FRIDAY

8:00-10:00 a.m.—Chemistry 1, Economics 1, Economics 12, Education 11, English 2, English 9, French 1, French Refresher, Geography 3, History 15, Latin 22, Mathematics 1, Mathematics 4 and 18, Physics 1 and 2, Psychology 4, Social Service.

10:00-12:00 a.m.—Chemistry 3, Economics 5, Education 21, English Refresher, English 19, French 2, Geography 1, German (Beginners'), German 1, History 2, Latin 1(b) and 2(b), Mathematics 13, Physics 4, Psychology 5, Philosophy 4.

1:00-3:00 p.m.—Biology 1(a), Biology 1(b), Chemistry Refresher, Education 22, English 10, French 3(a), History 19.

*Note.*—The laboratory hours in Biology, Chemistry and Physics will be arranged.

Full particulars may be secured by application to the Registrar.

## CORONATION WEEK

A committee under the chairmanship of Inspector Sullivan and including Mrs. Mahon and Messrs. Creelman, T. R. Hall, S. J. Griffiths, H. N. MacCorkindale, J. M. Thomas, Manuel and W. G. Black, has been requested by the Education Department to draft suggestions for the fitting recognition by the schools of the Coronation ceremonies and what they symbolize and suggest that may be of educational significance. *The B. C. Teacher* has made arrangements with Professor Black to give the plans and proposals of the committee due publicity in the April issue of this journal.

## A NEW IDEA

The January meeting of Point Grey Junior High School Parent-Teacher Association was held during school hours on Wednesday, January 13th, and the principal, Mr. P. N. Whitley, arranged to have several classes with their teachers attend.

The speaker, Dr. G. F. Amyot, must have been inspired by the rows of interested young faces listening to the outline he gave of the Metropolitan Health Board, while notes were taken and the lecture featured as a lesson in civics. —*The Parent Teacher News.*

A course of instruction for fishermen was recently given in Nanaimo under the auspices of the Pacific Biological Station with Dr. A. L. Pritchard in charge of arrangements. Twenty-two persons were in attendance for the morning, afternoon and evening sessions for four days. Lectures and demonstrations were given in fishery biology, care and preservation of fresh fish, ocean currents and navigation by Dr. Pritchard, Dr. Clemens and Mr. Tully of the Station staff, by Dr. N. M. Carter, Director of the Fisheries Experimental Station, Prince Rupert, and by Captain J. A. Phillipsen, Victoria.

FERGUSON MEMORIAL  
AWARD

Immediate action should be taken by those interested in seeing that teachers whose services to the profession have been of outstanding value are nominated as possible recipients of the Fergusson Memorial Award. The trustees will be meeting almost forthwith.

## What We Are Reading

*Story of Nations.* Rogers, Adams, Brown. Henry Holt and Co., New York, 1936, or, in Canada, Oxford University Press, Toronto.

This book is the most fascinating Social Studies book I have ever read. It deals with world history from the dim prehistoric beginning to the present time. The emphasis is laid upon how people lived. Accounts of military-political activities are subordinated to vivid descriptions of the varied life of the people. Many traditional details have been omitted in order to preserve a clear picture of human progress.

The *Story of Nations* is organized on the unit plan. Altogether there are twenty parts with a total of 76 chapters. The story of each nation is preceded by:

- (i) A half-title page with a symbolic figure;
- (ii) A pictorial map showing historical, economic and cultural information as well as purely geographical features;
- (iii) A map study that prepares the pupil for the story to come.

The story of each nation is followed by:

- (i) A paragraph of summary;
- (ii) A self-test (completion, true-false, multiple choice, etc.) that helps the pupil to check the thoroughness of his preparation;
- (iii) A bibliography that refers the pupil to books like those of Van Loon, Wells and young peoples' encyclopedias and to magazines of the better type.

There is only one criticism of the *Story of Nations*—it is such an attractive, interesting and readable book that, although I have possessed a copy for almost a year, I can hardly ever lay my hands on it when I need it. Other people, both teachers and pupils from Grade 7 to Grade 12, have discovered my copy, with the result, alas, that it is now mine in name only.

—O. M. SANFORD.

\* \* \* \* \*

*Bulletin of League of Nations Teaching*, No. 3. Geneva: The League of Nations, December, 1936; pp. 181.

In these days of disillusionment and skepticism regarding the League of Nations it is well to be reminded, as his hearers were reminded by Professor Gilbert Murray at the opening session of the International Committee on Intellectual Co-operation last summer, that when one looks away from governments and politics one does not see an evil world. One is impressed rather by "the goodness of individual men and women and the immense amount of kindly will, of public spirit, of activity in good causes. . . . If this civilization is to perish, it will perish not of its own wickedness, but from some mere maladjustment in the world order". Hence the necessity for "linking together the forces of intelligence and goodwill in the different nations, even those whose views of the world are very different from ours, until the general determination of humanity to live in

peace and in some approach to brotherhood is too strong to be shattered by any maladjustments of the social order or blunders of men in power. The permanent interest of mankind must be so kept before men's eyes that it may become a natural thought to the ordinary citizen".

Suggestions as to how this can best be accomplished through the teaching of Geography, History, and Modern Languages, as presented to the committee by some notable authorities, constitute the first major part of the third volume of the annual *Bulletin of League of Nations Teaching*. Of these memoranda the one likely to meet with the most general approval among teachers is that by Mr. G. T. Hankin, secretary of the Committee on the Teaching of History, of the International Committee of the Historical Sciences. He takes the view that the best antidote for nationalistic propaganda is not internationalist propaganda but objective and impartial searching after truth. He also says "there is little doubt that political history still holds far too prominent a place in the content of many courses. The social and economic aspects of history are still neglected and the interdependence, both economic and cultural, of nations is correspondingly obscured".

Many teachers will also be interested in the proposal by Prof. Fitzgerald of Manchester that a League of Nations Atlas of Europe should be published under the auspices of the League. He points out that "The Oxford Advanced Atlas", one of the best, contains 15 maps of the British Isles and only one of Southeastern Europe. "Ignorance of countries wrongly considered unimportant is perpetuated in this way". The proposed atlas would contain about 60 pages, 25 by 36 centimetres, would include maps indicating the evolution of European civilization, maps showing the distribution of physical and human phenomena for the whole continent and maps of particular regions but with no emphasis on any particular region, and should sell for not more than ten shillings.

*The Bulletin* contains also several brief articles on the work of the League and the I. L. O., such as an account of the Franco-Anglo-American bid for economic recovery, a report on the problem of nutrition, proposals for the reform of the League, the refugee problem, holidays with pay for workers, and a symposium on man and the machine. There are also speeches delivered from the "Radio-Nations" station in Geneva, including the Secretary-General's Goodwill Day broadcast to the children of the world, the Armistice Day broadcast of the Information Section of the Secretariat, a report on the League budget, and speeches by Premier Blum of France, High Commissioner Bruce of Australia, and Secretary for the Dominions Malcolm MacDonald. Official documents of the Intellectual Co-operation Organization make up the last 40 pages of this valuable and interesting Bulletin.—J. E. G.

A Book of Plays. Macmillan & Co. (\$1.00). Teachers who have always considered drama study and play production in the school a fruitful means of encouraging artistic self-expression and quickening an intelligent appreciation of the work of the contemporary theatre, will be heartened by the number of ably edited play anthologies and books on stage craft published in Canada within the last year or two. Herman Voeden, director

of English in the Toronto Central High School, has recently made a selection of twelve one-act dramas, and prefaced them with uncommonly good commentaries that will stimulate in students a creative interest in play work. The most interesting pieces are *Fantastic Flight*, a propaganda play showing the influence of cinema technique on modern drama, and *Toll Gate*, a morality play by G. H. Clark, head of the Department of English at Queen's. Others illustrate recent trends in the theatre or present artistic and technical problems of production: Mazo de la Roche's *Low Life*, Eugene O'Neill's *Ile* and W. B. Yeats' verse drama *The Land of Heart's Desire*. Class study of such selections encourages an imaginative approach to play production, especially where the existence of a drama department in the provincial university is an incentive to original work in the high school. Two adequate manuals dealing with the technical side of production are *Producing School Plays* by E. F. Dyer (\$1.10), and *The Production of School Plays* by Amice Macdonnell (75c)—both new Nelson publications.—E. L.

\* \* \* \* \*

C. H. Judd: *Education and Social Progress*; Harcourt, Brace & Co. (\$1.50). The interplay of school and society is here given an alert analysis. The years of depression and retrenchment have provoked a re-estimation of the values of contemporary education, and have shown that our ideas about the mutual relations of the state and the school need a public revision. The climax of the author's analysis—the statement that the merits and defects of the future state will be the measure of the worth of present public education—amounts to a platitude, but his criticism of our present means of training citizens for service in an improved social order is constructive enough. Realizing that a large part of America's population is being trained in schools which are dependent for their support and guidance upon people who are not aware of the social purposiveness of education, he sees a corrective in the recent endeavors to shift responsibility from the small community to an enlarged educational unit which will become an organized cultural centre. If redress is to come through centralization, it will bring with it the problem of choosing between expert and lay management of schools. All the units which we are now trying to integrate—elementary and secondary schools, and adult education projects—have risen out of social demand, and they can do their best work only when managed by people whose knowledge of the needs of the changing state enables them to meet those needs.

The book is not solely concerned with problems of administration. Knowing that the curriculum is the product of social change, the writer deals with the "materials of instruction" in two chapters which merit particular mention. In one he raps the inhibitions which nullify the value of teaching in the social sciences. The other attempts to correct the notion that history is the only subject which lends itself to "social instruction", and finally speculates upon the pattern of the educational system which will in the future ensure social progress in the new state.—E. L.

Give me a new-born child, and in ten years I can have him so scared he'll never dare to lift his voice above a whisper, or so brave he'll fear nothing.—Dr. George A. Dorsey, quoted by *The Reader's Digest*.

## CORRESPONDENCE

Royal Ontario Museum, Toronto, Ont.  
February 12, 1937.

Editor, *The B. C. Teacher*:

Sir,—The Royal Ontario Museum has issued a series of 180 postcards illustrating British history from the Old Stone Age to the year 1800. These cards cover every aspect of the social life in each period. To illustrate the XVI century, for instance, the following objects have been photographed: a type of suit or armor, a group of characteristic weapons, a room interior, a typical chair and bed, a representative collection of textiles, and articles of common use such as thimbles, combs, etc. Care has been taken to select an object peculiar to the period and one that will also be of mental stimulus to the child.

The cards are arranged in sequence and are accompanied by a chart so that this order may be maintained. Further information concerning each object will be gladly forwarded upon request.

It is unnecessary to point out the value of visual education and the importance of pictures when the objects themselves are not at hand. These cards will form an attractive and instructive decoration for the classroom bulletin board or they may be passed around when the teacher is working that period in history. They are the proper shape for placing in a reflectoscope should the school possess one. One master is planning to use them as prizes. They will be of value in art work, and also in the teaching of literature.

The cost of the set of 180 postcards is \$1.85.

Yours very truly,

RUTH M. HOME,  
Lecturer and Guide.

\* \* \* \* \*

Victoria, Feb. 22, 1937.

Dr. N. F. Black,  
Editor, "*B. C. Teacher*",  
Kitsilano High School,  
Vancouver, B. C.

Dear Dr. Black: Just a line to congratulate you on the quality of the *B. C. Teacher*. Your editorials are revealing and instructive. I derive real enjoyment and profit from them. At the same time I should like to express my appreciation of the excellence of the many articles written by other contributors.

With all good wishes,

Sincerely yours,

G. M. WEIR,  
Minister of Education.

### HIGHLIGHTS OF THE FEBRUARY NEWS

THE report of the McLean conciliation board on February 2 recommended gradual restoration of seven out of the ten per cent cut in railwaymen's wages by November 1. A minority report urged total restoration. Representatives of seventeen unions immediately rejected the majority report findings.

\* \* \*

The Tory Royal Commission Report on February 4 found no evidence of anthracite price-fixing but urged continued enforcement of the Combines Investigation Act and encouragement to establishing co-operatives.

\* \* \*

Ontario's Hydro contract trouble with the Ottawa Valley Power Co., of Quebec, was ended on February 12 with a new agreement to replace the one cancelled by the Hepburn Government but upheld recently in the courts.

\* \* \*

Premier Duplessis on February 17 told Quebec Trades and Labor Council prevention of workers from organizing to protect their legitimate interests must cease. Four days later the Canadian Amalgamated Clothing Workers at Montreal recommended formation of a Canadian branch of Lewis' C.I.O. On February 22 the Auger-Rogers scheme to place unemployed on crown lands in Quebec declared any person "who has previously taken part in Communist or Socialist organizations cannot be accepted."

\* \* \*

The longest debate in Parliament was on a motion of C. G. MacNeill, C.C.F., of Vancouver North, opposing increased Defence Estimates, contrasted with alleged

social insecurity, which lasted from February 15 to 19 inclusive and ended with the defeat of the motion, 91-17. Other items of interest in connection with the budget include complete restoration of all Civil Service salaries from April 1 and reductions in 179 items in the Customs Tariff connected with the Canada-United Kingdom Trade Agreement as announced by Finance Minister Dunning on February 25. Canada has risen to fourth place in world export trade Mr. Dunning said.

\* \* \*

The application of the B.C. Health Insurance Act has been indefinitely postponed and the staff of the commission reduced to a skeleton.

\* \* \*

In the annual report of the Midland Bank, Rt. Hon. R. McKenna spoke of business revival with cheap credit as involving dangers of speculation but believed the best safeguard was for bankers to limit credit for such purposes rather than to increase the cost of credit and thus restrict desirable business in order to curtail the activities of speculators.

\* \* \*

The British House of Commons on February 18 approved a Government resolution authorizing loans up to £400,000,000 for defensive armaments. There was no intention of calling on the dominions to contribute said Hon. Neville Chamberlain.

\* \* \*

An international agreement for effective enforcement of non-intervention in Spain was finally completed in London on February 16 to go into effect February 21.

Meanwhile the British government received on February 4 authentic information of the landing of a further large body of Italian troops at Cadiz. On the same date Gen. Franco's full fleet of three cruisers appeared at Algeciras accompanied by the German battleship Graf Spee and cruiser Karlsruhe. At Gibraltar the three Spanish ships were said to be manned with German gunners. A Reuters despatch said a thousand Italian troops were landed at Malaga on February 11.

\* \* \*  
On February 8 General Franco's troops swept into Malaga, last government-held port on the south coast, and on the following day claimed to have completely isolated Madrid. By the middle of the month Madrid forces were rallying and the crisis seemed to be slowly passing during the last week.

\* \* \*  
A decree of February 12 nationalized the German Reichsbank, formerly technically independent, and merged the German railways, the world's biggest corporate enterprise, with the Ministry of Transport.

\* \* \*  
Attempts at conciliation with the German Protestant Church collapsed on February 12 and on February 15 Chancellor Hitler ordered writs of election for a new general synod to grant a new Church constitution and restore unity in the church with full rights of self-determination. Cardinal Faulhaber of Munich declared before eight thousand people on February 14. The Nazis have repeatedly flouted the Concordant of 1933.

\* \* \*  
At Praha on February 19 a four-point plan for elimination of con-

flict between Czech and German elements was outlined, providing for public works in German sections under Germanic Cabinet members, proportional entry of Germans into the Civil Service, increased social welfare allowances for Germans and twenty per cent of state subsidies for theatre and cultural institutions to be given to the Germans.

\* \* \*  
Marshal Smigly-Rydz, new dictator of Poland on February 21 appealed for Poland to concentrate on national defence, declared opposition to Communism and condemned violent forms of anti-Semitism as recently as February 20.

\* \* \*  
Four Jewish literary men have been interned as a result of strongly condemning demonstrations by the anti-Semitic Fascist Iron Guard in honor of two of its members killed in supporting a Spanish rebellion. Premier Tatarescu of Roumania clashed with King Carol and tendered his resignation on February 15.

\* \* \*  
The Grand National Assembly of Turkey on February 15 adopted three amendments to the constitution: first it adopted adherence to the principles of nationalism and democracy, evolutionism, separation of state and religion, and state ownership or control of principal industries and communication services; secondly it amended the article guaranteeing private property to permit expropriation of large properties for distribution among peasants; and thirdly it restricted religious freedom as applying to sects holding secret meetings.

\* \* \*  
Violence has broken out again between Arabs and Jews in Palestine.

Twenty-six Ethiopians were arrested on February 21 in connection with the attempted assassination of Marshal Graziani on the previous day at Addis Ababa. On February 22 Mussolini decreed summary execution of those involved and death for every native chieftain who opposes Italian troops.

\* \* \*

Japan may yet succeed in uniting China. On February 4 further mutinies occurred in the Chinese armies in Shensi. On February 5 a spokesman of the Japanese North China garrison said that since Nanking had failed to suppress the Communists the Japanese military would have to take independent measures. On February 8 Nanking troops moved into the Shensi capital without resistance from the "Communist" anti-Japanese garrison.

\* \* \*

After three weeks' suspension, the Japanese Parliament was convened on February 15 when General Hayashi, Premier and Foreign Minister, promised to pay special attention to adjustment of relations with China and the U.S.S.R. He was assailed by spokesmen of the Minseito and Seiyukai, the two principal parties, because his outline of policies was "abstract."

\* \* \*

In the Tasmania State elections on February 20 the Labor Government won a two-to-one victory.

\* \* \*

February saw the settlement of

two of America's most momentous strikes of recent years. On February 4 the most costly shipping strike in United States history came to an end. On February 11 the General Motors Corporation entered into a preliminary agreement with the United Automobile Workers and by the end of the month factories were operating in full force on the strength of accumulated orders.

\* \* \*

In a message to Congress on February 5 President Roosevelt sought to "bring legislative and judicial government into closer harmony" by a bill which would permit increasing the Supreme Court from nine to fifteen members if judges declined to retire at the age of 70; and a total of not more than 50 judges to Federal Courts; send appeals on constitutional questions directly to the Supreme Court; and require hearing of Government attorneys before issuing injunctions against the enforcement of any act of Congress.

\* \* \*

Two men of outstanding importance in the history of their respective countries died during the month. On February 7 Elihu Root, noted American Republican statesman, died in his ninety-second year; and on February 18 Gregory Ordjonikidze, Commissar for Heavy Industry and member of the Central Executive Committee of the U.S.S.R. died at the age of fifty-one.

It isn't what a man knows that matters, but how near to a straight line he can drive the processes of his mind; how near to a lean and useful muscle he can make that mind; how near he can come to lassoing a truth or method. No man should be judged by what he doesn't know; he should be judged by how quickly and sensibly he assumes new duties.—Quoted by *The Reader's Digest* from Struthers Burt's *Diary of a Dude Wrangler*.

# NEWS OF THE WORLD

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