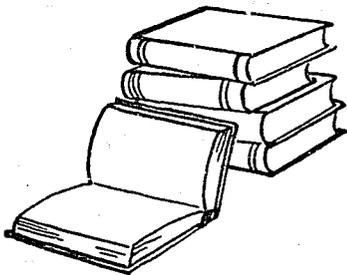


THE

# B · C · TEACHER



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

VOLUME XXI

APRIL, 1937

NUMBER 8

EDITORIAL: High School Accrediting — Our Magazine Table — The Coronation.  
BRITISH COLUMBIA TEACHERS' FEDERATION AND KINDRED ASSOCIATIONS  
— Presidential Message — 1937 Convention — Elementary Teachers'  
Department — Secondary Teachers' Department — The 1937 Resolu-  
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APRIL, 1937

VANCOUVER, B. C.

## HIGH SCHOOL ACCREDITING

THE 1937 Convention of British Columbia Teachers' Federation will be of historical importance for the announcement, authorized by the Honourable the Minister of Education, that a system of high school accrediting will come into effect concurrently with the new Programme of Studies for the upper grades of our secondary schools.

In *The B. C. Teacher* of last December, the Editor outlined the history of the movement for high school accrediting, as from December, 1930. At that date the High School Teachers' Association of the Lower Mainland unanimously endorsed the principle of high school accrediting and set up a committee for the thorough study of the problem. That committee presently became the nucleus of a still more widely representative committee set up by the Executive of British Columbia Teachers' Federation. Its 21-page report, submitted for discussion at the Easter Convention of 1931, included a candid and indeed liberal statement of the advantages of the existing system of university admission and an equally candid statement of why that system was felt to be objectionable. A memorandum embodying these objections had already been sent to every high school teacher in the province with the request that the recipient record on the accompanying ballot his approval or disapproval of each of the listed arguments in favour of an accrediting system. This referendum demonstrated that an imposing majority of the secondary school teachers favoured the inauguration of some form of accrediting policy adapted to conditions in British Columbia.

The committee reported that the present system of University admission is open to serious objection from the standpoint of the University itself. It results in the almost automatic admission of a disproportionate number of candidates who are unfitted for University study and whose high school teachers know them to be unfitted for work of University grade, while, from time to time, it excludes from the University students known by their high school teachers to be adequately prepared to proceed to University

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\*

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work. For judgment in this connection, the teachers' intimate knowledge of a pupil, based upon his record of at least four years of high school studies, provides data that no external examination board can possess. It was pointed out that, in the general experience of Universities admitting students by both the traditional method and the accrediting method, the percentage of University failures of students admitted from accredited high schools is much lower than among those admitted on the basis of a single final examination.

Moreover, in the opinion of the committee and of most members of the teaching body, the present system encourages undesirable habits and attitudes with regard to study and discourages other habits and attitudes that are essential to any distinguished success at the University.

From the standpoint of the high schools themselves, many other objections were recorded. The present examination system tends to promote instructional and administrative methods known to be injurious to students. At one time a large proportion of the pupils completing a high school course were intending University students. This is no longer the case and the perpetuation of a system dominated by the necessity of preparing a small minority for University entrance frequently involves the sacrifice of the best educational interests of the majority. The matriculation diploma has come to be the only high school graduation certificate practically recognized in many quarters; and multitudes of young people are therefore steered into courses for which their gifts do not fit them and are discouraged from choosing other courses adapted to their special needs and abilities.

The existing system lends itself to unprofessional and misleading statistical comparisons upon which security of tenure may be dependent. A teacher rated as most successful in preparing students for matriculation need not be an educator at all, if only he be a competent specialist in drilling candidates for particular types of questions. For this very reason, the attention of the external examiner tends to shift from inquiry into the candidate's fitness for more advanced studies and to be diverted to an effort to discover flaws in the expert crammer's prognosis of probable questions.

In the by and large, the fitness of matriculation candidates obviously cannot vary materially from year to year, but it is notorious that the percentage of passes and the marks obtained by successful candidates do vary conspicuously. The report pointed out that in 1930 approximately 30 per cent of the Junior Matriculation candidates failed, the percentage being more than twice as great as in 1924. The failures in Senior Matriculation were 8 per cent in 1927, 20 per cent in 1919, 10 per cent in 1922, and 54 per cent in 1930. It would now be possible to quote more recent statistics of an equally startling character.

Promotion without a formal final examination by an external authority has long been an integral part of the educational policies of this province and its gradual extension has approved itself in practical experience. The committee recorded its considered judgment that the present matriculation

examination system is an unnecessary survival from a period when the professional training and academic attainments of teachers were less than is now required and involves an offensive assumption regarding the character, scholarship and professional qualifications of the high school teachers of this province.

Various objections were registered from the standpoint of parents and taxpayers. In this connection, it was pointed out that it is a waste of public money to impose a formal final written examination on that very considerable proportion of candidates who will undoubtedly pass.

Finally, the committee declared its conviction that the present system of University admission is indefensible on the basis of expert opinion and the science of education. "I suspect", says Sir Michael Sadler, "that the examination system is capable of doing more subtle and permanent harm to English wits than drink. . . . Its effects on education as an art are devastating". "External examinations", says Sir John Adam, "form the dead hand that tradition places on all attempts to get out of the rut of established educational custom". The matriculation examination as at present conducted is highly unscientific, lacking both in reliability and validity, these terms being here used in their accepted technical sense.

The accrediting of secondary schools in the United States commenced in Michigan 60 years ago and has spread until approximately 95 per cent of all the freshman admissions to colleges and universities in the United States are on this basis. The system did not originate in America, however, but in those countries of continental Europe which are most distinguished for high educational standards. Among these countries some such system has for a very considerable period been almost universal.

Of the proposals of the 1931 committee relative to the operation of an accrediting system, it is unnecessary to speak in detail. Many of these suggestions are embodied or implicit in the report of the joint committee of 1935-36 which, elsewhere in this magazine, is now published in full for the first time.

British Columbia Teachers' Federation and its allies in the University and among the parents, trustees and ratepayers of the province are to be congratulated upon the successful issue attendant upon their serious studies and repeated representations relative to these matters; and the Education Department is to be congratulated upon its courage in inaugurating a reform which, if the accrediting board presently to be established performs its duties with efficiency, will have most far-reaching results in the promotion of the best educational interests of the youth of British Columbia.

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Teachers will welcome the suggestions offered by the provincial committee appointed by the Education Department to suggest how the schools of British Columbia may best observe Coronation Day. Every child should be made to feel that he has his share in the pageantry. The symbolism of the British Crown remains significant—perhaps curiously and strangely significant—in these troublous days. God Save The King!

## OUR MAGAZINE TABLE

THROUGHOUT the Easter Convention a representative of *The B. C. Teacher* was in charge of an extensive display of sample copies of varied educational journals and since the vacation numerous additional requests for sample numbers have been filled by mail. This is not the time of year when teachers are most likely to commence subscription to new periodicals but we hope that our efforts to serve both our own clientele and our exchanges by publicity given to deserving publications will in time prove fruitful. A teacher who reads no professional journals is a teacher whose equipment for his professional duties would seem to be deplorably incomplete.

\* \* \* \* \*

The *Curriculum Journal* (University of Ohio, Columbus; \$2.80) includes in its March issue a reprint of Mr. T. A. Brough's article on Revising the Curriculum in British Columbia which the readers of *The B. C. Teacher* will remember that we had already borrowed, by permission from *The School*. This journal continues to deserve the careful attention of all teachers who are concerned to increase their knowledge and efficiency in relation to the new concepts involved in the revised course of study for British Columbia and in the many and diverse similar attempts that are being made elsewhere to give increased vitality to both subject matter and teaching methods.

\* \* \* \* \*

The *School Arts* for March (947 Printers' Building, Worcester, Mass.; \$3.25) abounds in interesting illustrative material produced by both pupils and teachers in numerous schools. Those who share the increasing interest in block printing are advised to read what Professor Pedro J. Lemos has to say on the subject. There are numerous other articles that should be helpful from the receiving class to the most advanced grades in the high schools in which art instruction is receiving the attention it deserves.

\* \* \* \* \*

I am not a scientist and I am not a mathematician but I have been reading *School Science and Mathematics* (450 Ahnip St., Menasha, Wis.; \$3.00) for twenty-five years or more and, while it often gets me over my depth, I always enjoy it. The March number was perhaps exceptionally interesting. Its practical value to teachers specializing in science and mathematics is unquestioned.

\* \* \* \* \*

The D. A. Harmon Junior High School, Hazelton, Pa., has been making some interesting experiments relative to the acceleration of gifted junior high school pupils and the comparison of their work with that of others. It would appear that the saving of a year devoted to junior high school study has not injuriously affected the scholastic achievements of the accelerated students on promotion to senior high school. The research is reported in one of the most interesting articles in the March number of *The School Review* (University of Chicago, Chicago, Ill.; \$2.70). The writer points out that no evaluation of a practice of economy of time during the junior high school period can be considered valid without an

examination of the social and personality factors in the adjustment of accelerated pupils in their later school life. A subsequent article is promised in which evidence on these factors will be presented.

\* \* \* \* \*

Readers of *The B. C. Teacher* will remember the publication of a fascinating article on the planning and equipping of a model rural school reproduced by *The B. C. Teacher* from the columns of *School Progress*, (2 College St., Toronto; \$1) the national magazine for school executives, which we ventured to say that principals, superintendents, inspectors, trustees, business administrators, purchasing agents and school supply houses cannot afford not to read. I believe that some of our own number nevertheless found the article somewhat exasperating because the facilities described were so far removed from those at present available in the rural schools of British Columbia. On the cover of the *Canadian School Journal* (30 Bloor St. W., Toronto; \$1) there appears a picture of an admirable new rural school recently erected in that province. Mr. W. J. Walsh of the Ontario Department of Education, in commenting upon it, urges that teachers be given a large part in the planning of new school-houses. Such policies will not become general until teachers do their share in educating the public to the fact that most rural schools are monuments of inefficiency and antideluvian conservatism. No material improvement is to be expected until the authorities are made familiar with modern ideas of what a one or two-room school should be like.

\* \* \* \* \*

Do you take the *Music Educators' Journal*? (64 E. Jackson Boulevard, Chicago, Ill.; \$1.25). If not, you should certainly secure and examine a sample copy. Music is just coming into its own in British Columbia and teachers here must be keeping in touch with the thought and activity of their colleagues abroad.

\* \* \* \* \*

The article that I most enjoyed in the last issue of *The Classical Journal* (450 Ahnip St., Menasha, Wis.; \$2.25) was Dorothea Clinton Woodworth's essay entitled "The Unit of Sense, with special reference to translation". Teachers of modern languages will find it almost as suggestive as will teachers of the classics. A high school teacher in Washington, D. C., also has some very important things to say to her colleagues to which I would like to append a hearty Amen: "Unless we are willing to accept complete responsibility for the child's development which the modern school demands from its teachers, we are not ready to fit Latin into the new curriculum. . . . But if we are willing wholeheartedly to accept this responsibility, and if we begin, no matter how haltingly, to transform our classes into places where memory feats and memory tests are replaced by doing work with Latin; . . . where children fearlessly ask questions and happily bring things associated with their work from the outside; where drill is done with games and the 'endless chain' of questions to and fro—then we may safely hope that we shall be able to preserve for civilization in America that priceless refiner and enricher of English—the Latin course".

\* \* \* \* \*

The last issues of the elementary and secondary editions of *The School*

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

### A PRESIDENTIAL MESSAGE

By WILLIAM MORGAN,  
President of British Columbia  
Teachers' Federation

IN accepting the Editor's invitation to give my reactions to the 1937 convention, I welcome an opportunity to express my sincere thanks to the 1450 teachers and friends whose presence and active co-operation made that convention such a success.

Our attendance this year exceeded by 130 the best former record and the programme, judging by the many congratulatory messages that are reaching me, was of such an excellent standard as certainly to have filled real needs.

For that programme I wish to thank particularly the chairmen of all the sections of both the Elementary and the Secondary Departments. I should like here to name these ladies and gentlemen but lack of space forbids. The work of the sections is in most cases continuous from year to year and in many cases it is likewise continuous throughout the year. This fact is of special importance in relation to the revision of the curriculum. The Education Department is wisely committed to the idea that the course of studies should be something continually growing and

adjusting to changing conditions and increasingly mature reflection; and through its various sections the Federation has the manifest duty of contributing to this growth. Effective research in the matter of curriculum content cannot be sporadic. On the other hand sectional committees which keep the various subjects under continuous review and keep themselves abreast of new literature and up to time in intelligent experimentation will always have material that will command interest at convention time. The excellent work done before and during the recent convention will doubtless be continued under the leaders newly elected.

For the arrangements at the Hotel Vancouver our convention committee under Mr. J. N. Burnett, president-elect, functioned most efficiently. Many appreciative messages have been received in this connection, and it is a pleasure to record my personal and official thanks to Mr. Burnett and his committee.

No such organization as ours can afford ever to adopt a static or *laissez faire* policy. The only people among whom there is no record of difference of opinion are the dead. In British Columbia Teachers' Federation I hope and pray that there will always be something

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(Ontario College of Education, Toronto; \$1.50 each) successfully maintain the widening reputation of these magazines as the best produced in Canada, in their several fields.

\* \* \* \* \*

Teachers who are looking for something worthwhile and out of the ordinary when planning their annual school entertainment may find suggestions in precedents created by Norwich High School, New York. Its unique commencement exercises are dealt with in an article in this month's *English Journal* (University of Chicago Press; \$3.35).

contentious to stir our blood and ensure vigorous debate. If, with all this stirring up of emotions there exists the spirit that is so evident at present, nothing but good can come from the interchange of opinion. There is a place in this organization for men and women representing all views, from what we may call the extreme educational right to the extreme educational left. The Federation will never be in such a position that it can afford to silence or ignore any of these views. At the recent convention they were given free and courteous hearing and I am convinced that the conclusions reached as the issue of debate were conspicuously sound.

I must be pardoned if I close on a personal note. I wish to thank all the delegates for their thoughtful and courteous treatment of the chairman throughout all the discussions. It is not a particularly easy task, nor always a pleasant one, to control discussion when opinions clash. During this convention, however, as chairman, I was able to feel that there was a fine spirit abroad, a spirit of co-operation, a spirit of compromise, a spirit of give and take. I was proud to be the presiding officer of such a gathering and the splendid atmosphere that prevailed will always be treasured in my memories of Federation work.

#### THE 1937 CONVENTION

THE programme of the Eighteenth Annual Convention and Twenty-first Annual Meeting of British Columbia Teachers' Federation filled a forty-page pamphlet and any complete report is obviously impossible within the limits of space to which *The B. C. Teacher* is restricted. However,

particularly for the benefit of members who were unable to attend, an effort will be made to sketch the proceedings.

\* \* \*

On Monday, March 29, the Executive Committee started the ball rolling. Of the various items of business dealt with, one of special interest, particularly to rural teachers, related to the success of efforts to better the salaries paid in the Peace River area. In pre-depression days these had been relatively excellent but of late they had so fallen away as to constitute a pressing grievance. The representations of the Federation had been cordially welcomed by the Department, which had taken prompt steps towards the removal of cause of complaint by making an immediate special grant to raise the level of salaries in that area and by instructing the director to budget for increments for 1937-1938. The business of this meeting ran on into the noon hour when it was interrupted for the annual Federation Executive luncheon.

After registration and allied matters had received attention the afternoon was devoted to meetings of the Councils of the Elementary Teachers' Department and the Secondary Teachers' Association.

These conferences are reported elsewhere in this issue of *The B. C. Teacher*.

\* \* \*

At an exceedingly enjoyable dinner the executive committee entertained a number of its distinguished guests, including the Minister of Education, and representative trustees, inspectors, members of the Normal School staffs, and other departmental officials and visiting educationists, and shortly thereafter this company joined the

crowds assembling in the Crystal Ballroom of Hotel Vancouver for the traditional public session.

During the preliminary program Kitsilano High School Band under Ivor Parfitt won much deserved applause and in due course, after proper introductory ceremonies, including a graceful and diplomatic speech by our president, the Honourable the Minister of Education, officially opened the convention. In his brief but thought-provoking speech Dr. Weir dealt particularly with the difficulties facing democracy at the present time and the duty of its friends to remedy its defects and safeguard its values.

Alderman Wilson made a capital address of welcome to which due reply was made by the vice-president, and after some charming music contributed by Miss Louie Stirk and Miss Norma Abernethy, the decks were cleared for Professor England's address on Economy and Waste in Educational Effort. The lecturer said that his speech was based upon an appreciative study of two books of such outstanding importance that they should be familiar to all educators. These were Dr. H. B. King's *Report on Educational Finance* and *Alice in Wonderland*, the masterpiece of a famous mathematician. Mingling humour and polemics the speaker particularly stressed the fact that, contrary to widely prevailing impressions, the cost of education had materially decreased of late years while the burden carried by the teaching body had been steadily augmented. The wholesale slashing of teachers' salaries and curtailment of the material tools of their art might have been expected to have resulted in decreasing enthusiasm; but, as President Morgan had already pointed out, the

primary concern of the teaching body, however greatly and justly it may be concerned for the economic security of its members, is the welfare of the children of British Columbia. Consequently, during this period of financial depression the teachers of the province had faced, with unprecedented courage, energy and intelligent initiative, the professional problem of reducing educational waste by improving the educational process. This they were effecting particularly through such a revision of the course of studies as was placing British Columbia in a position of leadership not only in Canada but throughout this continent. However, preventable educational waste would not be entirely eliminated until efficient provision is made for aid and leadership in the continuance of educational activities after our young people have gone out from the schools that served them in childhood. Educational economy and adult education are inseparable.

\* \* \*

Tuesday and half of Wednesday were devoted to meetings of the Elementary Teachers' Department, the Principals' Association and the Secondary Teachers' Association and their innumerable sections. It was generally agreed that this year the section meetings were conspicuously successful.

\* \* \*

The Rally Luncheon is always a central feature of the conventions of British Columbia Teachers' Federation and the occasion of the most interesting ceremony associated with these annual gatherings. This follows the announcement of the name of the person selected by the Fergusson Memorial Award Trustees to be the recipient of the highest compliment that the teach-

ers of British Columbia have it in their power to pay to one of their colleagues. This year the recipient of the award is Mr. George S. Ford of New Westminster. Further details in this connection appear elsewhere in this magazine. The visiting speaker was Dr. T. R. Cole of the University of Washington, who also delivered a capital address at the Principals' Association dinner on Tuesday evening.

\* \* \*

The Twenty-first Annual General Meeting of the Federation extended through four sessions, the first of which convened on Wednesday afternoon. The amount of business transacted was enormous. Some of it was contentious but throughout the debates there was everywhere manifest a spirit of forbearance, tolerance and loyalty to a united Federation. Owing to this attitude of co-operation and to the conspicuously efficient work of the Resolutions Committee under Mr. J. H. Sutherland, business proceeded with smoothness and rapidity, under the exceedingly skillful chairmanship of President Morgan and the presiding officers that on occasion relieved him.

\* \* \*

The president's excellent report will be published in full in the next issue of *The B. C. Teacher*.

\* \* \*

An outstanding feature of the report of the General Secretary, and indeed of the whole convention, was Mr. Charlesworth's statement that he had been authorized by the Minister of Education to make public the fact that a policy of high school accrediting, so long recommended by the Federation, would come into effect concurrently with the revised Programme of Studies for Grades X., XI. and XII.

The report of the Editorial Board explained in some detail the present editorial policies and financial affairs of *The B. C. Teacher*. The Editor indicated the somewhat discouraging difficulties incidental to the securing of personal and professional news regarding members of the Federation. Outside points are now beginning to supply data of this character but it is imperative that local correspondents be appointed in all parts of the province, to supply current news of special interest to the teaching body. Their help would be of particular value in connection with notices of deaths and bereavements of members of the Federation. Delegates were also asked to impress upon teachers everywhere the part they must play if the magazine is to be as useful and interesting as we all wish it to be. Any teacher who has found a book of conspicuous helpfulness will be doing his colleagues a service by submitting a brief notice or review. It was suggested that the correspondence department could be made still more useful if it were more frequently employed by teachers who have a brief suggestion to offer, for the information or assistance of their colleagues, but who may not care to submit a more lengthy contribution for inclusion among the general articles.

\* \* \*

Much valuable information was given out by numerous committees and officials. The Membership Committee, for example, reported that the present paid up membership was 2650.

From the Education Week Committee the delegates learned that there is reason to believe that more than 16,000 persons visited the schools of British Columbia between February 21 and 26 inclu-

sive. It was made quite evident that education week was this year was unusually successful despite the fact that the date set by the Canadian Teachers' Federation was unsuitable from the standpoint of British Columbia teachers.

The actuarial report on Teachers' Pensions is not yet available, but the general secretary, our representative on the Pensions Board, was able to reassure any of those teachers who might be unduly anxious in this connection. The moneys of the 3947 teachers at present contributing, as well as of the 318 teachers who are temporarily unemployed and therefore are not contributors at present, are thoroughly safeguarded. Further details of the workings of the Pension Act will be published after the Government releases its annual report.

It is impossible here to deal with the very numerous resolutions passed by the Annual Meeting but to business arising out of many of them due space will be allotted in future issues of *The B.C. Teacher*. Probably the most difficult matters dealt with by the accredited delegates of the Federation were those relating to the Professional Enrolment Act of which a draft was recently submitted to a referendum. It was decided that the matter should continue to receive the attention of the executive and that such steps should be taken as would assist all concerned in judging the merits of and objections to the suggested legislation. Many teachers had complained that they were not sufficiently well informed to vote as intelligently as they could have wished in the recent referendum. The opinions of the teaching

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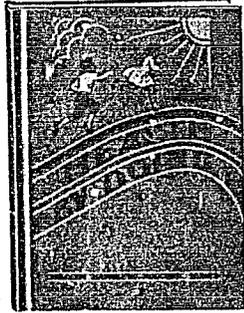
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body will therefore again be asked at some later date in the year 1937-1938 and the results will be reported for consideration by the General Meeting next year. Meantime the Constitution Committee will study the Draft Bill with a view to incorporating in the constitution of the Federation such of its provisions as would make for greater efficiency even if the mature judgment of any considerable minority of the teachers of British Columbia should prove unfavorable to submitting the proposed Bill, or any other analogous in purpose, for enactment by the Legislature of British Columbia.

\* \* \*  
 Mr. John N. Burnett of Aberdeen School, Vancouver, was elected president of the Federation and Mr. J. M. Thomas of Cobble Hill was elected to the vice-presidency, for the Federation year 1937-1938.

\* \* \*  
 It was after ten o'clock on Thursday night when the last session of the Annual Meeting adjourned, to be followed by a final meeting of the executive committee.

Too much praise cannot be given to Mr. Jack Hamilton and his helpers for their services in making the Musicale and Dance of Tuesday evening so thoroughly enjoyable. Indeed it is this same Jack Hamilton who is responsible for all musical arrangements throughout the convention.

Probably no other feature of this year's meet aroused more appreciative comment than did the demonstrations of units of work, book service, teaching devices and black-board work, choral speaking, music and visual education, arranged by Vancouver Elementary School Teachers' Association. Free trans-

portation of the visitors to Lord Tennyson Platoon School and to Point Grey Junior High School, where the demonstrations were staged, was also provided. All teachers and assisting artists were the guests of the Vancouver Elementary School Teachers' Association at afternoon tea.

Just a word about the Annual Meeting of the Magazine Committee, which was also the occasion of an afternoon tea, this time a "Dutch treat". Miss Mary D'Aoust was re-elected to the Editorial Board in her capacity as a primary expert and, on nomination by his predecessor Mr. L. A. Wrinch, who is now on the Vancouver teaching staff, Mr. D. G. Morrison of Coquitlam was elected to the Editorial Board as spokesman for rural elementary and high schools. There was a candid conference on magazine format, editorials, news features, general articles, and so forth, the line of discussion being guided by questionnaires issued by the Editorial Board for the convenient recording of opinions and suggestions. Many copies of this questionnaire were taken home by delegates and all persons interested are cordially invited to use these or other means to bring their ideas to the attention of the Editorial Board.

It is time to write "30," friends, if you know what I mean. But something tells me that somebody

is going to tell me that somebody has been telling you the story of Hamlet and has nevertheless contrived to leave Hamlet out.

#### THE ELEMENTARY TEACHERS DEPARTMENT

AT 2:00 p.m. on Monday of convention week the Council met in the Italian Room to discuss matters preliminary to the business meeting of the Department, which was scheduled for Wednesday at nine.

Tuesday morning was given over to section meetings, followed in the afternoon by highly interesting visits to Tennyson Elementary and Point Grey Junior High Schools, arranged by the Vancouver Elementary Teachers' Association. The large number taking advantage of this opportunity and the many favourable comments made by the visitors testified abundantly to their appreciation of this feature of the convention.

On Wednesday morning the annual business meeting was held in the Oak Room. The meeting was well attended and some very interesting and valuable reports were received. Mention will be made here only of those which are of general interest to the Department.

The president, Mr. H. W. Creelman, outlined briefly the work carried on by the different committees which had been appointed, making special mention of the Salary and Research Committees, and offering some useful suggestions for the future guidance of our organization.

A detailed report was given by the secretary-treasurer, Miss Margaret Cameron, which gave evidence of very careful management of available funds. The report

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showed a favourable balance at the date of meeting amounting to \$118.05. In the light of experience based on the requirements of the past two years it was agreed to ask the Federation for a grant of \$350 to carry on the activities planned for the year 1937-38.

Mr. William McMichael, chairman of Research, gave a brief account of the work of his committee. A long table, covered with tests, lesson plans, reports on school organization, etc., bore witness to great activity on the part of this committee during the past winter. To all who wish to receive them, copies of these reports are available at purely nominal prices, 1 to 5 cents, scarcely enough to cover the cost of the stencils and paper.

Sub-committees of the Research group, headed by Miss Dorothy Peck of New Westminster and Miss Olive Heritage and Miss L. Noble, both of Victoria, next presented reports on the work which they were carrying on.

Miss Peck's report on children's report cards gave evidence of extensive study of the subject, and as a result of her address these cards have taken on added significance to those who heard her. We look forward to hearing further from her at our next convention.

Miss Heritage introduced the draft of a questionnaire which was prepared by her group, teachers of English in Victoria, who thought that it might be advisable to obtain a consensus of opinion from the teachers of the province who are struggling with the same problems as they had encountered. Owing to lack of time discussion was impossible, but it would appear that this committee may be well advised to continue with their project.

Miss Noble gave an interim report on the work of her group on speech-training, closing with an appeal to the teachers to exert their greatest endeavors to make every child who comes under their care speech-conscious, until good speech becomes a habit.

Mr. R. Jenks, Cloverdale, presented the report on the salary situation as it obtains in different parts of the province. Here again a tremendous amount of work has been done and information gathered which is basic to any effort toward improving working conditions and living standards of a very large proportion of our teachers.

Mr. W. H. Wilson, Victoria, chairman of the committee on constitution, proposed several amendments. One of these opens our membership to teachers of the junior high school should they wish to join us. Another, also approved, deals with methods of financing our organization. A third, bearing on the election of members of the Council from the different geographical areas of the province, was reserved for the consideration of our next annual meeting.

Eleven-thirty. Time for election of officers. Question: Should the executive consist of teachers drawn from different parts of the province, thus giving representation to widely separated districts and so contribute to maintaining a good *esprit de corps* even at considerable increase in travelling expenses, or should it be centralized in a different locality each year, the department thus establishing close touch with all parts of the province in turn and at the same time making it possible to use to better advantage moneys which would otherwise be spent on railway and

steamship fares? By electing its principal officers from among the Okanagan teachers the meeting declared in favour of the second alternative. The following were elected for 1937-38:

President, H. K. Beirsto, Vernon; vice-president, F. T. Marriage, Kelowna; secretary-treasurer Miss Hilda Cryderman, Coldstream; auditor, E. A. Gourlay, Vancouver; representative on the editorial board, F. A. Armstrong, 2044 Quilchena Place, Vancouver.

Except for a council meeting held in the late afternoon to clear up several items of business left over from the general meeting, this brought to an end the third annual gathering of the Elementary Teachers' Department. But it would not be fitting to close without paying tribute to the excellent work of our retiring officers, who have rendered such excellent service during the past year; nor should we forget the splendid co-operation which they have received from the various committees mentioned in this report. Let us each and all pledge the same hearty support to our newly-elected leaders.

#### SECONDARY SCHOOL COUNCIL

THE B.C.S.T.A. Council met in Vancouver on Monday, March 29, with Mr. J. K. Keenan, the president, in the chair. Special items of business which engaged the attention of the members were:

1. The organization of a Vocational Guidance section of the B.C. S.T.A.
2. Accommodation for the English section at the convention. Exception was taken to the arrange-

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ment whereby this section was scheduled to meet in the Dawson School rather than in the Hotel Vancouver.

3. The keeping of minutes by subject section meeting at the convention.

**ANNUAL MEETING OF  
SECONDARY TEACHERS**

Provincial secondary teachers met in their annual convention meeting on Wednesday, March 31.

Mr. J. K. Keenan, in his presidential report, showed the members the methodical manner in which the council had attended to matters of special interest to secondary teachers. He pointed to the fact that the association had 799 paid-up members.

Mr. F. A. Poole, the secretary-treasurer, amplified the president's report. He stressed the fact that the B.C.S.T.A. had attempted to remove the feeling of isolation on the part of members living outside the Greater Vancouver area.

In the secretary's opinion, the work of the association was being impeded by the inadequacy of local branches in areas with sufficient teachers to merit the setting up of such organizations, by the failure

of local groups to submit to the central body adequate information concerning their officials, and by the absence of liaison officers in areas where a properly organized body cannot be set up. Mr. Poole also mourned the rather poor responses made by local groups to circular letters dealing with such an important matter as the appointing of corresponding members to curriculum revision committees.

The most important obstacle to the satisfactory working of the association, reported the secretary, was the problem of limited finance. In January of the present year the secondary body had found its appropriation from the B.C.T.F. cut to 75 per cent of the 1935-36 provision. This situation not only made it difficult to have the executive and council representative of the whole province, but also seriously impaired the activities of the subject committees.

Mr. J. M. Thomas, reporting for the salary committee, pointed out that the stress in the committee's deliberations had been laid upon the position of the teacher in the rural schools and small high schools.

One of the most important resolutions dealt with by the meeting was that which concerned the appointment to curriculum revision committees of at least 50 per cent of the membership by the B.C.T.F.

The members endorsed a motion that the association year be made concurrent with that of the Federation.

Following Mr. Keenan's synopsis of correspondence and meetings relative to the proposal to lengthen the school day, Mr. McKie, a member of the special Federation committee studying the matter, gave a progress report.

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Officers elected for the forthcoming association year were as follows:

President, F. A. Poole, Vancouver; secretary-treasurer, W. Alsbury, Vancouver; first vice-president, J. Logie, Kelowna; second vice-president, L. Buckley, Richmond; geographical representatives, F. Irwin, Nelson; F. Wilson, Pr. George; R. Grantham, Ladysmith.

Mr. F. C. Hardwick remains the official representative of the Association on the editorial board of *The B.C. Teacher*.

#### FRASER VALLEY SECONDARY TEACHERS

A MEETING will be held in Mission High School at 10:00 a.m. on Saturday, April 17, to organize a secondary teachers' association for the Fraser Valley. Such an association, it is felt, will help toward greater unity of action in the matter of salaries and afford secondary teachers of the valley a better opportunity of giving expression to their views on professional and other problems of a chiefly secondary nature. All high school teachers from Port Moody to Chilliwack are urged to attend.

The Provincial Parent Teacher Association held its annual convention in Vancouver during the week of April 5. Reports from its various departments showed that the organization had completed another successful year. Dr. Wm. A. Black, president for 1936-37, was re-elected to office for a second term. *The B.C. Teacher* congratulates.

#### RESOLUTIONS OF THE 1937 ANNUAL GENERAL MEETING

By J. H. SUTHERLAND,  
*Chairman Resolutions Committee*

THIS year, as usual, the annual avalanche of resolutions descended upon the Federation. Approximately one hundred resolutions were sent to the Resolutions Committee, more than enough to strike terror into the hearts of new members of the committee and enough to cause the seasoned members to emit their annual groan.

As usual, the work was hampered by the way in which the resolutions dribbled in, some of the resolutions from Local Associations not reaching the committee until Tuesday of Convention. Because of this a ruling made by the Annual Meeting requiring that henceforward all resolutions be in the hands of the committee ten days before the Convention opens.

In spite of the large number of resolutions, the committee felt that no one should be deprived of the opportunity of having any matter discussed. Accordingly, all resolutions were classified and their numbers placed under the appropriate heading. Thus in cases where there was a large number of resolutions under the same classification, anyone could easily find those in which he might be particularly interested. Before action was taken on any group an opportunity was always given for delegates to speak to any particular resolution. Furthermore, it was decided to proceed from the non-controversial through the less controversial.

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Those resolutions pertaining to the Elementary Department alone or to the Secondary Department alone, and previously approved by their respective departments, were adopted by a blanket resolution of the Annual Meeting.

Many resolutions were submitted relative to salaries. After debate some of these were re-drafted and the Annual Meeting accepted the report of the Provincial Salary Committee calling for the establishment of the principle of increments in rural areas where such are not in force; gave interim approval to five annual increments of \$60 each in such cases; called upon the Executive Committee to make the salary question one of its principal concerns; and condemned the practice of providing increased educational facilities by the withholding of salary restorations.

It was agreed that arbitration should be made compulsory if asked for either by a school board or by teachers in its employ and that the decision reached by the arbitration board should be binding.

A resolution was confirmed calling for steps to be taken to correct wrong impressions that from time to time have been given in the press, relative to teachers' salaries.

The perennial resolution asking for salary payments in twelve instalments was again defeated, its sponsors taking what comfort they could from the fact that the adverse majority was said to be less overwhelming than usual.

A resolution requesting amendment of the Pensions Act to permit voluntary retirement after thirty years of service or after contributing to the fund for

thirty years was endorsed for consideration by the Pensions Board.

Unanimous objection was recorded to any lengthening of the school day.

The Executive was instructed to appoint a special committee to consider and report upon the desirability of proposed affiliation with other bodies, such as those representing Trades and Labor or Civil and Civic Servants.

The Annual Meeting gave general instructions relative to the taking of another referendum on the subject of the Compulsory Professional Enrolment Draft Bill and to the provision of such means as would provide all teachers with information bearing upon the alleged advantages and alleged disadvantages of such legislation.

A resolution bearing upon health insurance elicited from Mr. Charlesworth an explanation that teachers coming under the Act are now covered in the summer months.

The meeting recommended that Education Week next year be observed later in the year.

The delegates instructed the Executive Committee to give further study to the proposal that more time be secured for the President, free from teaching duties, with a view to enabling the Federation to establish closer relations with rural areas.

After careful consideration a resolution was passed authorizing provision for out-of-town Executive members to assemble a day before the meetings of the Executive Committee, with the understanding that these preliminary conferences would be open to all members of the Executive not

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included in the Consultative Committee. Those advocating such continuance of the present arrangements in this regard emphasized the fact that outside members are necessarily at a disadvantage in that they are called upon to deal with many matters that are already familiar to the Consultative Committee but not equally familiar to visiting members of the Executive.

The findings reported above include as nearly as possible all resolutions that aroused special discussion and interest. All others were referred to the Executive Committee or to some other committee immediately concerned.

#### CONVENTION SPORTS, 1937

By S. NORTHROP

**B**OWLING at Chapman's Alleys on Broadway resulted as follows: Men's singles, Mr. G. Wilson, average 275 2-3; hidden score, Mr. I. Boyd, 539; men's doubles, Messrs. G. Waite and G. Harris, average 222; mixed doubles, Mr. and Mrs. Don McKenzie, average 207; team event, Messrs. A. S. Hamilton, S. Northrop, Geo. Manson, A. Campbell and J. E. Ridley, average 195 1-3.

The Badminton tournament was held at the spacious Vancouver Lawn Tennis and Badminton Club. There were thirty-three competitors, which, considering the size of the convention, was a disappointment to the committee who had so ably arranged the sports. Mr. R. C. Harris won the men's singles; Miss E. Dobbin and Mrs. F. Wilks won the ladies' doubles; Messrs. C. McIntyre and R. C. Harris the men's doubles, and Miss F. Davies and Mr. D. Giddons the mixed doubles.

The experience of this year's committees points to the desirability of separating the sports programme

from the meetings of the convention sections, so that more teachers from outside Vancouver can participate in the undoubted joy of competing with their fellow teachers in carefree relaxation.

The sports committee desires to thank the following firms for donations of prizes:

Woodward's Ltd., Hastings and Abbott Sts.; Windsor Tailors, 32 East Hastings St.; All Sport Agencies, 321 Homer St.; George Sparling Ltd., 929 Granville St.

#### RURAL SECONDARY SECTION

**T**HE annual meeting of the Rural Secondary Section was well attended by a widely representative group of secondary teachers from high schools outside the larger cities. The membership in the rural section includes secondary teachers from all types of smaller high schools—rural, municipality and city and superior schools. For lack of a better word the name "Rural" was retained.

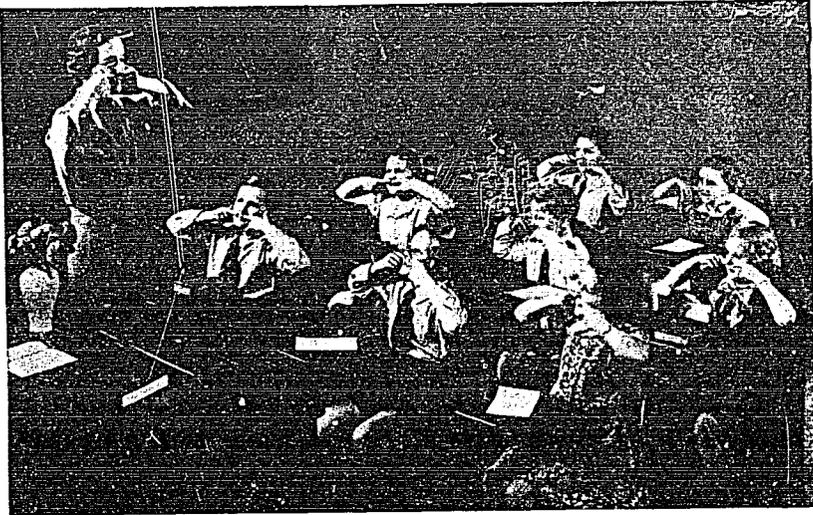
The section meeting was given over entirely to business and an active general discussion on the objectives of the section resulted in a unanimous decision to continue the section and make it more active in those matters pertaining particularly to secondary teachers in the smaller schools. The executive elected is as follows:

Chairman: J. M. Thomas, Rural High School, Cobble Hill.

Secretary: P. E. Wilkinson, Superior School, Chemainus.

Members: Miss G. Mockridge, Surrey High School, Cloverdale; F. Wilson, Prince George (City) High School; G. H. Lee, Rural High School, Squamish.

Magazine Committee: The secret'y.  
Editorial Board: D. G. Morrison, Port Coquitlam.

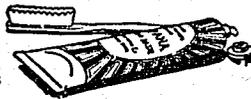


## Children are quick to understand the benefits of Gum Massage

Today all over the country children are being taught over one lesson they'll never forget—the importance of massage to the health of their gums and the brightness and safety of their smiles. For in modern classrooms, modern-minded teachers are scheduling daily drills—even in the primary grades—in this important dental health routine. The facts are simple—easily grasped by the smallest child. Today's soft and creamy foods are tempting and tasty but they do rob our gums of health, deny them the natural resistance and work they need for health. It's easy to see why gums grow weak and tender—why our toothbrush "shows pink". For that's Nature's own way of calling for help—it's a distress signal that must not be ignored. The theory of gum massage is so simple and easy in practice that children find their daily classroom drills

interesting as well as instructive. The index finger is placed on the outside of the jaw to represent the toothbrush and rotated from the base of the gums toward the teeth—while the teacher explains how circulation is speeded up—how gums respond to the brisk massage with new, healthful firmness.

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## RAMBLINGS OF PAIDAGOGOS

### THE CASE OF HANNIBAL SOAMES

CONSIDER the case of Hannibal Soames  
Who read abstruse pedagogical tomes,  
And by virtue of endless post-graduate courses  
Drank at the true pedagogical sources;  
Who gazed in consequence by and by  
(Through a peering but wholly enlightened eye)  
On a world quite simple—with everyone in it  
Predictable down to the shade and the minute—  
On a world responsive to pipe and bellows,  
Just made to order for bright young fellows.  
For Hannibal rated the average teacher  
As a very pedestrian sort of creature,  
And felt that his own remarkable mind  
Left Pestalozzi's a league behind.

Now Soames was such a statistical shark,  
So swift and sure to interpret a mark,  
That nothing on earth gave him more elevation  
Than finding a norm or a deviation;  
In fact, the apex of his content  
Had a mathematical pediment.  
A distribution thoroughly skewed  
Evoked his eager solicitude;  
A highly significant correlation  
Afforded him febrile intoxication;  
And the grand solution of life's enigma  
Hannibal stated in terms of sigma.

Moreover and further, in Hannibal's sight  
Nothing whatever was recondite;  
He was linked with physiological lore  
As a shuttlecock with a battledore.  
It followed, of course, that he knew offhand  
The function of every ductless gland,  
And earnestly peered at the populace  
To spot the potential endocrine case.  
In view before him would endlessly pass  
Thyroid, Adrenal and Pancreas;  
And he saw each thing according to index  
As a circum-ambulant hormone complex,  
(The heart and head being secondary  
To the Thymus and Post-pituitary).  
So Hannibal sought in choosing a friend  
For the most auspicious endocrine blend,  
Holding securely to his ideal:  
A Thymo-Thyroid cum Pineal.

Nay more! His sapience knew no flaws  
Regarding the Neo-Mendelian Laws.  
He sat, as it were, behind the scenes  
Of the tragi-comedy: "Dubious Genes",  
And saw with apocalyptic clarity  
That only eugenics could succor humanity,  
(His argument taking the absolute course  
Of comparing a man with a thorough-bred horse).  
His zeal for truth was so emphatic  
That he raised albino rats in his attic,  
Offered his basement a sacrifice  
To guinea-pigs and dancing-mice,  
And kept on his desk, enshrined in plaster,  
*Drosophila Melanogaster*.  
In fact, his researches were so profound,  
So sure were his feet on genetic ground,  
That his friends (in the privacy of their homes)  
Referred to him slyly as Chromo-Soames.

As needs would hap in a man so scholarly  
(Being indeed but a due corollary),  
Hannibal plunged with consuming zest—  
Impelled by his singular interest  
And facing the facts without fear or periphrasis—  
Into the maelstrom of psycho-analysis.  
Day after day beheld him employed  
With the curious writings of Sigmund Freud,  
Night after night beheld him among  
The obiter dicta of Adler and Jung.  
The Ego, the sadly libidinous Id,  
The Super-ego—that tertium quid—  
All these were soon as familiar to Hannibal  
As brisket of biped is to a cannibal.  
He studied deeply the dread complex  
That sheds fresh lustre on Oedipus Rex;  
And enlightened himself to such an extent  
That he found neurotics wherever he went.  
His chief pursuit—for his wit made him cynical,  
Coldly observant, objective, and clinical—  
Was fitting clay feet to illustrious legs,  
Filtering fame for the sake of the dregs,  
Debunking the great and exalting the less  
In the interests of science and truthfulness.  
Thus Kitchener, Luther, Napoleon, and Moses  
Were cases of paranoid psychosis;  
And so came Soames in his erudition  
To harbor more than a shrewd suspicion  
That every man on whom he impinged  
(Unlike himself) was a bit unhinged.

It's a strange mad world and all:  
 Benighted we stand, derided we fall!  
 No matter how brainy a man may be,  
 Study he never so zealously,  
 Build himself up to what acme he will,  
 There's a waggish chink in his armor still:  
 The gravest and even the smartest men  
 Discover odd weaknesses now and then.  
 So Hannibal Soames, whose accomplishment  
 Was vast and dire and magnificent,  
 Had a smallish fault that I hate to reveal,  
 (For who can mock the Achillean heel?)  
 Encyclopaedic as Hannibal grew,  
 Despite the puissant things he knew,  
 There was one small matter beyond his reach  
 —Somehow or other, he couldn't teach.

To be honest, to be kind—to earn a little and to spend a little less, to make upon the whole a family happier for his presence, to renounce when that shall be necessary and not to be embittered, to keep a few friends, but these without capitulation—above all, on the same grim conditions, to keep friends with himself—here is a task for all that a man has of fortitude and delicacy.—Robert Louis Stevenson.

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## *The Outsider Concludes His Exhortation Of the Classicists*

By NORMAN F. BLACK, Vancouver

### PART II.

IN February *The B. C. Teacher* published an interesting and suggestive article by Frederic W. Horner, of John Burroughs School, St. Louis, Missouri, in which the question was raised as to whether it would really devitalize Latin and Greek if in our high schools an alternative one-year course were provided for children who will never attain a reading knowledge of the classical tongues. This suggestion seems to me to be of much greater possible usefulness than Mr. Horner's modesty allowed him to expect.

The reader may possibly remember that in the closing lines of my article in the March issue of *The B. C. Teacher* I expressed my conviction that 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.

There really ought to be Courses C, D, E, F, and so on; but that is not at present within the realm of practicable reform. Consequently, even when two distinct courses are boldly recognized, there will be internal conflict among the objectives of each. But there will be at least some improvement in this regard, in comparison with conditions at present. The contemporary classical teacher has never clarified his objectives, to commence with, and he is trying to do so many mutually unrelated things that his success in any of them is not spectacular. Moreover he is continually handicapped by the fact that in every class he has students who would be better employed educationally if they were sent outside to play marbles.

Some of these are unfortunate people whom the Creator seems to have produced chiefly in order not to embarrass educational mathematicians by leaving them a hiatus in the inglorious lower reaches of "the normal curve". Some of them, on the other hand, are young people of good ability, who have no particular difficulty in following a line of reasoning, or in remembering things that are knit by logical bonds, but who find paradigms, and the like, an insufferable bore, the mastery of which calls for soul-sickening toil, out of all proportion to the values to which they are the alleged means.

"Classics: Course A" would not be for such as these.

When alternative and supplementary courses in classical languages and civilization are framed by men and women of the required scholarship and skill, many changes will be introduced in the traditional programme. What I am calling "Classics: Course A" will be specially devised for high school students of outstanding linguistic ability and no one else will be encouraged to take it. Its characteristic objective should be ability to read Latin or Greek. I am aware that the knowledge and skills incidental to this ability have in themselves little or no educational value. You and I have

known a rather conspicuously large number of useless and frustrated people who could read the classical languages. However, if the youngster reads enough, and enough of the right material, he will probably get educated. If he does not, he must be in the charge of teachers who could not have educated him through any medium known to the schools.

In this article I am not primarily concerned about "Classics: Course A" but as I shall probably never again have the ear of classical teachers I am going to express my hope that the immediate successor to the traditional course will itself be something very different from its predecessor.

"Classics: Course A" will be based upon knowledge of the truism that the only way for children to learn to read is by reading and reading and reading and reading and reading. That does not mean mere practice in construing and in delving into dictionaries. If in a given sentence of his reading material a youngster encounters more than one expression that he cannot fairly be expected to recognize or to interpret from the context, it shows that the author or editor is not up to his job. If the classical teachers want their "subject" to survive they will have to get a good deal busier in the matter of word-counts and graded vocabulary and of devising means for the systematic and scientific introduction of such a vocabulary. At present, system and science and decent familiarity with what is being done in related fields are conspicuously lacking, despite indisputable services rendered by a few classical teachers whose voices are heard crying in the wilderness.

Much could be done to make high school classics more vital and alluring if the students were provided with selections from a much larger number and wider variety of classical authors. Of course this would involve skilful editing by scholars competent to substitute a simple expression for an expression too difficult for high school students and to delete (on some rare occasions) a passage otherwise unsuitable for immature readers. I abandon this topic with regret.

"Classics: Course B" should be a thoroughly substantial course running through four years. It should be open to students who have already elected to take "Classics: Course A" and who hope some day to carry their studies of classical studies to a stage of real and scholarly mastery. It should also and primarily be available to students who, despite the limited character of their linguistic abilities and interests, would be advantaged by having opened up for them the windows of the most important civilizations of the ancient world. The characteristic features of this course would be special attention to the history and use of words and extensive reading of good translations of the choice things in classical literature.

That only bishops can be translated without serious loss to anybody is a pernicious heresy. Hebrew is an unknown tongue to a multitude of people who have got good value out of their English Bible.

The young folk lucky enough to get "Classics: Course B" in the school of my dreams would read and compare different English versions of Homer, and would become familiar with the Crito and with others of

Plato's dialogues. Socrates would become a dear and venerated friend. (Despite the industrious labors of certain psychopathic classical muck-rakers, I would not myself exclude Socrates from the society of my young friends!) Greek lyrics and drama would present obvious problems, but I think that my students would get at least an introduction to this field. I would not allow them to remain unacquainted with Epictetus. Similarly they would be made familiar with the most interesting and revealing things in Latin literature, including Pliny's letters, and Tacitus' records of habits and customs of our own barbarian forefathers, and the Meditations of Marcus Aurelius. I should like to have the children discover that Latin remained a living and growing language throughout mediaeval times (which most classicists highhat so exasperatingly!) and gave us not only things that have shaped modern scholarship but also noble hymns and confessions embodying and moulding much that is loftiest in human aspiration.

Side by side with this ambitious reading course I would provide units to supplement the student's social studies dealing with Greece and Rome. The classical master in a high school should be as much a social studies teacher as a teacher of language and literature. One of his main jobs is to make the past significant to the present day adolescent.

And I would have something else in the back of my mind all the time. Despite its apparent irrelevance to these other aspects of my "Classics: Course B" I would eagerly and persistently seek to teach what English I could, to supplement the vernacular of Little Orphan Annie and her contemporaries of high school age. There would be systematic and continuous study of classical roots and of the things that have grown from them, and patient training in the use and differentiation of synonyms.

That is not all that the proposed alternative and supplementary programme in classical languages and civilization would include. Enough has been said, however, to show that I am not talking about a bastard course which decency would willingly relegate to obscurity, but about something that would inspire multitudes of children with lifelong love and gratitude toward the great men of old and toward the teachers who were heroic enough to shut up sufficiently long to permit the classical authors to speak for themselves. The old civilization would live again in our schools and link up with and illuminate the civilization of today.

Incidentally, there would be a lot more jobs for classical scholars!

Be of good cheer, ye classicists! Shun the very appearance of defeatism. Adapt the treasures of your learning to the needs and conditions of your own day and you may then rest assured that steadily increasing multitudes of eager adolescents will throng your classrooms.

"The conies are but a feeble folk", yet, as Agur the son of Jakeh noticed some time ago, they survive because "they make their houses in the rocks".

In the educational world, battles may be lost by sheer and ineluctable misadventure; even whole campaigns may fail, or seem to fail, because the time is not ripe for victory; but wars are different. They are not lost unless the losers deserve to be licked.

## *Individual Corrective Work in Physical Education*

*By F. C. CORRY, Vancouver Technical School*

IT HAS become almost an axiom, now, in our schools of British Columbia, that physical well-being is at least as necessary as mental well-being. And, although the end has not as yet been accomplished, in fact little more than merely recognized, we are all hopeful that the day is not too far distant when we shall see physical education in every school, every day of the school year.

It seems foolish to place two periods, of some thirty-five in a school week, somewhere in the time-table and expect them to do the student much good. Nor is it particularly encouraging to find that some classes must take their gymnasium work immediately after the noon-day lunch, when the blood stream should be chiefly concerned with transporting food from the intestines to the body cells.

However, it is to be hoped that the New Curriculum is not a mere form, but that it will actually be given life and that in time it may be extended to its fullest capacity. In the writer's opinion it would be better to develop healthy bodies even at the expense of some of the academic subjects, but possibly as a body politic we have not yet reached that stage.

However, the main object of this article was, and is, to point to one of the worst physical handicaps so many of our students are labouring under, and one which can be almost entirely eliminated, with, of course, a vast amount of perseverance, both on the part of the teacher and the student, but with a minimum of expense.

Over a number of years, and more particularly since the depression, the posture of girls and particularly boys, has become worse and worse, until today it really is a pleasant surprise to see a youth carrying his body well and correctly. And yet it seems so transparently simple that when the hands are shoved in the pockets, the back is bound to become rounded, with a consequent deflation of the lungs. As well, when the abdominal muscles are allowed to become flabby, it is only natural that the viscera behind them, by the mere force of gravity, will drop down and pile up, one on top of the other, and how on earth can one expect the intestines to function in that position. However, in addition to all this there are the environmental malformations, such as a slight spinal curve through carrying papers continuously on one shoulder, or the malformation of bone and, in some cases, muscle, due to lack of proper food and sunshine in infancy.

All these present a specific problem to the alert teacher of physical education, but, due in many cases to lack of the proper training and in others due to the fear of "cost", these teachers have felt more or less helpless in the matter, while fully realizing that what may be a comparatively small matter of today may be quite a serious malformation in adult life.

However, as we are now preparing a New Curriculum, it is of cardinal importance that this work be included in the physical education programme. If these individual corrective exercises can be

included, with a description of the malformations most often met in high schools, a short description of their probable causes, and a series of exercises designed to overcome these deficiencies, then, with adequate advice and supervision from the school doctor a prerequisite, there is no reason on earth why any boy or girl should leave high school in grade twelve with round shoulders, depressed sternum, protruding abdomen, bad feet, or any other of the correctable postural defects so common today.

I feel so strongly on this, and so perturbed at its increasing frequency, that I feel it would be much wiser and much more for the common good, to eliminate extra-curricular activities, at least as far as physical education is concerned, and devote all that time to corrective work.

When I have seen a sternum depressed to such an extent that the clenched fist could be placed in it, and then to see the depression disappear entirely during the four-year high school period, due entirely to the persistence of the student, once started on the exercises; when I have seen chest expansion increased from nothing, absolutely nothing, to over five inches in four years, I sometimes feel that this corrective work is even more important than physical education itself, of which, of course, it is only a part.

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## Teaching Reading to Mentally-Retarded Children In the Primary Grades

By E. UNSWORTH, *Florence Nightingale School, Vancouver, B. C.*

IN almost every primary class there are a few children who do not learn to read at the normal rate. This failure is due to one or more of the following conditions; a visual, auditory, or speech defect; a physical handicap; some special reading disability; or a general mental retardation.

The work of a primary grade involves the acquisition of many new habits. The eye must learn to take notice of very fine detail and the mind must now think in terms of abstract words rather than concrete objects. The process of learning to read is complex, requiring all the powers of a normal intelligence and normal sight and hearing. It is only when one remembers all these facts that the disadvantages, under which a mentally retarded child works, can be appreciated.

It is most important in teaching backward children to adopt a sympathetic and constructive point of view. Every sincere effort, no matter how poor the result, should be accepted. The feeling of failure should be eliminated as much as possible. The curriculum outlines work for the normal child, but if a pupil has only a mental age of four or five years instead of the six necessary for satisfactory primary work, no amount of urging will be successful. The goal should be to ensure, by encouragement and all the individual instruction possible, that each child is working to capacity.

A few guiding thoughts for work with these children may be stated briefly. First, no knowledge must be taken for granted. It is surprising how often facts that we consider too apparent to need mention have to be taught and even drilled with the backward child. Interest and attention spans are almost invariably short, and ability to concentrate is usually lacking. For these reasons drills must be very frequent although short and simple. No extraneous details must interfere with the actual purpose of the drill.

For the smallest children drills and games to secure the acquisition of correct eye-movements are important, for although backward children are slow to learn new habits, they are also slow to forget a habit once learned. Having the child follow a line a yard long on the blackboard from left to right, without moving the head, may be found useful for this eye training. This line may be likened to a railway track. Later cars (words) may be added.

An elaborate system of phonics is not feasible with children who are mentally of a pre-primary age. Associating stories with the letters will probably be found to be the best method of teaching the sounds. Having the pupil trace the word with colored chalk while the word is being slowly sounded is helpful, for this gives kinaesthetic as well as auditory and visual stimulus.

Abstract words such as "when", "then", "where", and any other words that cause difficulty may be printed in different colored chalk on various parts of the blackboard.

The habit of reversing words such as 'was' for 'saw', 'on' for 'no', is usually caused by faulty eye-movements and may be overcome if the manner of attacking the word is explained and if a pointer or pencil is moved along the word.

Since the words in primers increase in difficulty with a rapidity too great for the retarded reader, blackboard or printed stories will need to replace the books for a time. These stories must have a great deal of repetition and must relate to the child's own experiences and interests. At first the initial capital may be omitted from these stories temporarily. The books used in the regular grade work should be placed aside so that the teacher may distinguish between actual reading and memorization.

Lately in my class the children have been gaining much pleasure and benefit from the use of a sand tray as the basis of the reading work. We have a farm in which all the people, animals, and buildings, have printed name cards. These signs may be easily removed. Each day, every child takes out one object, the printed name for which he wishes to learn. The word is drilled and then the children try matching the three or four new words with the objects. The children are constantly reviewing throughout the day the words taught during previous lessons for they enjoy taking off the signs and trying to replace them correctly.

It is most important that all associations with reading be pleasant. The child should realize that the aim of reading is to acquire information and enjoyment. Frequent reading of interesting stories by the teacher will increase the child's general knowledge and often inspire in him a desire to read stories for himself. Many drills can be invented. Every method that ingenuity can devise should be utilized.

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## *Report of Committee On Accrediting Senior High Schools*

J. S. Willis, LL.D.,  
Superintendent of Education,  
Parliament Buildings,  
Victoria, B. C.

Vancouver, B. C.,  
May 9th, 1936.

Sir:

Your Committee on the Accrediting of Senior High Schools has the honor to present the following report. It is a matter of special satisfaction to the Committee that its findings are unanimous.

It will be recalled that the Committee as constituted in October, 1935, was made up of the following persons:

Mr. H. B. King	}	Representing the Department of Education.
Mr. H. N. MacCorkindale		
Mr. D. L. MacLaurin		
Professor H. F. Angus	}	Representing the Senate of the University of British Columbia.
Professor A. H. Hutchinson		
Miss A. B. Jamieson		
Dr. N. F. Black	}	Representing the High School Teachers of the British Columbia Teachers' Federation.
Mr. C. G. Brown		
Mr. A. S. Towell		
Mr. W. G. Black		

At the request of the Committee Mr. W. G. Black of the University of British Columbia was added to its membership.

Mr. MacLaurin was named by the Department of Education as chairman of the Committee but was unable to act, and, upon your instructions, Mr. H. N. MacCorkindale has served in that capacity. Mr. Norman F. Black was appointed secretary.

The body of this report falls into two main sections, viz., Part I., a general statement regarding facts brought out and views expressed in the deliberations of the Committee, and Part II., fifteen definite recommendations relative to High School Accrediting.

### PART I.

The Committee collected and studied information bearing upon accrediting systems elsewhere in operation and upon the predictive value of matriculation examinations of the type familiar in British Columbia.

At the request of the Committee, Mr. W. G. Black investigated the correlation between the relative ranking of students at the Matriculation examination and the ranking of the same students in the third year of their university studies. The correlation was positive but not high so that the matriculation marks by themselves did not constitute a reliable basis for prediction of academic success.

Moreover, your committee was impressed by the unanimity with which those in intimate touch with our high schools are convinced that the present matriculation examination exercises a seriously in-

jurious influence upon those high school pupils who have no thought or possibility of ever proceeding to university studies. The Matriculation had been for so long the only certificate of success in high school studies that many parents, employers and others insist upon high school students' securing matriculation diplomas, irrespective of ability, tastes, probable future occupation and individual differences in general. Thousands of students who are not interested in or adapted to university studies are thus diverted from courses that might be of much greater value to them than are the subjects prerequisite to admission to the university.

For such reasons the Committee concluded that it would be in the public interest to abandon the term "matriculation" when speaking of admission to first year university studies and to find, if possible, some satisfactory substitute for the present matriculation examination. A solution was sought that would be consonant with the following principles:

- (1) That secondary school courses should be framed on the basis of the educational interests and needs of adolescents.
- (2) That the University and other bodies or institutions concerned may properly define the prerequisites of any given post-high school course.
- (3) That an accredited high school is simply one whose records are to be taken at their face value when the university or other body is determining which and how many students shall be deemed qualified to apply for admission.
- (4) That a simple and objective type of examination be provided to meet the needs of applicants for university admission who have not been trained and graded in accredited schools, or whose standing in these schools has not met the required standard.

For the purposes of discussion, several members of the committee presented outlines suggesting, in greater or less detail, possible methods of establishing and administering a high school accrediting system. There was general agreement on various suggestions which it was not thought necessary to embody in the formal recommendations constituting the core of this report. For example the committee assumes that an Accrediting Board could and probably would accredit some schools only partially, while others would be wholly accredited. There was a consensus that accrediting should be a distinction to be sought and earned, that it should be granted only on application supported by evidence of fitness. On the other hand it was felt that the system could be rendered unworkable by enforcement of standards so rigid that few schools could meet them. Most if not all members of the committee felt that a school should be accredited for only a brief term, say one or two years. The opinion was expressed more than once that the success or failure of high school accrediting will depend chiefly upon the effectiveness and objectivity of inspection and the wisdom of the Accrediting Board, and that abuses which have arisen elsewhere in connection with accrediting systems may be avoided if due care be exercised.

In connection with High School Graduation Diplomas it seemed obvious to the Committee that the standardizing of grades is imperative but the committee did not feel called upon to recommend any specific system of letter grades. However, there was a strong feeling on the part of various members that no letter grade indicating a ranking below, say, the top forty or fifty percentum, should appear on the diploma. If the student falls below whatever level may be prescribed for university entrance and yet does well enough to deserve a High School Graduation Diploma, it should simply be indicated that he "passed" in the given subject. At present, according to representations made by members of the committee, the High School Graduation Diplomas of many pupils are rendered practical valueless by the use of letter grades (C- or D) that are sure to be misconstrued by people unfamiliar with their real significance.

At present the matriculation examination is being used for several ends so diverse as not to be attainable by identical means. The examination is intended, for example, not only to exclude those unprepared for university studies, but also to determine the distribution of bursaries and other prizes. The impression seemed to prevail that, for the present at least, the best plan would be for special scholarship papers to be prepared, definitely framed to differentiate between candidates for such distinctions. A hope was expressed that the university would also provide for an honors course for entrance to first year studies.

Some consideration was given to possible procedure relative to the nomination and appointment of members of the Accrediting Board.

However, regarding all matters felt to be essentially distinct from the main issue with which the committee is dealing, the committee is refraining from formal recommendation or definite expression of opinion. What has been said in the foregoing section of this report is therefore to be looked upon simply as introductory to the following formal statement of the findings of the committee:

(CONTINUED ON NEXT PAGE)

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## PART II.

(A) **Basic Recommendations**

1. That the Council of Public Instruction inaugurate an accrediting system for Senior High Schools under the Department of Education.

2. That provision for Educational Measurement and Research be made by the Department of Education, as essential to the successful operation of a system dependent upon:

- (a) Standardizing of letter-grades;
- (b) Improvement of examinations; and
- (c) Other enquiries in allied fields.

3. That the Department of Education set up an Accrediting Board consisting of:

- (a) The Superintendent of Education.
- (b) Two High School Principals.
- (c) Two members of the Faculty of the University of British Columbia, representing the Senate.
- (d) Three representatives of the Department of Education, one of whom shall be secretary of the Board and specially qualified in Educational Measurements and Statistical Methods.
- (e) *Pro tempore*, The Director of Education or the Municipal Inspector or the Superintendent of Schools of the area under consideration at any given meeting or meetings of the Board.

(B) **Powers and Duties of the Accrediting Board**

4. That, subject to the Regulation of the Department of Education, it shall be the duty of the Accrediting Board:

(a) To adopt and, at its discretion, to amend rules and standards governing the accrediting of High Schools, such standards to cover:

(I.) Organization and Administration.

(II.) Preparation of Teachers.

(III.) Teaching Load.

(IV.) Curriculum adaptation.

(V.) Equipment and Services:

—Provision for Physical Education and the Promotion of Health.

—Laboratories, work shops and the special equipment required for the proper teaching of the various courses offered.

—Library Service.

—Official Records.

(VI.) Such other matters as the Board may deem desirable.

(b) To determine what High Schools shall be Accredited, under its rules and standards. In arriving at such decisions the Board should be guided by:

- (I.) Tests, inspections and investigations provided under the authority of the Department of Education.
- (II.) Reports from the University relative to the record of students admitted.
- (c) To revise, when necessary, the status of schools included in the list of Accredited High Schools, and to remove from the list any school not conforming to the rules and standards of the Board, or abusing or misusing privileges in relation to the issue of High School Graduation Diplomas; provided, that any such school be eligible for re-admission and that the Accrediting Board shall deal with each such application on its merits.

**(C) High School Graduation Diplomas**

5. That the only official certificate issued by the authority of the Department of Education, in relation to courses of study conducted in Senior High Schools, be the High School Graduation Diploma.

6. That subject to the rules and standards adopted by the Accrediting Board, a High School Graduation Diploma shall be issued to any candidate who shall have completed four years of study subsequent to Grade VIII., and who shall have secured the credits specified by the Department of Education for Graduation and be certified by the Principal of the School in which the final year has been completed, to be a fit and proper person to receive such diploma.

7. That the High School Graduation Diploma may be granted:

- (a) Wholly on the basis of recommendation by an Accredited High School; or
- (b) Partly on the basis of recommendation by an Accredited High School and partly on the basis of examinations conducted by the Department of Education; or
- (c) Wholly on the basis of Departmental Examinations; or
- (d) On the basis of the official recognition of certificates or training received elsewhere than in the high schools of the Province of British Columbia.

8. The High School Graduation Diploma shall indicate in detail the courses taken, the credits earned and the results of achievement and aptitude tests; and for each year of the pupil's senior high school studies, the High School Graduation Diploma shall record, in the form of letter grades or otherwise, his standing in each subject in which he has been given credits.

9. That if a student transfers from an unaccredited high school to an accredited high school, and if his record in the latter justifies such action, he may on the completion of the necessary credits be awarded a High School Graduation Diploma upon the recommendation of the Principal of the Accredited School.

10. That a general scholastic aptitude test be given to all students of Public High Schools, and to such students of other schools as

intend to write any final Departmental Examination; that such test be administered in at least two sessions during the last year of the high school course; that the test be highly objective and comprise questions measuring ability in the use of English, as well as thinking capacity and general knowledge in the broad fields of human experience.

**(D) Admission to the University of British Columbia**

11. That a student may be qualified for admission to the University of British Columbia:

- (a) By securing a High School Graduation Diploma from an Accredited High School, provided that the grade received in each subject prerequisite to the student's proposed University course shall reach the minimum prescribed from time to time by the University; or
- (b) By passing an examination conducted by the Board of Examiners constituted for the purpose.

N.B.—To be eligible to write this examination, a student must have completed four years' study beyond Grade VIII.

12. That a student seeking admission under clause (a) above, may remove a deficiency in a subject or subjects by taking the examination set by the Board of Examiners.

13. That a student admitted to the University (whether under clause (a) or (b) in para. 11) may obtain credit for individual subjects of university work either by a diploma from an accredited High School, or by passing the examination in that subject provided in para. 14.

**(E) Admission to the University of British Columbia from Grade XIII. (Senior Matriculation)**

14. That a student from Grade XIII. shall be admitted to the University of British Columbia solely by passing an examination to be set by the Board of Examiners.

15. That to be eligible to write such examinations candidates must show:

- (a) That they have passed the examination for entrance from Grade XII.; or that they hold a High School Graduation Diploma from an Accredited High School with a passing grade in each subject prerequisite to their proposed University course; and
- (b) That they have subsequently spent a year at school or in private study.

All of which is respectfully submitted.

H. N. MacCORKINDALE, Chairman.

NORMAN F. BLACK, Secretary.

## One Way of Studying Poetry

By EDNA L. BAXTER, *Nanaimo, B. C.*

BLAKE, in his poems, has the power to take the reader into another world where the air is always clear, fresh, spring-like, and where unnatural happenings seem natural. How does he accomplish this? In answer to this question let us attempt a brief analysis of the following lyric:

### PIPING DOWN THE VALLEYS WILD

Piping down the valleys wild,  
Piping songs of pleasant glee,  
On a cloud I saw a child,  
And he laughing said to me:

'Pipe a song about a Lamb!  
So I piped with merry cheer.  
'Piper, pipe that song again';  
So I piped: he wept to hear.

'Drop thy pipe, thy happy pipe;  
Sing thy songs of happy cheer!  
So I sang the same again,  
While he wept with joy to hear.

'Piper, sit thee down and write  
In a book, that all may read'.  
So he vanished from my sight;  
And I plucked a hollow reed,

And I made a rural pen,  
And I stained the water clear,  
And I wrote my happy songs  
Every child may joy to hear.

The poet is particularly successful in creating an unusual atmosphere. The word, 'piping', given in the title and repeated in the first two lines, seems to bring into thought a high, clear note. 'Down' gives one the sense of leaving the prosaic behind and entering a new experience. 'Wild' increases the feeling of strangeness or adventure, while 'glee' at the end of the second line arouses an elfish, chuckling joy, so that one is quite prepared for the laughing child who sits on a cloud. Because the word 'pipe' is repeated with varying derivatives in the second and third stanzas, one hears constantly the high, clear notes which give the poem its eerie charm.

By the end of the third stanza, there is a more normal tone. Yet Blake can never quite come down to earth. He is willing to perform the labor of writing his poems for others, but it is done with a 'rural pen' and 'water clear'. What other poet could perform such a miracle?

(CONCLUDED OVERLEAF)

### News, Personal and Miscellaneous

#### CONGRATULATIONS ALL AROUND!

NO one who has been long familiar with educational affairs in British Columbia, and particularly in the Lower Mainland, will need to be told why the trustees of the Fergusson Memorial Award selected Mr. George S. Ford, B.A., of the Duke of Connaught High School, New Westminster, as the recipient of the award.

In Mr. Ford, British Columbia Teachers' Federation honors a man whose outstanding characteristics include fearless and unselfish devotion to the interests of his fellow teachers and of the children in our schools.

His long service as a member of the provincial Executive Committee and chairman of its Finance Committee culminated in his election some years ago as president of British Columbia Teachers' Federation, in which his shrewd advice is always welcomed with respect.

Mr. Ford's relation with his New Westminster colleagues in both the elementary schools and the secondary schools and with the general citizen body of the Royal City has been of a kind and value not easily paralleled. From

time to time his colleagues have elected him president of New Westminster Teachers' Association and year after year he has served in the onerous post of chairman of their salary committee. It is unnecessary here to allude in any detail to the numerous delicate and important negotiations in which he has shared, with ample demonstration of a skill and fairness that command universal confidence. His method is logical and direct, for he dislikes unnecessary waste of time or words. Trustees and arbitration boards with which he has had dealings as representative of the teaching body have always found him as prepared to appreciate the point of view of others as he is quick to sense illogical or ill-founded argument. He is always ready with a reply that is at once straightforward and convincing.

This year's recipient of the Fergusson Memorial Award has amply demonstrated his freedom from all tendency to self-advertisement or self-seeking in any other form. His loyalty and singleness of purpose in the service of others have long been beyond question.

*The B. C. Teacher* not only congratulates Mr. Ford on receiving

He does it not for prosaic adults but for children because he knows that with children poetry is a most natural experience.

Notice in line sixteen the sound of 'pluck' and 'hollow'. One hears the breaking of the stem. In line eighteen, 'stained' gives sharpness and even color. It is balanced by 'clear' at the end of the line, 'Happy' and 'joy' are repeated and help to build up that feeling of childlike peace and happiness which the reader experiences at the close of the poem.

at the hands of the teachers of British Columbia the Fergusson Memorial Award but still more heartily congratulates New Westminster on the possession of so good a citizen and New Westminster School Board upon having in its service a teacher who has so conspicuously earned the respect and confidence of his fellow citizens.

#### U. B. C. GEOGRAPHY SUMMER COURSE

**D**R. Stephen Visser of Indiana State University, one of the first ten geographers of this continent, has been secured by the University of British Columbia to give the Geography III course this summer session.

Dr. Visser has many books on the geography of the North Pacific area to his credit. His course will treat of the climate and other factors affecting human progress, a subject on which he is an outstanding authority.

The course will be of special interest to former students of Geography I at U. B. C. and to teachers engaged in teaching geography in the schools of British Columbia.

#### WORLD GOODWILL DAY

**L**ISTEN-IN for the World Goodwill Day broadcast, May 18th, at 11 a.m. P.S.T. over the N.B.C. net work. The World Federation and the American Red Cross will present a joint programme to promote international goodwill.

#### WORLD CALENDAR

**T**HE League of Nations Council has just voted to submit a draft treaty to all governments

concerning changes in the calendar. The League advocates the 12-month equal-quarter arrangement known as the World Calendar. The League wishes each country to adopt the plan by 1939.

#### SURREY TEACHERS PRESENT PLAY

By J. A. McCHARLES,  
*Surrey High School, Cloverdale*  
"THE YELLOW SHADOW",

three-act comedy mystery, will be presented by the Surrey Teachers' Dramatic Club in the Athletic Hall, Cloverdale, at two performances, May 7th and May 8th, at 8 p.m.

This play will be the third in a series of plays that the Surrey Teachers' Dramatic Club has presented in its brief one-year existence. The club, originally organized by Mr. C. S. Chave of the Surrey High School, has expanded tremendously in membership and activities. The club has won the admiration of Surrey people because it has given good performances and has donated generously to community work.

Mr. J. D. Jones, president; Mrs. R. Jenks, vice-president; Miss E. Green, treasurer; Miss E. Stewart, secretary and Mr. C. S. Chave, director, form the energetic executive of this club.

#### PROMOTIONS

**I**N the Vancouver school system Mr. T. K. Keenan of Kitsilano Junior High School was promoted to Lord Byng High. Mr. G. G. Harris of Tecumseh replaces Mr. Keenan in Kitsilano Junior High and Mr. J. A. Grimmett, new to the staff, goes to Tecumseh.

## What We Are Reading

*Mathematics For the Millions*, by Lancelot Hogben; Publishers: Geo. Allen and Unwin; 12/6; pp. 647.

If any teacher wishes to read a book illustrating integration of subjects, social utility of mathematics, functional treatment of various subjects, correlation of ideas, this book will "fill the bill". True these terms are not used, but these things are there in essence to a remarkable degree.

Written by Professor Hogben as a pastime during an enforced stay in hospital, the book is one of the most interesting and instructive books published for a long time. The actual amount of mathematics in it is astounding, and I doubt if anyone not possessing a fair grounding in the subject would be able to absorb all of it; but even non-mathematical minds cannot help but follow much of the subject, and all readers who can appreciate a novel approach to a sometimes dry subject, coupled with historical references of the most interesting kind and threaded throughout with a spice of humour, will appreciate this work.

Professor Hogben is not a mathematician himself, and probably because of this he views the subject with an unusually wide perspective. At times he is rather iconoclastic. Besides opening up new and more living approaches to various branches of mathematics, he points to dangers of too great an emphasis being placed on "mathematical" (that is statistical) deductions that may not as yet be justified. He says:

"The immense success which has resulted from applying mathematics to the study of the world when some of its features have been clearly delineated by careful observation has fostered a blind reverence which is precipitating a real crisis in our own culture, especially in the field of psychology, where the amount of arithmetic devoted to intelligence-testing is out of all proportion to its substantial basis of enduring fact. We have not fully replaced the sacramental by the instrumental attitude to the use of numbers".

The book is not another new textbook in mathematics, but it is a book that not only mathematics teachers, but all teachers, would do well to read, even if some of them could not follow all the mathematics in it. After reading it, one can no longer wonder at a book dealing with such a subject in such a manner having gone through six impressions in three months.

For the mathematics teacher who wishes to make his subject live, this book will be a veritable mine of information. The historical references alone will enable a good teacher to drag many a lesson that is dying on its feet back to new life by a talk on historical developments or an attempt to kill the superstition which is even today attached to numbers, while the examples at the end of each chapter are suggestive enough to appeal to the most "practical" of critics.—J. M. W.

\* \* \* \* \*

*The B. C. Teacher* regrets that the inadequacy of its space compels postponement of the publication of additional interesting reviews and other excellent articles, both prose and verse.

## CORRESPONDENCE

COUNTY SECONDARY SCHOOL, CREWE

Editor, *The B. C. Teacher*,

March 8th, 1937.

Dear Sir,—I do not know what your British Columbia readers may think of the February number of *The B. C. Teacher* received by me this morning, but I feel that I must write to congratulate you on what, in my opinion, is a particularly bright number. And may I take this opportunity of thanking the Federation for their great kindness in forwarding me copies of each issue.

The article on McGonnagill was of special interest to me. I can remember his effusions in my youth and I have a very vivid recollection of "The Tay Whale" being exhibited in Glasgow. I saw it, covered with tarpaulin, being towed up the "Cowcaddens" by two traction engines, and parted with a very precious sixpense in order to examine it at closer quarters, though by that time it was manifesting itself to sense organs other than those of sight.

I am yours faithfully,

D. H. McCURTAIN, (Headmaster).

One of Overseas Educational League Party, 1931.

\* \* \* \* \*

Editor, *The B. C. Teacher*:

Toronto, March 23, 1937.

I must write you and send you my congratulations for the March, 1937, issue of *The B. C. Teacher*. I have been remiss in not writing you earlier to tell you how much I think of the quality of your magazine. It ranks, I think, among the very best in Canada, and must represent a great deal of thought, as well as of actual hard work. The high grade of your magazine in both quality and quantity of material, and in the excellence of its form, does not come by simply wishing.

Congratulations and best wishes to you for *The B. C. Teacher* in future.

Yours sincerely,

E. A. HARDY.

\* \* \* \* \*

Editor, *The B. C. Teacher*:

I have a brief suggestion for Primary teachers that is too slight to offer in the form of an ordinary magazine article, but that may help some reader of your Correspondence column.

When Grade I teachers are dealing with the lessons about farms they will find it helpful if they prepare earth in a box and plant wheat in the earth—say ten grains—playing that each grain of wheat represents a bag of wheat. When the wheat comes up, the children will count whether all the grains have germinated. As the wheat grows, they will notice that the plants turn to the light. If the wheat has been planted early enough, it will have ripened before the summer holidays and the crops can be "threshed" and "winnowed". A count of the grains of wheat will show how many have been produced by each grain of seed.

—INTERIOR TEACHER.

Prince George, B. C., March 18, 1937.

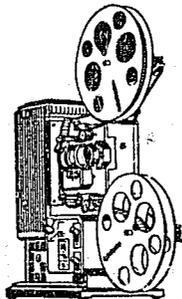
Editor, *The B. C. Teacher*:

I wish to arrange an exchange with a teacher on Vancouver Island, preferably near Victoria or near Vancouver. Noticing a page for personal items in the magazine I wondered if a paragraph to this effect could be inserted in the next issue.

I teach Grade V in the Prince George Public School, and would like to correspond with teachers interested in an exchange for the year 1937-38, with details as to their positions, not necessarily in a graded school.

Yours truly,

(MISS) DORIS B. MOORE.



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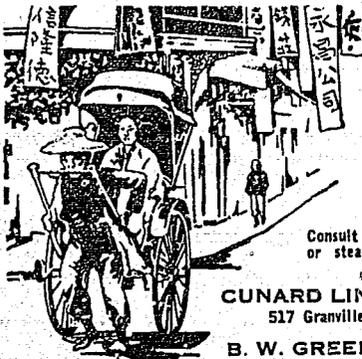
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## HIGHLIGHTS OF THE MARCH NEWS

**A**N agreement was reached on March 29 which ended the threat of a tie-up of Canadian railways when complete restoration of wages within the next year was promised to the 117,000 members of the 18 railway unions.

\* \* \*

Co-operation by Dominion and Provincial Governments for uniform laws against securities frauds was decided upon at a conference in Toronto.

\* \* \*

A complete restoration of Civil Service salaries commencing on April 1 was promised by the Government of British Columbia, on March 29.

\* \* \*

Premier Hepburn of Ontario, on March 9, announced a surplus for the present year ending March 31, of \$7,350,000 and promised abolition of amusements taxes, reduction of motor license fees and municipal subsidies of one mill on rateable assessments to every municipality in Ontario.

\* \* \*

The Ontario Legislature on March 12 enacted the establishment of an Industry and Labor Board to administer the new Minimum Wage Laws and the Apprenticeship and Industrial Standards Acts.

\* \* \*

More than a thousand workers in Western Ontario furniture factories went on strike on March 1 for a new code of wages and working conditions. Twenty men were injured as strikers were evicted from a foundry plant at Sarnia on March 3. The follow-

ing day Premier Hepburn told the Legislature his Government would not tolerate sit-down strikes and on March 8 at the opening of the Supreme Court session at London, Mr. Justice Kingstone told the grand jury that sit-down strikers are "absolute trespassers" and sit-down strikes "the law of the jungle".

\* \* \*

The entire Government forces on March 24 were marshalled to the support of an Opposition bill repealing the Ontario Separate Schools legislation of the last session.

\* \* \*

Thirty Provincial Police took charge of the Unemployment Relief Offices in Montreal from March 16-19 and although no charges were made, court investigations of the actions of the commission, whose records are under police guard, were hinted at by Premier Duplessis.

\* \* \*

Premier Duplessis in a single day in the Quebec Legislature put through a measure to padlock all buildings used for Communist meetings.

\* \* \*

Sir Henry Gullet resigned from the Australian Cabinet on March 10 protesting that trade negotiations with Canada should be abandoned as unsatisfactory.

\* \* \*

A public meeting under auspices of the Newfoundland Independent Association on March 5 asked for abolition of the Commission Government and restoration of a responsible representa-

tive administration. Nevertheless, on March 16 Secretary MacDonald told the British House of Commons he understood from the Governor of Newfoundland "responsible opinion generally" would not welcome a return to self-government under present circumstances.

\* \* \*

Gas masks for the civil population are being manufactured in Great Britain at the rate of 100,000 daily. The bill authorizing the \$2,000,000,000 defence loans passed the House of Commons on March 4. The Admiralty asked for \$525,000,000, its program being to equip three new battleships with 14-inch guns "irrespective of what Japan decides". Army estimates call for \$410,000,000, while the Air Ministry asked \$412,000,000 for the coming year.

\* \* \*

Sir Austen Chamberlain, former foreign secretary and co-negotiator of the Locarno Pact of 1925, died of heart attack on March 16, aged 73. John Drinkwater, actor, poet and author— noted for his dramatization of such historical characters as Cromwell and Lincoln—died of heart attack on March 25, age 54.

\* \* \*

Expropriation of the famed Schneider - Creusot armaments works by the French Government was announced on March 14, but no date was set for the State to take possession.

\* \* \*

Rioting in the Paris suburb of Clichy on March 17 between Communists and supporters of La Roque caused several deaths and sent nearly three hundred to

hospitals. The peaceful ending of a half-day general strike of two million workers closed the crisis with the support of the Popular Front Government intact.

\* \* \*

Fifteen thousand troops, mostly Italian and led by the Italian General Pozzi, smashed through the Spanish Government's first lines in Guadalajara on March 9 but after strenuous fighting were routed by a tank corps on March 14, though Franco reported advances at two other points in his drive to encircle Madrid. Again on March 18 and 19 Government forces with anti-Fascist Italians in the van made sweeping advances in Guadalajara, and yet again on March 26. By the end of the month the drive on Madrid seemed to be cracking as rumors spread of dissension in insurgent ranks, especially in Morocco, between Franco's foreign troops and Spaniards and Moroccans who felt he was playing into the hands of Italy and Germany.

\* \* \*

The Fascist Grand Council developing a five-point program to strengthen the Fascist state on March 2 ordered an "integrally militarized Italy" with every male from 18-55 fit for service periodically mobilized, and on March 4 issued a seven-point program for increasing the population of Italy.

\* \* \*

An agreement between Italy and Yugoslavia was signed on March 25 for political and economic accord, guaranteeing mutual frontiers and status quo in the Adriatic for the next five years, granting concessions to the Yugoslavs in Italy, and giving

mutual protection against propaganda or other hostile activities between the two.

\* \* \*  
Pope Pius on March 18 condemned "Atheistic Communism" as undermining the very foundations of society and on March 21 aimed the encyclical at Nazi Germany warning that all attempts to replace the Christian faith many, warning that all attempts doomed to swift defeat. Lutheran Bishops and Synods representing about 90 per cent of Germany on March 12 advised the splitting of the German Protestant Church into two separate parties, one primarily Christian, the other primarily Nationalist.

\* \* \*  
On March 28 it was revealed at Sophia, Bulgaria, that election results in the provinces had been falsified. Municipal elections in the capital had been preceded by hundreds of arrests in order to prevent agitation against the dictator. Nevertheless, the government majority in these elections fell from 85 to 50 and 45 per cent respectively.

\* \* \*  
The last sluiceway to create an artificial lake feeding an 80-mile canal between Moscow and the Volga River was dropped into place on March 23, thus linking that city with the sea.

\* \* \*  
Nikolai Bukharin and Alexei Rykoff, prominent Communist leaders, have strenuously resisted official efforts to make them admit any part in or knowledge of the campaign of sabotage and assassination revealed by the Trotzkyist trials of last January.

Egypt formally applied for membership in the League of Nations on March 7.

\* \* \*  
Two Jewish shepherds were slain near Nazareth and a few hours later three Jewish youths were killed from ambush near Tiberias on March 14.

\* \* \*  
Aden, heretofore governed as a province of India, is to be treated as a separate British colony after April 1, it was announced on March 1.

\* \* \*  
Though it had authorized its elected representatives to accept offices in the provincial governments and although other parties had already formed cabinets in Bengal, Sind and Punjab, the All-India Congress Party on March 28 refused to form cabinets in Bombay, Madras and the Central Provinces, in which it had won majorities, because the governors refused assurances not to use their special powers.

\* \* \*  
On March 8 Foreign Minister Sato of Japan offered friendly dealings with China on a basis of equality, only to meet with severe criticism from the leaders of the two major parties. The establishment of a new state, Mongokuo, by the rebel Mongol Prince Teh Wang with Japanese military advisers was reported on March 16. Japan on March 27 refused a British proposal to limit naval guns to 14-inch calibre unless Britain and the United States will reduce the size of their largest ships. On March 29 Prince Chichibu of Japan was welcomed in Vancouver on his way to the Coronation, where he will confer

the highest Japanese honors upon the new British sovereign.

\* \* \*

Riots in which seven or more were killed and more than fifty injured were the result of nationalist agitation for the independence of Puerto Rico from the United States on March 21.

\* \* \*

The Bethlehem Steel Company agreed on March 1 to increase its basic labor rate by 10 cents an hour and on the following day Carnegie-Illinois recognized the union as the bargaining agent for its 120,000 employees and granted a minimum wage of five dollars per day and a 40-hour week. By March 17 Lewis' steel union had signed agreements with five steel companies for the settlement of disputes without resort to strikes.

In the Chrysler Corporation strike, on the other hand, Lewis agreed on March 24 to withdraw strikers from eight of the corporation's Detroit plants. President Green of the A. F. of L. on March 28, publicly denounced the sit-down strike as illegal.

\* \* \*

A bill to pardon Thomas J. Mooney passed the California Assembly on March 10, 45 to 28, only to be defeated by the State Senate, 34 to 5, on March 16.

\* \* \*

The United States Supreme Court on March 29 reversed its previous decision and upheld the right of states to fix minimum wages for women. It also upheld in its new form the Frazier-Lemke Farm Mortgage Moratorium Act and the Railroad Labor Act.

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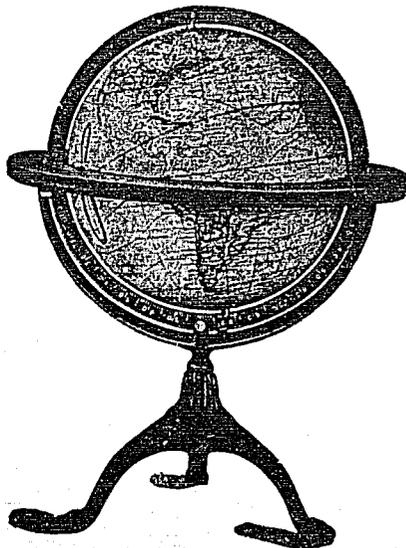
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