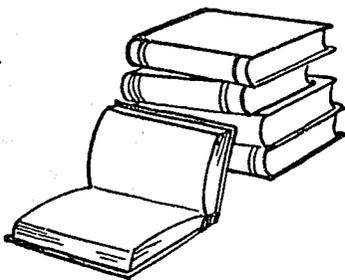


THE

B · C · TEACHER



OFFICIAL ORGAN OF THE B · C · TEACHERS' FEDERATION

VOLUME VXL

MAY, 1937

NUMBER 9

EDITORIAL: The Horace Mann Centennial—Obiter Dicta—Our Magazine Table.

BRITISH COLUMBIA TEACHERS' FEDERATION AND KINDRED ASSOCIATIONS
—Meeting of Our Executive — Organization of New Secondary Association — The Paris Conference — The Tokyo Convention.

DR. WEIR ADDRESSES CANADA

REASONING IN INTERMEDIATE GRADE SOCIAL STUDIES

READING IN SECOND GRADE — EDUCATION AND MENTAL HYGIENE

REPORT CARDS WITH A MEANING — THE APPROACH TO SCIENCE

A SOLUTION FOR THE DRAFT BILL PROBLEM

PLANNED PROMOTION FOR HIGH SCHOOL TEACHERS

THE DEMONSTRATION SCHOOL AS AN AID TO TEACHER TRAINING

ORIGINAL POEM: AN ELEGY

NEWS, PERSONAL AND MISCELLANEOUS: Passing of Miss Russell and of Mr. Charles Illingworth — Tuberculin Tests — Dr. Mottley Promoted — Seminar on Sex Education — Overseas Education League — Books on Secondary Education — Goodwill Day — Bloodthirsty Arithmetic — League of Nations Items — Mr. Cianci Sets An Example — Teachers Laureated by University of British Columbia.

WHAT WE ARE READING: The Unique Function of Education in American Democracy — The Coronation Book — How the Earth is Changing — Days of Wrath — The Long Road.

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VANCOUVER, B. C.

THE HORACE MANN CENTENNIAL

ON April 20, 1837, the first state Board of Education was constituted by the Legislature of Massachusetts.

A century ago come June that newly created Board summoned Horace Mann to resign the presidency of the State Senate, to abandon a lucrative practice in the legal profession, to lay aside his ambitions as a politician and to accept appointment as secretary of the State Board. His salary was set at \$1,500.00, which princely sum was to include any office and travelling expenses. The challenge was accepted without hesitation.

In his private diary Mann wrote, in allusion to the stipend, "Well, one thing is certain; I shall be revenged; I will do more than \$1,500 worth of good."

He had his revenge.

His job enlarged itself to fit the man. Presently the Secretary of Massachusetts Board of Education was advisor-in-chief to educational North America. The school system which he framed for his own *state* became the model not only for all parts of the United States but for *Canada* as well. His Annual Reports demonstrated that "blue books" could be of lasting national and international interest and importance as texts and reference books on educational organization, administration and legislation. The famous Seventh Annual Report, 1844, formed the basis of the almost equally famous report of Egerton Ryerson, first superintendent of education for Upper Canada. That document in turn gave shape to the educational system of Ontario, on the basis of which all other Canadian educational systems have been drafted.

O yes, it is quite true that Mann was the voice of his times and, both in Canada and in the American Republic, that they had other voices. The revival of intelligent interest and faith in popular education was well under way in New York, Pennsylvania, Ohio and elsewhere before Mann became

THINGS YOU NEVER KNEW BEFORE ABOUT EYESIGHT

THAT poor lighting is one of the causes of near-sightedness.

THAT good lighting aids defective eyes even more than it does normal eyes.

THAT it takes three times as much light to read a newspaper with the same ease as it does a well-printed book.

THAT reading with the page brightly illuminated and the rest of the room comparatively dark often causes unnecessary eyestrain.

THAT we are using our eyes for severe visual tasks about 30 per cent more than a generation ago.

THAT light acts as a magnifier of small details. An object must be twice as large to be visible under one foot-candle as it would have to be under 100 foot-candles.

*

BETTER LIGHT...BETTER SIGHT

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the prophet of the new movement. To pay him rightful tribute it is not necessary to rob any of his predecessors, contemporaries or successors. When all allowances are made the fact remains that every normal school on this continent is a monument to Mann's memory, and that it was he, probably more than any other, who restored elementary schools to their proper focal place in American democracies. It was Mann, the statesman, lawyer, orator, that won from the people practical endorsement of a *modus vivendi* under which local autonomy, expert supervision and centralized authority could be harmonized. It is not his fault that since his day the drums of local autonomy have occasionally drowned out other instruments in the scholastic orchestra!

Mann set echoes rolling that after the lapse of a century are still beneficently vocal. *The B. C. Teacher* is glad to add its candle to the general illuminations proper to the Centennial Year of a great educator who lived and died in the spirit of his own closing injunction to a graduating class addressed shortly before his own death:

"Be ashamed to die until you have won some victory for humanity."

* * * * *

OBITER DICTA

IN a recent issue, *The B. C. Teacher* paid tribute to wisdom of those responsible for the greatly improved normal school policies of which teachers in training are now reaping the advantages. In view of the interest manifested by many teachers in the development of teacher training in British Columbia, the Editor requested the preparation of the article that appears elsewhere in this issue under the signature of Mr. T. R. Hall. It will be found to provide ample justification for the congratulations previously offered in these columns. *The B. C. Teacher* is grateful to Mr. Hall.

* * * * *

THE Editorial Board has welcomed with special satisfaction Miss Peck's capital article on school reports. The topic is much too big to be exhausted in a single article and we shall hope for further contributions from Miss Peck and others bearing upon the same subject. The cruelty and stupidity of the ordinary type of school report reflects anything but credit upon the teaching profession. The Editor has recently had an opportunity of examining an extended report prepared in connection with the course known as Education 23 in the University of British Columbia by Miss Margaret O. Muirhead. Her subject was "The Rating of Character". We hope that in due course Miss Muirhead will supplement the findings of Miss Peck with particular reference to this important aspect of reports on pupil progress.

The recent centenary of Oscar Browning's birth has recalled in various quarters a famous nonsense verse addressed to him by J. K. Stephen. Browning was an Oxford don of mighty girth. Said Stephen:

O. B., oh be obedient
To Nature's stern decrees,
For though you be but one O. B.
You may be too obese.

OUR MAGAZINE TABLE

IT has been a pleasure on my part recently to make acquaintance of *Art and Craft Education*, (Evans Bros. Ltd., Montague House, London \$3.50), a magazine for all teachers of these phases of school work. This British journal is of very superior quality and the contents are conspicuously varied. It covers work for juniors of from eight to eleven years of age as well as pupils of secondary school grade. Other excellences are reinforced by the fact that the magazine is itself a strikingly beautiful example of the printer's art at its best.

* * * * *

The April number of *School Science and Mathematics* (450 Ahnip St., Menasha, Wis.; \$2.50), offers its readers more than a hundred pages of varied and highly interesting material. No one specially concerned with the curricular studies that are engrossing the attention of so many teachers of Mathematics in British Columbia should miss Anna A. Stafford's article on Adapting the Curriculum to Our Era. She calls upon her colleagues to keep themselves steeped in what really goes on in mathematics. People sometimes forget that progress is being made in this field of learning as in any other. She stresses the importance of discarding certain parts of the mathematics curriculum whose value has been over emphasized, and the early presentation of socially significant material that is well within the capacity of the normal secondary school student but is now reserved for adults pursuing advanced mathematical studies. Shailer A. Peterson's essay advocating a fusion of Physics and Chemistry is also highly suggestive.

* * * * *

Harry M. Grant has a good article in the April issue of *The Educational Review*, the official organ of New Brunswick Teachers' Federation and the Prince Edward Island Teachers' Federation. His subject is Teaching Current Events. The department in the *Educational Review* in which Mr. H. H. Stuart deals with current events from month to month is one of the best that comes to Our Magazine Table. It has been suggested that *The B. C. Teacher* provide reprints from month to month of Mr. Gibbard's monthly summary for classroom use. Teachers who would welcome this innovation are invited to express their views.

* * * * *

The leading article in the April issue of *The Social Studies* (1021 Filbert St., Philadelphia; \$2.00), was Education for Democracy, a problem as vital in Canada as in the United States. Teachers of the social studies cannot afford to neglect this journal. Its columns are open not only to adventurous pathfinders, but to staunch conservatives such as Percy Maddux of the State Normal School at Bellingham, who writes a letter of protest against what he esteems to be the fallacies involved in currently accepted ideas relative to the integration of social studies.

* * * * *

The New Frontier (989 Bay St., Toronto; \$1.00), represents opinions many of which I do not share, but teachers and others who are vitally

concerned for the amelioration of social conditions and are desirous of understanding world affairs as viewed from a Leftist standpoint should certainly include this cleverly edited journal in their reading matter. It is devoted primarily to Canadian literature and social criticism.

* * * * *

In its April number, *The School* (University of Toronto, \$1.50 for either Elementary or Secondary edition) bravely maintains its place as the best journal of its type devoted specially to the interests of Canadian schools. The monthly summary of events in the educational world of British Columbia is always interesting to us at the Pacific Coast.

* * * * *

Among the many magazines for which we have recently been asked by our readers to send sample copies, the *School Arts* (847 Printers Bldg., Worcester, Mass.; \$3.25), has a favoured place. The April issue is a travel number.

ARTS AND HANDWORK TO BE FEATURED

CONTRIBUTORS are reminded that *The B. C. Teacher* will next month feature articles bearing upon arts and handwork.



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B.C.T.F. AND KINDRED ASSOCIATIONS

MEETING OF OUR EXECUTIVE

IT is probable that only a minority of the members of British Columbia Teachers' Federation realize the Herculean task that faces the Executive Committee when, from time to time, these representatives of the teaching body gather from all parts of the province in service of the interests of education.

In pursuance of arrangements made during the Easter Convention, the Executive Committee assembled at the Hotel Georgia on Saturday, May 1, at 10 a.m. Its conference continued until 8 p.m., with intervals of half an hour for lunch and twenty minutes for afternoon tea.

After necessary preliminary business, the committee settled to the task of dealing with the 85 resolutions referred to it by the Annual Meeting or from other sources. A detailed account of the fate of each resolution would fill more than the 48 pages to which this issue of *The B. C. Teacher* is restricted. However, all members of the Federation, and particularly all sponsors of resolutions for the consideration of that body, may be assured that every such proposal was given sympathetic and judicial consideration. Many of these resolutions were adopted for immediate submission to the Education Department, together with those others that had already been sanctioned by the Federation in its annual General Meeting; others were referred to for further study, to the Elementary Department, the Secondary Department, the proper standing committee, or some special committee, created for the purpose.

The resolutions dealing with teachers' salaries were so numerous and so important that, upon advice emanating from that body, the Salaries Committee was reorganized. The former chairman, Mr. J. M. Thomas of Cobble Hill High School was re-elected and empowered to complete a central salary committee restricted to three members. This central body is to set up various advisory committees representative of all phases of school work in different parts of British Columbia. The purpose was to provide for the possibility of frequent conferences, on the part of the central committee, and for the maximum use of collaborators throughout the province.

The Department of Education is to be urged so to alter the form of Inspectors' Reports that due recognition may be given to teachers who have done work beyond that represented by their present certificates. The Department of Education will also be requested to make provision for a certificate which, upon completion of the second year in the University of British Columbia, shall be available to holders of First Class Certificates and shall qualify them for appointment to positions in Junior High Schools.

The Department will be approached with a view to setting up a final examination covering a two-year commercial course for high school pupils and the issuance of a special certificate to students successful in reaching the required standing.

The Executive Committee once again placed upon record, for transmission to the proper authorities,

the regret of the Federation that adequate provision is not being made in the University of British Columbia for the training of teachers of high school geography.

Representations were considered relative to such possible revision of the regulations as will enable teachers to improve their certification while in attendance at the University of British Columbia Summer Session as an alternate to attendance at the Summer School conducted in Victoria by the Department of Education. The matter was referred to a committee for further investigation.

The Executive Committee gave careful thought to proposals for the formation of a Council of Education composed of representatives of British Columbia Teachers' Federation, the Parent-Teacher Federation, the Trustees' Association and similar bodies. The general feeling was that this Federation should always be ready to co-operate as heretofore in informal conference with representatives of other groups interested in the welfare and administration of the schools, but objection was raised to the formation of a new organization which might possibly become a handicap on the initiative and independence of the Federation and the other bodies concerned. The proposal was therefore tabled.

Negotiations between representatives of our own Federation and the British Columbia Trustees' Association, relative to contentious features in the law and regulations bearing upon teacher tenure and the status of new appointees on probation, were reported and discussed at much length. There appear to be good prospects that a compromise may be reached which

will meet with the approval of the trustees and establish the indisputable illegality of teacher contracts which purport to surrender rights embodied in the School Act.

While fully realizing the difficulties imposed upon school boards by present economic conditions, the Executive Committee indicated its conviction that in many quarters the present regulations relative to the size of classes are being abused and that the authorities should take the steps necessary to remedy such conditions.

Many matters of a highly confidential character received very serious consideration. Everyone who is familiar with the working of the Federation is aware that its most valuable services are often called for under conditions that render publicity undesirable. The General Secretary was given authority and instructions to deal with several cases that have developed in communities in which the attitude of the school boards is very different from that characterizing most such bodies in other parts of the province.

A committee was appointed to collect data regarding the possibility, wisdom or unwisdom of affiliation between British Columbia Teachers' Federation and organizations of labour or of the Civil Service. This important committee consists of Miss M. K. Portsmouth and Messrs. T. W. Woodhead, J. McGechaen, E. H. Lock and C. L. Campbell.

Mr. R. H. Bennett was re-elected as chairman of the Radio Committee which was requested to recommence broadcasting as soon as possible. Formal lectures on educational topics are no longer favoured by the broadcasting authorities and

teachers with a flair for the dramatization of school activities are urged to get in touch with Mr. Bennett. Here is a real opportunity for service to the schools and the public.

Mr. George W. Clark was re-appointed as teachers' representative on the Board of Reference. Messrs. William Morgan, J. M. Thomas and J. N. Burnett were appointed as our delegates to the Canadian Teachers' Federation convention which will be held either in Winnipeg or Toronto during the summer vacation. Messrs. R. P. Steeves, D. A. Poole and H. W. Creelman were appointed as alternates. Readers will not need to be reminded that our own Mr. J. M. Mitchell is this year the president of the Dominion Federation.

The opinion prevails that Education Week this year was observed at an inconvenient time and November was suggested as more suitable to British Columbia schools. This will be brought to the attention of the Canadian Teachers' Federation.

The Draft Bill resolution was referred to the autumn meeting of the executive with instructions to proceed with the task of spreading information relative to the Professional Bill. Meanwhile, the committee on constitutional amendments will be further studying the bill with a view to the possibility of incorporating in the Constitution of the Federation desirable changes therein set forth.

Further details relative to various resolutions will be reported in future issues of *The B. C. Teacher* as definite action is obtained with regard to them. Meanwhile, if further information is desired as to any resolutions not dealt with in this report, an enquiry addressed to

the office of the Federation will produce the required information.

It cannot be denied that the members of the Executive Committee take their responsibilities with all proper seriousness, but they found time for the relaxation of laughter when, after certain resolutions of a contentious nature had been argued pro and con and amended beyond recognition, a valued member of the committee who is endowed with a Scottish accent of which he should be proud, moved that the original full resolution be now put,—the adjective full being pronounced as is right and proper north of the Cheviot Hills.

ORGANIZATION OF NEW SECONDARY ASSOCIATION

ON Saturday, April 17th, at a meeting held in the Mission High School, the Fraser Valley Secondary Teachers' Association was formed. Six schools were represented by the twenty teachers present, while assurances of support came by letter and word from two other districts.

The advisability of forming a Secondary T.A. was first discussed. One speaker pointed out the danger of creating a cleavage between the Elementary and Secondary groups. After two or three others had voiced their opposition to this stand, asking what alternative could be suggested by the first speaker, the president and secretary of the Provincial Association (Mr. J. K. Keenan and Mr. F. A. Poole, respectively) assured the meeting that any such disruptive purpose was definitely NOT a part of the policy of the B.C.S.S.T.A.; that the Secondary Association should work as a vital part of the District Council; that it could do much to promote

professional interests peculiar to secondary schools; and, if active and alert, foster support and win members for the B.C.T.F. The salary question, it was felt, would decidedly fall within the scope of the Association's work, and should be dealt with, not in a manner calculated to better the position of one group of teachers alone, but, through active co-operation, to raise the economic status of the teaching body as a whole. Stress was also laid upon the need for establishing continuity of effort from Fall Convention to Fall Convention.

A motion was carried, with one dissenting voice, in favor of organizing a Fraser Valley Secondary School Teachers' Association.

Elections resulted as follows:

President, Miss M. Casselman, Mission; vice-president, Mr. Joyce, Ladner; secretary-treasurer, Mr. Wilson, Mission.

It was decided to have each school elect one representative to the executive. Instructions were given to the executive to draw up a constitution and to report to the next general meeting on the objectives of the Association and on a program of work to be followed. After the staff which, through the one representative present, had expressed opposition to the scheme, had been asked to reconsider their stand, the meeting adjourned.

—F. A. P.

THE PARIS CONFERENCE

The National Syndicate of the Teachers of France are inviting teachers throughout the world, and particularly Canadian teachers, to the International Conference of Elementary Teaching and Popular Education to be held in July in Paris in connection with their In-

ternational Exhibition. The dates are the 23rd to 31st of July.

Our French colleagues are anxious to have as wide representation as possible, and any Canadian teachers who may be in Europe this summer should endeavor to be in Paris during the last week of July, and should get in touch with Mr. C. N. Crutchfield, secretary of the Canadian Teachers' Federation, Shawinigan Falls, Quebec, who will issue the necessary credentials.

A very wide and attractive programme has been prepared, and the exhibit of pictures, books, teaching requisites, and so forth, is a very rich one. Teaching methods, new techniques, popular education, and the training and development of the teaching staff are among the subjects of study and debate. Meanwhile a simultaneous holding of other Scientific Conferences will help to bring together those who seek for knowledge and those who apply it.

Arrangements have been made for reduced rates on all trains in France during the period of the exhibition, as well as free entrance to the exhibition, publications issued at the Conference, and lodging at reduced rates.

It is suggested that the Provincial Organizations notify Mr. C. N. Crutchfield, Shawinigan Falls, of the names and addresses of all those who are likely to be able to participate in the Conference.

The Conference is anxious to get documents, such as Journals, Programmes of Study, Departmental Reports, Surveys, Manuals, photos of new schools, and information as to the Teachers' Organizations of each province. This material will be welcomed by the French Committee and if sent to Paris will be suitably

noted and put on display. It may be sent direct to Paris, but Mr. C. N. Crutchfield should be informed as to what is going forward from each province. It might be well for the provincial organizations to get in touch with their departments, in order to arrange for exhibits.

Communications to Paris should be addressed as follows: Monsieur Louis Dumas, General Secretary, International Federation of Teachers' Associations, Palais-Royal 2, rue de Montpensier (1 Arr.), Paris, France.

We hope that our provincial organizations will co-operate with this congress.—C. T. F. Bulletin

THE TOKYO CONVENTION

FROM the finely worded and beautifully printed formal invitation of the Hon. Hidejiro Negata, President of the Japanese Education Association, extending a most cordial welcome to attend the Seventh Biennial Conference of the World Federation of Education Associations at Tokyo, August 2-7, the following list of sections of the conference is taken:

1. Adult Education.
2. Broadcasting.
3. Colleges and Universities.
4. Commercial Education.
5. Educational Crafts.
6. Elementary Education.
7. Geography.
8. Health.
9. Herman-Jordan Committees.
10. Home and School.
11. Preparation of Teachers.
12. Pre-School and Kindergarten.
13. Rural Life, Rural Education.
14. Secondary Education.
15. Social Adjustment.
16. Teachers' Organizations.
17. Visual Education.
18. Science and Science Teaching.

All over the world the chairmen

and the secretaries of these eighteen sections have been at work during the past two years, building up their sectional programmes to be presented by leading educators of many nations. President Monroe and Secretary-General Lamkin have been gathering up these sectional programmes and uniting them with the general features to make a comprehensive programme of wide range and high quality. The Japanese Conference Committee, made up of the leaders of the Japanese Education Association, augmented by a host of outstanding Japanese men and women of high position in many walks of life and generously supported by the national government and the authorities of the leading cities, have been more than busy for almost seven years in their preparation for this great conference.

Reports from the United States, Canada, Great Britain and Ireland, and other parts of the world, indicate a great attendance. Both Pacific and Atlantic liners are likely to be crowded to capacity this summer, between the Coronation and the Tokyo Conference.

Accommodation is all taken on many ships, especially tourist accommodation, and third class space is being refitted and especially prepared to take care of the overflow. The Canadian delegation will probably be the largest of any Canadian delegation at W.F.E.A. Conferences. Those who have not yet made reservations should take action at once. The offices of the secretaries of the provincial teachers' organizations have illustrated booklets and other information about Japan, and have also an outline sketch of the programme. Full programmes will be sent them as soon as issued.

EDUCATION AND NATIONAL PROGRESS

Radio Address over C. B. C., February 22, 1937

By HONOURABLE G. M. WEIR,

Minister of Education, British Columbia

I APPRECIATE this opportunity of speaking to my fellow Canadians. The topic assigned for today's discussion is "Education and International Goodwill". This subject, however, must be viewed in the light of the general Education Week theme, *i.e.*, "Education, the Essential Feature of National Progress". May I begin with an obvious truth. Many important truths that should be apparent are frequently overlooked. In order to face intelligently the great social and economic changes which are taking place today—in other words, in order to achieve national progress—Canadians require *not less, but more*, education. True Canadian democracy demands an educated Canadian people.

This evening I shall say a few words regarding certain essential factors in the broad field of education as related to national progress. It is not my intention to emphasize the international aspect of the subject, for the simple reason that the time at my disposal is inadequate.

It is apparent that thoughtful Canadians from the Atlantic to the Pacific deplore any spirit of sectionalism or misunderstanding that may exist in certain parts of the Dominion. Economic factors, which have been accentuated by the recent depression, may be largely responsible for superficial antagonisms which, it is hoped, will soon be replaced by a spirit of tolerance and national unity. This spirit of unity is even more essential today than in other crises in our economic and social life during the past century. Recent decisions, for instance, both of the Supreme Court of Canada and of the Judicial Committee of the Privy Council have again affirmed the practically unrestricted limits of provincial autonomy in the spheres of property and civil rights. Education and Health also fall into the category of provincial control. Perhaps this is as it should be. Our statesmen, however, apparently agree that the British North America Act should be amended, but so far there has been little agreement regarding acceptable methods of procedure.

One section of the British North America Act must remain intact: Section 93 guaranteeing provincial autonomy in the field of education will not be subjected to any far-reaching amendment. The administrative control and organization of education must remain with the provinces. This does not mean, however, that provincial autonomy in education will necessarily nullify the evolution of mutual understanding and national unity. Indeed, the effect may, and should, be quite the opposite.

If the school men throughout Canada measure up to the level of their destinies, if the schools and other educational organizations discharge their responsibilities to the full measure of their ability, many of the divisive factors in our national life can be greatly diminished, if not eventually eliminated; for the spirit of education—of real education—is not limited by provincial or other boundaries. Educational ideals are universal rather than parochial or individualistic.

It is a truism to state that national progress cannot be divorced from

certain economic factors that affect our standards of education as well as of living. The financial problem is ever present. Nor does the moral or financial responsibility of fostering a spirit of unity rest solely with the provinces. Federal aid is also desirable—even necessary. Formerly, the principle of Federal responsibility, at least in a moral or practical sense, was definitely recognized in the form of grants to provinces for technical and agricultural instruction. Again, in 1931, the Dominion Parliament passed a Vocational Education Act, according to which the sum of \$750,000 a year for fifteen years was to be allocated among the provinces for Vocational Education. Incidentally, I assume the rehabilitation of unemployed youth was one of the main purposes of this Act. At long last it would appear that those provinces that have put into effect satisfactory programs of Vocational Education are to participate in this Federal aid. Co-operation among provincial educational leaders and organizations in pressing our just claims on the Federal authorities may expedite the distribution of this Federal aid. And incidentally the present Minister of Labour in the Dominion Government is to be congratulated on the splendid spirit of co-operation he has shown in the discussion of problems of Vocational Education.

Co-operation among the provinces for the promotion of our common educational objectives may take many other forms. Time permits mention of only a few. For many years it has been obvious to students of educational research that more uniform systems of tabulating and treating statistical data regarding educational costs, capital and current expenditures, examination techniques, and numerous other matters seem overdue. At present there are so many variable factors in our provincial systems of school accounting that it is often well nigh impossible to make comparative studies of educational problems with even a fair degree of reliability. The Dominion Bureau of Statistics recognizes the present unsatisfactory situation in this respect and has asked for the co-operation of the provincial authorities in a praiseworthy attempt to attain more uniform techniques.

For a number of years, too, it has been the fond dream of the students and friends of education that a Canadian Bureau of Education, with advisory functions only, should be established. The present educational section of the Dominion Bureau of Statistics, while doing excellent work, has neither the personnel nor money to conduct comprehensive studies of educational problems common to all the provinces. Possibly such a bureau could be established only by private foundation. In any event, there is real need, for instance, for the ascertaining of Canadian standards in the field of tests and examinations. There is an even greater need to collect, evaluate and organize the results of various studies made along educational lines. It would also be helpful if a depository of educational information and studies were instituted in such fields as child development, elementary and secondary education, psychology, education of teachers in service, school administration, adult education, vocational guidance, studies in education in other countries, and many other matters. This information might be made available to students of education and other interested citizens. At the present time, our educational efforts are more or less diffuse and uncoordinated. Our Provincial Departments of Education frequently undertake quantitative or other studies in Education that have

a national as well as provincial significance. If such studies were directed by a Canadian Bureau of Educational Research, advisory in character, and manned by several highly trained educational and statistical experts, the results of these studies would undoubtedly prove of great benefit to all provinces, and would probably result in the reformation or elimination of much wastage in our educational activities.

Some years ago, the Right Honourable H. A. L. Fisher defined Education as "the eternal debt maturity owes to youth". Present developments in our complex civilization also emphasize the fact that education in the larger sense also includes "the eternal debt maturity owes to maturity", as well as to youth. It is a paradox, but nevertheless an important one, to say that "Education is a life long process extending from the cradle to the grave". The desirability—yet even the necessity—of the co-operation of the provinces with the recently established Canadian Adult Association should be obvious. Ignorant youth is now a menace to educational progress and to national unity than is ignorant adulthood, which has a huge voting strength and exercises powerful financial control.

Health is the first objective of education. The importance of co-operation in the promotion of health is beyond question. For a two-year period (1929-1931) I was engaged by the Canadian Nurses' Association and the Canadian Medical Association to make a study of Nursing Education and of Health Conditions throughout Canada. Over 10,000 Canadians of average means presented evidence stressing the urgent need for extending and improving our health services.

In the few minutes still at my disposal, I should like to refer to the outstanding educational achievement of the school system of British Columbia in the last two years. This achievement will undoubtedly be of interest to the other provinces. Indeed it may have a national significance. I refer to the new curriculum that is being introduced in British Columbia. Nearly 150 teachers constitute the committees that have produced the new curriculum. These committees were carefully chosen and include many who had had training in educational psychology, educational methods and curriculum construction in their postgraduate studies in Education. All teachers are co-operating in trying out the new curriculum in their schools and in making suggestions for its improvement. The curriculum, therefore, will be constructed and revised in the light of the best thought and the best practical experience available. The general public, as well as various organizations, have been invited to make suggestions.

The new curriculum is definitely a tentative one, which will be adjusted and improved in the light of fuller experience. British Columbia, in common with the other provinces, recognizes that changes in economic and social conditions, changes in the conception and meaning of education, the growth of psychology and science of education, the development of new techniques in teaching and class room management, individual differences in pupils, and other factors have all tended to make old Courses of Study more or less obsolete. The new curriculum aims at a planned, not a haphazard, development of the so-called Seven Cardinal Objectives of Education.

The present stage of curriculum advance, in the words of Professor Bobbitt, "rejects the static objectives . . . and sets up *continuity of right*

living" as the all-comprehensive objective. In other words, modern Education stresses the emergence of appropriate conduct in life situations rather than the memorizing of facts for examination purposes. The modern curriculum, in its emphasis both on national and international factors, aims at removing the maladjustment which too often exists in the educational program of the school and life as it is being lived in Canada today. The curriculum is no longer regarded as a body of subject matter to be memorized and recited, but rather as a series of experiences and activities through which the pupil's personality is continuously modified. The cramming of largely devitalized subject matter is going by the board. High schools no longer consider that they are fulfilling their function as a training ground of adolescent youth when they permit themselves to become institutions (I had almost said perverted into institutions) for grinding out matriculation material. The university matriculation is of secondary, not primary, importance in the aims of the modern high school. Too long has the matriculation bogey dominated the life and spirit of the secondary school—to the detriment of the school, of adolescent youth, and of the university itself.

The new programme of studies represents the unpaid work—even hundreds of hours of work—of the teachers of British Columbia. This programme, therefore, may be said to be in large measure a free gift from the teachers to the people of British Columbia. As this tentative curriculum will be further revised in the light of this year's experience, it is open to every teacher in the province, through suggestion and criticism, to have some share in its final composition. To the teachers of British Columbia, I pay tribute. They are in many respects the sentinels and pathfinders of the new Social Order.

In conclusion, permit me to quote a few excerpts from Bulletin No. 1 of the Program of Studies, which have a bearing on the topics assigned for Education Week, namely, "Education and Goodwill, both National and International".

A few of the aims of education for Elementary and Secondary School read as follows:

"To develop and practise desirable habits, attitudes and appreciations of right behaviour which will enable the child to live more effectively and to co-operate in home and community life".

"To develop tolerant and critical understanding and behaviour in relation to society and its problems through pupil participation, pupil co-operation and pupil contributions".

"To cultivate habits of critical and independent thinking and evaluation of propaganda, and to strengthen further the ability to study".

"To provide experience which will make for tolerant understanding of modern social problems, and of the interests, possessions, privileges, and duties which one citizen shares with another in a democratic society".

From the realization of such aims through the medium of the school, a new era of national progress and international goodwill seems possible of attainment. Democracy cannot succeed if Education fails. National Progress and International Goodwill are vitally dependent upon Educational Efficiency in a comprehensive sense. Never were the task of the school man and the responsibility of the parent and community greater than today when civilization seems to be approaching its supreme test.

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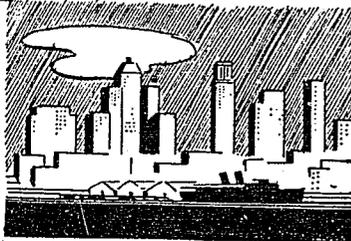


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Reasoning In Intermediate Grade Social Studies

INTERMEDIATE grade social studies provide a great opportunity for the development of the pupil's reasoning power. Research through reading, collecting and tabulating facts, presenting information, summarizing are all necessary steps toward the ultimate goal of learning, but if the pupil cannot reason a few new facts from what he or she has already learned then the goal has not been reached.

The end of a unit is often a good place to present such a problem. For example: "In what ways did the Roman occupation weaken the Britons?" Nothing has been mentioned in class relating to this problem, nor have any assignments been given other than what has led up to the class having discovered how long the Romans were in Britain, in what condition they found Britain, and what they did while there.

Group study of this problem will prove interesting both to pupil and teacher. Divide the class into groups of six or seven pupils. Have each group select its own reporter who takes down all suggestions discussed and recommended by his or her group. This should take from ten to fifteen minutes. Follow this by the reporter's oral presentation of each group's suggestions. Compare and contrast each group with the others. In this particular problem an interesting addition is to have each reporter give his or her group's suggestion as to what it thinks might have happened to the Britons after the Romans left. This will prove a natural lead to the next unit's first assignment.

Other problems lending themselves to such a treatment by group study might be:

- (a) What were Greece's contributions to our civilization?
- (b) Why is manufacturing not a foremost industry in the Maritimes?
- (c) Why are the St. Lawrence Lowlands a "hive of industry"? and many others.

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READING IN SECOND GRADE

By EMELYN DICKINSON, *Duncan Consolidated School*

TEACHERS do not need to be told the importance of reading instruction. We realize very clearly the close correspondence that lies between a child's reading ability and his general proficiency. We realize, too, that the teaching of reading involves a great deal more than training the child in the oral presentation of entertaining stories. This, of course, has its place, but of far greater value is the training which enables him to read for information, to widen his experience, and to find for himself the solution of a problem with which he is faced.

Training boys and girls in the intelligent interpretation of written instructions is part of the duty of every teacher. Successful methods will vary from grade to grade but the general principles underlying them are probably rather uniform. How do *you* go about the job? Are the results satisfactory? I should like to read reports on this subject by teachers of more advanced classes. Perhaps this article will stir someone to utterance.

However, we teachers of second grade pupils have a specific part to play in carrying out this programme of reading instruction in the elementary schools. Ours is "the period of rapid development of the attitudes, habits, and skills on which intelligent interpretation, fluent, accurate, oral reading and rapid silent reading depend". And because this is so we, of all grade teachers, have the best chance of killing the child's interest in reading. This we must avoid. How to give the necessary drill to produce skilful readers and yet develop a love of reading—this is our problem.

The teacher with experience feels confident in going ahead to draw up a reading programme adapted to the peculiar needs and interests of each successive class, but the teacher who is just starting out studies the long list of attitudes, habits, and skills to be developed, considers the length of her reading period, and comes to the conclusion that it cannot be done. What she does not realize is that reading situations arise naturally in many of the subjects on our curriculum and may be created in all subjects; that her reading period is not 80 minutes per day in length but two or three hours. In presenting the following suggestions for the daily reading programme, I crave the indulgence of those teachers who find their task an easy one, and hope others may derive some benefit from this example of my practice.

When my pupils arrive in the morning they find the day's orders printed on the blackboard. These may read as follows:

Anne, mark the weather chart. The day is sunny.

Chester, take the register to the nurse.

Bobby, feed the goldfish. Give them very little because I think they had too much yesterday.

Nat, see if the cloakroom is tidy.

Doreen, water the plants.

Some of these instructions are routine matters; others vary from day to

day. They are carried out while I call the roll. I find most of the pupils read the notice if only to jog someone who is not alive to his privilege in being the chosen one. In this way I get a short daily drill in a very important type of silent reading.

I have not yet obtained a set of health readers for my classroom, but I believe we have not suffered from their lack. We have prepared our own material and it has one great advantage. It is a record of the class experience based on our own health lessons and the problems of safety that have arisen in our school. For example, two or three health periods are devoted to conversation on some topic such as drinking milk, or safety in riding bicycles. When the matter has been thoroughly discussed, I ask the class what points ought to be remembered and, as suggestions are offered, I record them in script on the blackboard. The children read very carefully to see that I print what they say. Sometimes several sentences are offered expressing the same idea. I record each one and they read them over and choose the best. After school, I print the sentences on a large sheet of brown wrapping paper with a lettering pen. The following morning the children read the chart to see that I made no mistakes and to test their own ability. Then it is added to the file. The charts are used again and again, reviewing the health topic and as a basis for silent reading exercises of the work type. A mere recording of sentences would not fix the vocabulary peculiar to the subject of health. Arthur I. Gates ventures a guess that a word must be repeated in 35 situations before it is really known by the average child.* This is a point to be kept firmly in mind by the primary teacher.

Another subject in which opportunity for the creation of reading situations occurs is social studies. Most teachers find project work a difficult task to handle with a large class. It can be done quite easily with the aid of silent reading. We recently completed a sand-table model of the Cowichan Valley. It was made by 15 of my pupils and the work extended over the period of a week. It was done in this way:

We had just finished a series of conversational lessons on our district, its industrial activities, centres of activity, means of transportation, etc. I suggested that the class might like to make a picture of this on the sand-table. The children thought it was a fine idea but they didn't know how it was to be done. I asked them if they could do it if I wrote out all the instructions. They felt they could, so I set to work.

First, I prepared a very simple map of Cowichan Lake, Cowichan River, and the coastline including Cowichan Bay and Maple Bay, and fastened it on the board above the sand-table. Then I printed a series of assignments which were given out to different groups of pupils on succeeding days. The children read the instructions and carried them out with a minimum of assistance from me. The assignment sheets read as follows:

I.

There is a map of Cowichan Valley above the sand-table. I want you to make one like it on the sand-table.

*Gates, A. I.: "Needed Research in Elementary School Reading", Fourth Annual Research Bulletin, The National Conference on Research in Elementary School English: p. 36, February, 1936.

1. Clear everything off the sand-table.
2. Smooth the sand.
3. Get the blue paper from the table.
4. Put a large sheet of paper in the bottom right-hand corner of the sand-table. Cover the edges of the paper with sand. Leave the paper bare where Cowichan Lake is.
5. Cut strips of blue paper and make Cowichan River in the same way.
6. Now make Cowichan Bay, Maple Bay and the other water in the same way.
7. Now make Quamichan Lake.
8. Put in Somenos Lake.

II.

1. Go outside and get an armful of fir twigs.
2. Stick them in the sand to show where the forest is.

III.

1. Get a ball of red wool.
2. Cut off a long piece.
3. Place it on the sand-table to show where the Island Highway is.
4. Place another piece to show the Cowichan Lake road.
5. Get the green wool.
6. Place it to show where the railway runs.

IV.

Put in their places the cards to mark:

Cowichan Bay
 Maple Bay
 Cowichan River
 Cowichan Lake
 Quamichan Lake
 Somenos Lake.

V.

Put in their places the cards to mark:

Duncan
 Cowichan Lake
 Youbou
 Hillcrest
 Mayo.

Thus the project was completed without effort on my part other than the preparation of the assignment sheets and the day-by-day additions to the map. It *had* called for independence on the part of the children and *had* furnished them with a vital reading situation. The entire class had assisted the work by printing the cards (and incidentally learning the geographical names of the district) and by constructing tiny bridges, houses for the residential area, and barns for the farms.

There are a great many more suggestions I might offer, did space and time permit. I have said nothing of reading situations to be found in the subjects of language, arithmetic and drawing, of records that might be made of outings and other class activities, nor have I said anything of the formal reading lesson period or the cultivation of a love of literature. However, I must close and I do so hoping that, with our new curriculum, we may be able to teach reading as a vital experience, even in the second grade.



CHILDREN INSTRUCTED IN GUM MASSAGE

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MANY mothers and fathers today find the modern health programs of the classroom a constant source of knowledge. For, almost invariably, their children are eager to repeat at home the health rules so carefully taught by school teachers.

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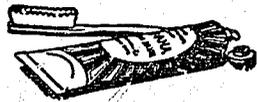
"Pink tooth brush" is a warning of weak gums—of gums that may soon be prey to such serious disorders as gingivitis, Vincent's

disease, even pyorrhea. The soundest teeth are not safe from danger when bleeding gums are neglected.

These are the things that class drills in gum massage help to prevent. Practiced at home with the tooth brush, this exercise invigorates the gums, and keeps the blood stream fresh and nourishing. Never before has oral hygiene reached such high standards in the classroom.

And it is largely to you teachers that the next generation, and many of the present one, too, owe this better knowledge of the way to a healthy mouth.

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EDUCATION AND MENTAL HYGIENE

By W. LINE AND J. D. M. GRIFFIN

Canadian National Committee for Mental Hygiene,
111 St. George Street, Toronto

LAST month, by way of comment upon a news item relative to the work carried on by the Canadian National Committee for Mental Hygiene, *The B. C. Teacher* remarked upon the great services which that committee has already rendered to the people of Canada and expressed the opinion that the members of the teaching profession could be counted upon for whatever support might lie within their power.

It is the purpose of this article to stimulate co-operative activity between educationists and mental hygiene workers.

About six months ago the Canadian National Committee for Mental Hygiene organized a Division on Education. It seeks to do this through several channels, such as the publication of pertinent scientific and professional articles and pamphlets, the organization of study groups, conferences and lecture series, creating facilities for training personnel, participating in local projects and surveys and conducting research investigations.

The present article attempts to indicate briefly the outlook and point of view of the Division and to announce two enterprises that will shortly bring themselves to the notice of teachers through publications.

It is well known that the point of view underlying Mental Hygiene activities in the field of Mental Disease has undergone considerable change. From the initial emphasis on the need for humanitarian care and treatment of the insane, the emphasis passed to questions of the prevention of mental disorders, and hence to the formulation of a conception of positive mental health and the provision of adequate mental health programmes in all phases of community work and service. These changing emphases reflect some of the progress made by the mental hygiene movement and by the development of public policies and opinions.

Similarly in the field of Mental Hygiene as related to Education, a notable change may be clearly seen. Early efforts of mental hygiene workers were directed towards analytical and critical survey of educational practices. The classroom organization, viewed as directly under the control of the teacher, came in for careful scrutiny, and practices that seemed contrary to the mental hygienists' view of healthy development were severely criticized. Corporal punishment, trying to force dull pupils into the same curricular mould as bright pupils, motivation by marks and rewards rather than by intrinsic interest in the school work itself, artificial restraints, lack of social freedom and co-operation, competition, these were some of the familiar points of criticism. Typical research investigations were directed towards the clearer differentiation of the outlook of mental hygiene from that of the typical classroom teacher. Thus Wickman took pains to show that teachers differed from psychiatrists

quite markedly in the seriousness with which they regard various forms of behaviour in children. Teachers were more disturbed by misdemeanors militating against the smooth running of the classroom activities than they were by day dreaming or shyness, whereas the mental expert tended to reverse the order of seriousness.

All this was very negative, though at the time it was probably useful. In any case the educationist during recent years has reached the point where the outstanding criticisms launched against him no longer apply. Individual differences in children are more and more being recognized in administrative organization; special classes and programmes have been set up in many places; sentiment against corporal punishment is growing and education is getting on, for the most part, without the use of the strap. Enterprise and activity programmes are being instituted, and social attitudes, shyness and day-dreaming are regarded as matters of importance—probably more so than academic achievement. At least there is a real effort to regard the child as of greater importance than the subject matter.

This means that the confessions of faith of the educationist and of the Mental Hygienist are now very similar. Practices lag considerably behind expressed opinion, it is true. That is inevitable. Ideal goals can be approached only after a lot of painstaking effort and patient investigation. Similarity in expressed aims, however, provides a better basis for co-operation between Education and Mental Hygiene, working forward together as partners in the same enterprise—each with its own special background—the enterprise of fostering the understanding and direction of the many-sided development of the child.

Much more search is needed to see exactly what the new point of view means in actual practice. In this search, the National Committee for Mental Hygiene hopes to contribute by co-operation with educational authorities and teachers throughout the Dominion. As some of the initial avenues of its contribution, the following indications are set forth:

(a) A magazine for teachers, *Understanding the Child*, will be issued quarterly. This magazine was formerly published by the Massachusetts Society for Mental Hygiene, under the editorial direction of Dr. Henry B. Elkind. Its publication was discontinued in 1935. The first number of the new series will be published early in April, under an editorial board sponsored by the National Committee for Mental Hygiene in Canada and the United States.

(b) A manual for teachers will be published during the coming summer. This manual will make available material that will assist teachers in understanding the nature of the child development and the problems frequently encountered in the classroom.

(c) A bibliographic service has been established whereby teachers and research workers may obtain information concerning published results on given topics in the field.

The Division on Education of the Canadian National Committee for Mental Hygiene will welcome any enquiries concerning these enterprises, or on other matters pertaining to this field.

REPORT CARDS WITH A MEANING

By MIRIAM L. PECK, *Templeton Junior High*

REPORT cards to parents are a very good index of the prevailing philosophy of education. On the traditional report card, space is allotted to two essentials, attendance and marks in subject matter, with incidental space for conduct and remarks. When free, compulsory education was first introduced, the major problem was the maintenance of regular attendance of all children of school age. This goal having been gained, achievement in subject matter naturally took an important place and has become an accepted factor. The traditional card, then, has become the interpreter of two main original objectives of education.

Today progressive educators are aware that the highest objective of education is not solely a matter of acquiring a knowledge of the culture of the past. The efficiency of intelligence tests has revealed a curve on which attainment can be expected. While not losing sight of the benefits of such knowledge, educators are directing more and more attention to the growth of the child in his physical, social and emotional aspects as well as to his intellectual development, endeavoring to help him to live effectually now and in the future. To quote the new course of study for British Columbia, "Character may be said to be the main objective of education."

This is an old tale! We have been aiming to inculcate high ideals of character for years. But our report cards have not been reporting on these aims at all. They report the marks the child has made in various subjects, and his standing as compared with others in the class. Observe his reaction to the card when he receives it. To one child it means praise at school, reward at home, admiration of his school fellows, and his own gratification. To another it brings discouragement after much futile effort; while other children excel, he is still at the foot of the class. To yet another it means punishment at home; the neighbor's boy is again exultant over him, and he inevitably loses heart. How many children become hopelessly uninterested in school and withdraw at the earliest opportunity because they cannot attain the one objective which the school holds highest! School is doing many things for the child, but the only message in many cases that is ever taken home is one of failure to achieve, or failure to excel in acquiring subject matter.

What then is to become of the report card? Is it not a valuable tool of administration? Parents want a record of their children's work at school. Most important it is to realize that this is the one and only means the school has of reaching the parents of every child. The fact that it does reach every home is the very reason for giving attention to the message that it carries, and ensuring a simple, direct statement that can be interpreted by the parents.

Then revise the report card. Already much successful work has been done in this phase of administration in systems all over the American continent. Administrators and teachers have worked in committees and

have evolved practical forms, most of which have been adopted after experimental use over a period of a year or two. Consequently, they now report the items which they feel are of first importance and which they know are of consequence to the parents. Both parents and children get a new light on education.

There are several points of particular interest in the newer forms.

1. A "Note to Parents" is frequently given on the first page of the report. It is a frank statement, giving the parent an opportunity to know the objectives of the school. While true that many do not read it, nevertheless, unless opportunity is there we cannot expect the public to be educated to the higher ideals held by the schools.

2. One section is still reserved for marks in subject matter. The usual list is given, suitable to primary, junior or senior grades as the card may require. Several methods of marking are in vogue. The percentage basis is still widely used. Letters A, B, C, D, and E, or E, G, F, and P are used indicating excellent, above average, average and below. Some cards use 1, 2, 3, 4, and 5 in a similar way. These are worked out on the basis of mastery technique and do not indicate comparative standing. One of the newer methods is the use of S for satisfactory work and U for unsatisfactory work, this being intended for use in relation to the potential mark for each child judged by his I.G. While this has an obvious advantage particularly for the teacher, who has data regarding the tests, it has proved its weakness in the opinion of many teachers in that the objective for the children is vague.

Other systems have been evolved which have their respective merits and demerits, but space does not permit a complete resumé of all the experiments that have been tried.

3. The most interesting and the newest feature of these new cards is the section allotted to "CITIZENSHIP" or "HABITS AND CHARACTER TRAITS". This section, be it noted, is fully as important as that allotted to scholarship. The sub-headings in this section are usually of a positive connotation, though occasionally such terms as "Does not show willingness to co-operate" and "Is not clean in his person and dress" are used. The terminology is exceedingly varied. Some of the more common terms used, however, are here given:

Under Health—Sits, stands and walks correctly; has ability to relax.

Under Social Habits—Plays well with others; takes part in group discussions; co-operates cheerfully; has self control.

Under Habits of Study—Shows initiative; is persevering; persists despite difficulty; uses time to good advantage; depends upon himself.

Under Thrift—Keeps materials neatly; regards the property of others.

The occasional card points out characteristics by questions such as; Does he have polite habits of speech? Does he begin work promptly?

It is important to note that in this report on character development

marks are never given with any idea of comparing with other children, nor is there ever an attempt to make a statistical record. They are checked with a positive or negative sign, with a check or no check at all, the interpretation of the marking being indicated on the form. If the child is showing marked improvement or serious lack in any or several traits these are marked to call the attention of the parent to the fact that co-operation at home is needed to help the child with regard this certain trait.

4. Space for remarks is often very generous; but it varies, as would be expected, according to the detail with which the card is prepared.

Now consider, in imagination, the effect of such a report upon the boy who carries it home. He will see that he is advancing in various subjects, or is still making low marks, but he will not be faced with the fine marks that are made by his brighter school mates. Instead, he will discover that his continued efforts are recognized by his teacher, that his thrift and industry are commended, and that he has a number of qualities that are appreciated. He will discover that, although he is not a brilliant scholar, he is a desirable citizen and can command the respect of his fellows.

How much more pleasant it would be for teachers when making out reports if they could record some of the desirable traits that they see developing in the children daily under their tuition, than to report a long list of poor marks for pupils who are already aware that they are not scholars! How much more meaning there would be in the report for both parents and pupils if it reported on the many-sided development of the child!

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THE APPROACH TO SCIENCE

By F. W. WATTS, *Magee High School*

THE importance of science today is not likely to be ignored: its ramifications have so altered our everyday life that we are rather prone to over-emphasize its importance to the detriment of other interests which may be of more value to human life. It follows then that any attempt to lessen the amount of science in the new curriculum will meet with rather general criticism. But without altering the amount of science, we find there is another aspect of the question which, to the educator, is of even greater importance than the total of the time devoted to the subject; this is the approach to the subject—the underlying principle of science teaching.

To the average parent, science teaching consists of the explanation of various natural and artificial phenomena. With the intensely "practical" viewpoint of the parents' world, a training in science is for the purpose of making a chemist, an electrical engineer, a geologist, or some other professional man of the pupil. The same parent looks on the wood working shops as the place where carpenters are trained. Because of this idea many parents are in favor of these "practical" subjects replacing such subjects as literature or mathematics. The teacher, of course (especially if he has seen classes of technically trained pupils enter banks or become stock brokers, as most have) knows that this over-emphasis of the "practical" is wrong.

But there is the danger that besets teachers in the approach to science training—a danger of not having clearly in mind the aim of science teaching. If science teaching is to be approached from the "practical" point of view it will lead to nothing more than a "pot-pourri" of all the sciences. It will be of the nature of a popular science magazine in which one gets interesting scientific applications from the latest aeroplane to the newest pan scraper, together with articles "explaining" the latest scientific theory from general relativity to cosmic rays.

This approach to science is not to be condemned entirely; in fact something after this order forms an interesting and instructive course, and of such many general science courses at present consist. In such courses the facts are tied together in units or projects and the whole looks quite plausible to the superficial glance. Closer inspection, however, reveals a danger, for the tie is often of the most tenuous type. To link the chemistry of oxygen and Boyle's Law via the atmosphere is very artificial, and such "logical" connections could very well be made for almost any two or more facts of scientific knowledge.

The great difficulty in planning such a course is to decide what to leave out. The encyclopaedists of past educational history could seriously attempt the accumulation of all the then known factual knowledge. But today this is an obvious impossibility, and the inclusion or rejection of various facts in such a course will very often depend on the teacher's taste or knowledge. This again, may not be altogether a bad thing, for any teacher teaches



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better the things he likes and knows. But for the curriculum builder! That is another matter.

Then, too, granted that the curriculum has been decided upon and taught well, what is the result? The pupil has absorbed a large number of facts—he can explain, in a way, a large number of phenomena; he can understand and appreciate more of the world around him, he has possibly increased his vocabulary with a number of polysyllabic words that make him appear to a less "well educated" person, to have remarkable knowledge. But has he had any real scientific training? Has he glimpsed the soul of the scientist? Has the child's curiosity, so insatiable in youth, been guided along rational lines instead of being allowed to wander aimlessly about the pathless waste of idle erudition. Forty years ago when science lectures were becoming common, even the elementary schools had science lessons planned along popular scientific lines and books dealing with what was called "physiography" were in common use; but in the upper grades of the secondary schools science meant something different.

The other approach to science has not for its main aim the explanation of practical applications. It attempts to interpret to the pupils, the spirit of the scientist from a study of great scientists. The whole scientific outlook is so strongly opposed to the popular point of view that it is difficult for pupils to understand it. When it is pointed out to pupils that Banting, by patenting insulin might have made a fortune, the general reaction is that he was foolish for not doing so. The ideal of knowledge for its own sake does not appeal to pupils whose life is surrounded by the urge to obtain economic independence, if not luxurious ease. The true scientist broadcasts any new knowledge he may have discovered, that it may assist in the further discovery of still more knowledge, irrespective of nationality or economic gain. If only an appreciation of this attitude can be inculcated into the pupils, it will be well worth teaching science. To those who think this is an impossibility, one may point to the attempt of the Christian Churches to teach an ideal yet more altruistic.

The method of the scientist when approaching a question can be made of value, and if this method is instilled by a teacher whose aim is not the mere explanation of scientific facts, it can be tied up to the full life of the pupil. Without a course in logic being given, some elementary principles of that subject can be made a part of the pupils' mental reactions by the correct approach to the teaching of science. The necessity of avoiding the commonest errors of reasoning, the need for testing data or obtaining as reliable an authority as possible for their explanations, the need of stricter definitions—all these and more can be taught by a wise teacher.

But this requires a very different line of attack from that involved in a "Popular Science Course". Simple scientific principles, capable of being understood by and illustrated to the pupils form the backbone of the course. Simple practical applications of these principles will be described, but this will not form the chief object of the course. Many of the "explanations" of phenomena in the "Popular Science Course" at present involve scientific principles far in advance of the mental possibilities of the pupils.

(CONCLUDED ON PAGE 445)

A Solution for the "Draft Bill" Problem

By E. R. G. RICHARDSON, B.A., *Principal Comox High School*

I AM going to take the risk of being accused of redundancy, and state a few well-known facts in support of my major premise. Here they are:

- (1) More than 75 per cent of British Columbia's 4000 teachers originally favored the idea of Professional Membership.
- (2) Only 62 per cent are in favor of the present "Draft Bill".
- (3) Over 700 teachers are indifferent to it.
- (4) Twenty per cent approximately are definitely against it.
- (5) The teaching body of British Columbia always contains a large number, probably 1000 to 1500, who do not intend making teaching a life work.
- (6) The main objections to the present bill seem to be:
 - (a) "Compulsory membership is not democratic".
 - (b) "Conscripted members are of no value".
 - (c) "There is a possible danger of a minority becoming too powerful".
 - (d) "The possibility that equalization of salaries might follow the passage of the Draft Bill to the detriment of those now in the higher-salaried group".
 - (e) "The present Draft Bill brings no immediate benefits".

(I am neither advocating, nor denying, these objections, merely listing those arguments that have been put forward in opposition to the present bill).

From which I deduce:

"But what does it matter," someone will say, "so long as you keep the students' interest?" Interest can quite easily degenerate into idle curiosity, and the scientific attitude of mind, which it is the true function of a science course to develop, will be entirely lost. On the other hand the "interesting" type of course does not need so much effort on the part of the teacher and hence may be more popular. The question resolves itself into the old religious struggle between the "letter" and the "spirit".

Of course there will be a great deal which is common to the two approaches, and a great teacher cannot help but do real educational work, no matter what he teaches. But the makers of a curriculum must not build for the great teachers. They must ever keep in mind the average teacher, a very human creature, and with this in mind should form a curriculum that obviously embodies as much as possible of the truer aim of education. It is very probable that most teachers, being human, will take the line of least resistance and that will be to keep interest by explanations that seldom explain, and to rely on the intrinsic interest of the subject to supply the enthusiasm and soul energy, the expenditure of which makes teaching the difficult job it is.

(1) A compulsory membership scheme as in the present Draft Bill—not having the support of a large enough number—would never pass the Legislature without drastic or dangerous amendments.

(2) That a better suggestion would be a Federation, Society, or Association to which it would be, not compulsory, but necessary, for the individual to join for his or her own professional growth, not merely academically, but according to his or her teaching progress.

Before attempting to outline such an organization, I should like to point out the set-up in the Professional Engineers' Association. After university graduation, or a definite period of apprenticeship, the student becomes *first* an "engineering pupil"; then after successful completion of a set period of engineering work, he becomes, *secondly*, an "engineer-in-training"; finally, he may become a "Professional Engineer" by writing an original thesis either describing a piece of work that he has accomplished, or suggesting some professional innovation or device. These theses must be accepted by the Council of the Professional Organization.

I now make this suggestion: that instead of the present Draft Bill, the following system be adopted:

(1) That the Society remain, as at present, on a voluntary basis.

(2) That a qualified teacher on joining the Society becomes, say, a "Teaching Pupil", remaining in this status until he obtains a Permanent Certificate, when he automatically becomes, say, a "Teacher-in-Training" and remains as such until he has taught for 10 years, and presented to the Council a thesis describing or suggesting some educational contribution, acceptable to the Council, at which time he becomes a "Professional Teacher".

(3) That such organization be constituted by an Act of Legislature.

May I point out the advantages of such an organization?

(1) That membership is not compulsory, but

(2) That membership becomes necessary for the recognition and advancement of teachers.

(3) Eventually, the school boards will recognize the classification of teachers within the professional organization, and realize that the teachers organize for the purpose of improving their educational standing, and not only for financial reasons.

(4) Teachers, *both elementary and secondary*, would receive the same sification, which would depend on their educational enthusiasm and ability.

(5) A register would be kept showing the record of each individual teacher, to be available to each School Board.

(6) The teachers who now are non-members because they have little or no real interest in teaching as such, would be compelled to adopt one of two courses:

(a) Take more interest in their profession.

(b) Leave the profession.

(CONCLUDED FOOT OF PAGE 447)

Planned Promotion For High School Teachers

By R. T. HAMILTON, *New Denver High School*

STARTING with the idea that it is utterly ridiculous to place an inexperienced graduate in a responsible position—about 50 are so placed every year nowadays—I have tried to plan a system which would correct this defect.

First make a list of the types of positions a teacher may be expected to progress through. Here they are, arranged in order of increasing responsibility:

New Graduate—He teaches only one or two supervised periods per day at the start. As he improves, his allotment of work increases and his supervision decreases.

Assistant—A new teacher who, under advice is learning to teach all the main subjects of the curriculum. That he learn about all the subjects is important, for no teacher is fully capable of teaching his own subject without a fair understanding and ready knowledge of the rest of the curriculum. And for those who will teach in small schools, this procedure would be of some use.

In rural districts an assistant might have to move from school to school as his training proceeded.

Teacher—Really trained. The ones in large schools might be considered senior to the others since they must influence more pupils.

Head of Department—He has charge, in his school, of the policy to be adopted in connection with his subject. In addition, he and his seniors could train assistants and new graduates.

Vice-Principal—In large schools.

Principal—Here again, the question of seniority should depend somewhat on the school size. Perhaps, even a head of a department in a large school should rank higher than a principal of a small one. Let us say that this is the case if the school has less than five divisions. For it must be remembered that the position of "Principal of the High School", in however small a community, should be one of great responsibility, not only for the education of the children, but also for the provision of help in the education of the adults.

There might be further division made amongst the principals to take account of those in charge of schools which train assistants and new graduates. Now, since there are about eight main subjects, a school would need more than eight divisions in order to have more than one specialist in a

These suggestions are, of course, subject to modification. The number and names of classifications, the necessary requirements, the periods prescribed, etc., are all merely tentative but I would appreciate criticism of both kinds from members of the teaching profession.

This, I offer in all sincerity, not only as an enthusiastic supporter of a 100 per cent membership, but also as a more enthusiastic supporter of a professional organization to which all teachers belong, not from compulsion, but from a really sincere desire to improve the teaching profession, as a step on the road to the improvement of education in British Columbia.

subject. Hence heads of departments, and consequently, assistants, could only exist in schools of at least nine divisions. So our list would become:

New Graduate, Assistant, Principal (1-4 divs.), Head of Department, Vice-Principal, Principal (5-8 divs.), Principal (9 or more divs.).

Complete the list with *Official* to include superintendents, inspectors, members of teacher training staffs, and technical advisors.

Now our list is so long that it does not appear practicable that every teacher reaching the higher ranks should progress through all these types. Therefore it becomes necessary to combine several types into one professional group. We would expect that appointments to any of the later groups would be made from members in that group or the one immediately preceding it. Promotions should depend on the recommendations of inspectors, principals, and heads of departments. With proper grouping, then, we will have a system that gives adequate training for all, and that, at the same time, permits of rapid promotion for promising teachers.

One criterion that could be used for proper grouping is that the largest number of teachers should be in the middle group with decreasing numbers towards the end groups. To estimate the probable numbers in each type of position, I used the 1933-34 Report of the Public Schools, the latest when this work was done. The numbers found satisfy the above criterion for the grouping which was decided upon—as shown in the table below. In arriving at the numbers of teachers and assistants, I tried to have as many of the latter as I reasonably could. In finding the number of heads of departments I assumed that no school would have more than twelve. The number of officials is a guess.

Group	Type of Position	No. of persons in each	
		Type	Group
1	New Graduate	50
2	Assistant	134
3	Teacher	320	387
	Principal (1-4 divisions)	58	
4	Head of Department	108	131
	Vice-Principal	5	
	Principal (5-8 divisions)	18	
5	Principal (9 or more divisions)	18	33
	Official	15	

Now we have a system of promotion. But its success would so largely depend upon a suitable salary schedule that some consideration must be given that fascinating topic. The order in which the various types of positions have been arranged is one of increasing responsibility and prestige, and therefore, quite properly, of increasing salary. Further, it seems reasonable to presume, especially if the initial salaries are low enough, that

nearly all non-professionally inclined members would be weeded out in Groups 1 and 2, or early in their service in Group 3. Hence, salaries professionally adequate should be available for teachers in the third group.

In an attempt to give more weight to the plan, and for other reasons, I have roughly calculated the length of time a teacher would be likely to remain in any one group. Assume that 50 new graduates are absorbed annually by the High Schools. That means that about 50 teachers leave annually. For lack of better information, assume these to be distributed over the groups proportionally to the number of teachers in them. The numbers so found, together with the methods and results of the calculations are indicated in this table:

(a) Group	(b) No. of Members	(c) No who stop teaching in B.C.	(d) Total No. leaving group = No. en- tering = turnover	(e) Average Tenure Years
From previous table		$c = \frac{b \times 50}{635}$	$d = (\text{The No. above}) - (\text{The corresponding } c)$	$e = \frac{b}{d}$
1	50	0	50	1
2	134	10	50	3
3	387	28	40	10
4	131	10	12	11
5	33	2	2	16
Totals	635	50		41

These calculations have revealed no glaring defect in the system. Note that a teacher would have about four years' experience before being thrust out into the country alone; and that the average total teaching life of men in the later groups would be about 41 years. Are not both these figures reasonable enough?

The average tenures, though intended here as a check on the system, might be used as a basis for further planning. For instance, if annual increments are to be used, the above figures might suggest what length of time it should take to win the maximum salaries. They might be used to calculate the variation in total provincial salaries that would be caused by adopting such a system. It is realized, of course, that this calculation of average tenure is far from rigorous; and further, that the average tenure for the system as a whole (which is now about 635/50, or nearly 14 years) would probably increase if the above plan was adopted—owing to the improved conditions—a change which might supplant the above figures altogether.

Now, this system would require provincial control of salaries. But otherwise it could easily be adopted by simple regulation. School Boards could still make the actual appointments if that be desired. And finally, it would supply thoroughly trained teachers who would be likely to adopt a professional attitude toward their work.

The Demonstration School as an Aid to Teacher Training

By T. R. HALL, *Vancouver Normal School*

If the teacher will let his mind go back to the day on which he entered upon his training course, he will recognize something of the difficulties which confront the staff of a normal school; moreover, the greater his skill as a teacher the more will he appreciate his early deficiencies and the nature of the problem which faced his instructors. It is easy to direct unthinking criticism at our teacher-training institutions; however, when one considers all the circumstances, the wonder is not that some graduates fail, but rather that so many succeed. The average student who enters our normal schools is comparatively young and immature. He possesses no very definite philosophy of life or of education; so far as teaching is concerned he usually has no ideas save a few which he has inherited from those who taught him, and in a day of changing conceptions of education such an inheritance may frequently be regarded as a liability rather than an asset.

The normal school cannot hope to produce "finished" teachers—such an aim is alike hopeless and undesirable. It should endeavor to give its students a grasp of basic educational principles and an attitude which prompts them to interpret methods—new or old—in terms of those principles; it should give its graduates a respect for the varieties of the educational past and a reasoned receptivity for that which is new in their field; while not overlooking instruction in specific methods in the various subject matter fields, it must set standards by which these methods shall be judged and from which the teacher in service may later develop his own methods. The skeptic may urge that the reach exceeds the grasp, but the point of view is at least saner than that which would insist on stressing minor techniques, ready-made methods, and teaching by formula. Moreover, if it is pedagogically sound to stress the importance of initiative and independent thought in the elementary and secondary school—and no progressive teacher today denies that it is—the principle is at least equally applicable in normal schools.

Under such a policy it is evident that the student must be acquainted with current educational theory; it is equally evident, however, that pure theory is inadequate and that any satisfactory training course must give the graduate a reasonable degree of ability to translate theory into the realm of practice. How shall the normal school secure a proper balance and relationship between the two? Possibly no problem has in recent years given greater concern to leaders in the field of teacher-training than this. For its solution Canadian normal schools have largely depended on short periods of practice teaching interspersed throughout the year. In an attempt to furnish more adequate facilities for acquainting its students with the practical aspects of teaching, the Vancouver Normal School this year arranged (1) that there should be two unbroken periods of practice teaching of four weeks each, the first not until February and the second

shortly after Easter (2) that in line with the policy of many American teacher-training institutions a demonstration school should be operated.

The statement of standards for accrediting teachers colleges and normal schools as laid down by the American Association of Teachers Colleges contains the following: "Each teachers' college or normal school shall maintain a training school for purposes of observation, demonstration, and supervised teaching. The use of an urban or rural school system, under sufficient control and supervision of the college will satisfy this requirement . . . When affiliated urban or rural schools are used as training schools, the institution shall provide supplementary supervision to maintain standards comparable to those of the institutional training school".

Undoubtedly the ideal situation would be that in which the normal school operated its demonstration school as an integral part of its organization; failing that, an affiliated school conducted as suggested above is desirable. Neither situation exists so far as the Vancouver Normal School is concerned, and recourse must be had to the use of a demonstration school completely under external control. Under such circumstances the degree of success is conditioned by the attitude of the local school authorities and the measure of co-operation lent by the staff of the demonstration school. The Vancouver Normal School may count itself fortunate in the full support given by Superintendent MacCorkindale to the scheme whereby the Model School, situated on grounds adjoining its own, became its demonstration school. It is equally fortunate in the fine spirit of co-operation and unflinching willingness to lend assistance which has been manifested—often at no small inconvenience to themselves—by Principal T. W. Woodhead and his staff.

In co-ordinating the work of the demonstration school with that of the normal school three major aims seemed to emerge: (1) to give the student the opportunity to see a variety of classes at work, to observe details of management and class-room routines, and in general to secure a picture setting concretely before him that which had been given in theory during the parallel course at the normal school; (2) in anticipation of the student's practice teaching during the spring term, to give him an opportunity to participate in the work of the class-room; (3) to furnish the opportunity for the student to observe demonstration lessons taught with the specific purpose of exemplifying certain definite lesson types and clarifying the principles underlying them.

In furtherance of (1) and (2), it was arranged that over a period extending from the third week of September to the end of January students in twos and threes should spend one hour a week in class-rooms designated; the schedule was so prepared that all grades were observed. It may be noted in passing that while only one hour a week was required of students, a large proportion were sufficiently interested to give considerable additional time from their free periods. To direct observation along definite lines, each student was required to report briefly on what he had seen during his visit. After a few weeks' observation, the class-room teacher arranged that visiting students should begin to participate in the teaching. In the earlier stages the work undertaken by the student was of the simplest character—distributing materials, dictating words for spell-

ing, correcting mechanical work in arithmetic, etc. As time went on tasks were assigned which made rather greater—though still relatively slight—demands on him. The result of these observation and participation periods was a gradual approach to the complexities of teaching. It cannot be kept too clearly in mind that teaching is an unusually complex process, one which challenges the ingenuity of the most capable and most experienced. Here, even more than in the average field, confusion of learning is likely to result; hence the gradual approach outlined above. That this policy has been to a considerable extent successful is suggested by the comments of normal school instructors and critic teachers who observed students during their first practice teaching in February.

The third objective was in many ways more difficult of attainment. The recognition of teaching aims and the adoption of methods in keeping with desired outcomes present difficulties even with experienced teachers; obviously it is not easy to give normal school students an insight into different types of lessons, the various outcomes sought, and the methods best calculated to meet varying situations. Here again the approach was simplified as much as possible. Every effort was made so to co-ordinate all phases of the work that attention might be focused on essentials.

The procedure followed can perhaps best be made clear by outlining the treatment of one lesson type—that for habits and skills. First of all the background of this particular type was developed in the courses in principles of teaching and psychology. This treatment was supplemented by instructors in the various subject matter fields, who clarified the situation by specific application of underlying principles to their particular branches. Toward the end of this phase of the course, various instructors collaborated in the preparation of a mimeographed outline of the major principles involved. A copy was given to each student and to each member of the staff of the demonstration school. A series of lessons was then prepared which served to illustrate the principles outlined. It was made clear to the student that when he observed a demonstration lesson he should judge it in terms of the various points stressed by his instructors and laid down in the outline provided. The necessity of so observing that he might intelligently participate in the discussion period which followed each lesson was also pointed out. This discussion period was generally held on the same day as the demonstration lesson. A normal school instructor presided and as a rule the teacher was present. Not infrequently the teacher outlined the steps of the lessons, explained the reasons for them, and answered questions put by students. In the early stages students showed some hesitation in entering into discussion. As the year went on, however, a distinct improvement was noted, and for the most part a very profitable degree of discussion developed. The attitude of the teachers, who invited rather than resented criticism, was very helpful in this respect.

In addition to observing and discussing methods best adapted to a particular type of lesson, students were encouraged to note and comment upon those outcomes common to all good teaching—courtesy, co-operation, pupil activity, and various allied outgrowths. The degree of motivation, the type of discipline, methods of assignment, directing study, and conducting the recitation were also observed and discussed. Naturally these various points were approached gradually.

Demonstration lessons began about the middle of October and were given once a week for a period of four months. Like all phases of the work done in the demonstration school, they were distributed through grades one to eight. As a majority of students will begin work in the rural school, the opportunity to observe and participate in the ungraded school was particularly valuable. This school, which occupies a separate building on the Model School grounds, closely approximates rural school conditions. An enrolment of twenty, distributed through seven grades, results in the problems peculiar to the rural school. While the building and equipment are superior to those in many rural areas, they are inferior to those in a considerable proportion of country districts. This school has shown itself a valuable proving-ground for the testing of the new curriculum in the ungraded school, and has demonstrated that its possibilities may be realized here as well as in the more complex organization.

It will be realized that what has been attempted in the demonstration school during the present year has been in considerable measure experimental. Without being unduly optimistic, it may safely be maintained that the system adopted has resulted in considerable benefit to the students. However, those associated with the work would be the first to admit the room for improvement. Enough has been done, however, to indicate future possibilities and to encourage the hope that this year's beginnings will be the starting point for much better things in the future.

An Elegy

By J. H. E. SLATER

Windsor Street School, Burnaby

Come, those who knew him,
and make your visit to the stone
which marks the place
where he is buried ;

Bring with you thoughts,
impressions, pictures, swift views,
and lay them down near him
who lies below ;

Don't be too sure
that, even there, he will not smile, though faintly,
for, in your keeping,
those memories, torn from a context
seem funny to omniscience ;

Heave not the lofty sigh
lest he burst into laughter,
earth's weight disturbing
—disturb the toneless calm ;

But put away the tenuous, fast-fading image ;
but come, only seeking
the rare and precious, the evanescent odour of life
which haunts the place of his return,
clings to its grass.

News, Personal and Miscellaneous

MISS ALEXA RUSSELL

IT is with sincere regret that we record the passing of Miss Alexa Russell at Victoria, March 25th, 1937.

The late Miss Russell came to Victoria from New Brunswick, where she had taught for a short time. After a period of teaching at the Girls' Central School she took charge of the Spring Ridge Primary School. When Beacon Hill School was built she became its principal, remaining there until her retirement in 1930.

Miss Russell's kindness and gentleness endeared her to all the children who came under her guidance, and her patience and tact were un-failing. She will live long in the memory of those who were privileged to be associated with her during her many years of faithful service.

MR. CHARLES ILLINGWORTH

ON Sunday afternoon, May 2nd, occurred the death of Mr. Charles Illingworth, manual training instructor in General Brock School, Vancouver, after a period of indifferent health extending over several years, followed by an illness which confined him to his home during the past four months.

Mr. Illingworth came to Canada from Yorkshire, England, in 1910. For some years he taught in the schools of Haney and Mission; then, on joining the South Vancouver staff in 1923, he was given charge of the General Brock Centre, where he remained until his death.

A lover of music, he was usually associated with one or more choirs, and for a time was leader of the choir of Mission United Church. As a cricketer he played with sev-

eral of the city clubs, and contributed to the cricket column of *The Daily Province* sports page. Interested also in the well-being of society, he was given to the study of the social-economic problems which have their origin in the industrial revolution and which, in an accentuated form, are with us today.

We have lost a good man and a good citizen, and our sympathy goes out toward the family, who have lost a good husband and father.

PARENTS NEED EDUCATION

THERE is an enrolment this year in the Vancouver public schools, primary grades, of 3,024. The tuberculosis division of the Provincial Board of Health has been carrying out tuberculin skin testing there and 49 schools have been visited, 147 visits having been made. This is a very great service, and should be cordially welcomed.

Children tested were only those whose parents gave written consent, and they numbered 1,559, or 51 per cent. The usual Mantoux test was given, perfectly harmless. Here we have "preventive medicine", something to be greatly desired. But it would seem from the above figures that parents either through not being fully conscious as to the duty, or laboring under some misapprehension, have not acted with that co-operation which is so desirable. Unless they do so, the department cannot carry out what actually is necessary for the protection of the others — *Your Health* (formerly *The Tranquillian*).

DR. C. McC. MOTTLEY

DR. MOTTLEY has resigned from the scientific staff of the Biological Board to accept a posi-

tion in the Laboratory of Fresh Water Biology and Fish Culture of the New York State College at Cornell University.

The many friends whom Dr. Mottley has made among anglers and fish culturists in British Columbia and Alberta will join with the members and scientific staff of the Biological Board in regretting the loss of his services to Western Canada and to the work of the Board, and at the same time in congratulating him on well merited promotion, and in wishing for him that brilliant future that his past performance leads us to expect he will achieve.

Charles McC. Mottley received his early education at Kamloops. He graduated in Arts at the University of British Columbia, and subsequently received the degree of Master of Arts (in 1927) and Doctor of Philosophy (in 1934) of the University of Toronto, specializing in Zoology.

He spent the summers of 1926-29 engaged in salmon and trout investigations for the Board, and joined its full-time staff in 1930 as Scientific Assistant in Biology. His work since then has been especially concerned with trout investigations.

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IMPORTANT SEMINAR

THE Greater Vancouver Health League announces a two weeks' Institute on Sex Education to be held July 5th to 16th. The lecturer, Mr. Henry M. Grant, who has served as Extension Lecturer at the Universities of California and Oregon, the San Francisco State College and the University of California Summer Session, is Executive Director of the Family Relations Centre in San Francisco. Registrations will be taken now at the Health League Office, 1675 West 10th Avenue, Vancouver, Bayview 3531. Registration Fee \$2.50 per ticket. Groups of 10 Registration Fee, \$1.50 per ticket. The Institute will be held in Auditorium at the Vancouver General Hospital.

tours. The first is a motor tour of Scotland and England and has an all-inclusive rate of \$455.00; the second, a tour of Scotland, England, Switzerland and France, including the Paris International Exposition, has a rate of \$490.00; the third, a motor tour of England and a cruise to the northern capitals is offered for \$450.00.

A later trip, leaving Quebec on July 12th on the Empress of Britain and returning on the same ship to Quebec on August 26th, is listed at \$300.00 for a tour of England and Scotland. For an additional \$25.00 a trip to Paris is included.

Interested teachers should write to Miss Lilian Watson, 43 St. George St., Toronto, Ontario.

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LEAGUE

Because of the Coronation, the tours of the Overseas Education League hold special interest for the teachers of British Columbia this year.

Leaving on July 2nd from Montreal on the Duchess of Bedford and returning on August 26th to Quebec on the Empress of Britain, the Canadian teacher has a choice of three

TEACHERS LAUREATED
BY U. B. C.

The B. C. Teacher extends congratulations to a number of teachers who have been granted degrees at the 1937 Convocation of the University of British Columbia. The degree of Master of Arts has been conferred upon Messrs. L. Meadows and N. Sangster, and the degree of Bachelor of Arts upon Messrs. E. A. Gourlay, G. Hardy, C. McLaughlin and J. Terry.

The Department of Extension of the University of Alberta and The Institute of Technology and Art, Calgary, announce the Fifth Annual

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Address inquiries to DONALD CAMERON, Acting Director, Department of Extension, University of Alberta

SECONDARY EDUCATION AT THE CROSSROADS

Two books have recently been published under the titles of "Issues of Secondary Education" and "Special Functions of Secondary Education" that are a challenge to all professionally-minded teachers and administrators connected with such secondary education. Suggestions are being prepared for discussion groups and may be secured by writing to the Committee on Planning, Department of Secondary School Principals of the National Education Association, 5835 Kimbark Ave., Chicago, Ill.



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For information on rail rates see any C. P. R. agent. For reservations write the Secretary-Treasurer, Sky Line Trail Hikers of the Canadian Rockies, Room 318, Windsor Station, C. P. R., Montreal.

WHY NOT PEACE PROBLEMS?

A booklet on commercial arithmetic issued in Berlin recently for use in schools, contains the following problem: "An aeroplane squad of 46 bombers drops incendiary bombs weighing one and a half kgs. each. How much does one cargo weigh? How many fires will be caused if 30 out of every 100 bombs hit their objects and 20 out of every 100 of these cause fires? Bombers fly at 280 kilometers an hour by day and at 240 by night. How long does a flight take from Breslau to Prague?" (Prague is the capital of Czechoslovakia and Breslau is in Silesia, Germany, about 150 miles northwest of Prague).

Canadian Pacific

LEAGUE OF NATIONS INFORMATION

On May 26th League will consider Egypt's request for membership in the League. The entry of Egypt into the League is expected to produce greater stability in the Near and Middle East.

* * *

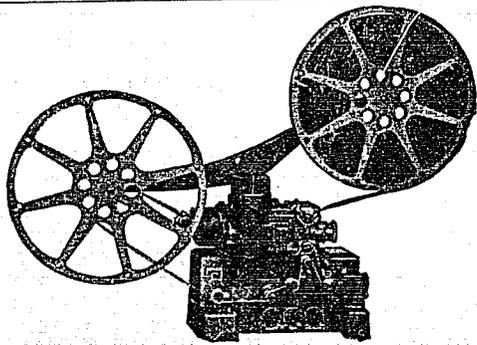
In a note to the League at the end of March, the Mexican Government expresses surprise at the "attitude adopted by certain European governments towards the international problem raised by the Spanish rebellion." Mexico believes that the only effect of the attempts to apply the so-called non-intervention policy, owing to the form they have taken and the time at which they were made, has been to deprive Spain of the assistance which, under international law, the legitimate

government of that country was legally entitled to expect from states with which it has normal diplomatic relations.

* * *

Paraguay, after having given the required notice, has withdrawn from the League of Nations.

Mr. Vito Cianci (Kitsilano Junior High) is planning to attend the Annual Conference on Visual Education held this year in Chicago under the N.E.A. The conference will be held in the Francis W. Parker School, a modern experimental school. After the conference is over Mr. Cianci will visit and work in some of the world's most progressive film manufacturing plants in Chicago and in New York for the purpose of learning the practical side of film preparation and visual equipment.



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What We Are Reading

THE Educational Policies Commission, appointed by the National Education Association and the Department of Superintendence to define policies for American education, has recently published its first pronouncements *The Unique Function of Education in American Democracy*. In this 128-page document the Commission holds that education has a unique function in public administration not only because it passes on the accumulated wisdom of the race and assures its use for ethical purposes, but also because it nourishes and sustains the many public services necessary to our civilization. By virtue of these inherent obligations it is asserted that public education must be accorded administrative distinctions and political freedom consonant with its unique place among the public services.

The Educational Policies Commission was organized early in 1936 to guide the profession in meeting the serious problems confronting American education. This first statement of policy, attractively bound in cloth and boards, was prepared by the Commission in collaboration with Charles A. Beard; the illustrations are by Hendrik Willem Van Loon. It is the cornerstone of a structure of educational policy being erected by the Commission during its five years of service. Other statements are now being prepared relative to the purposes of education, the nature of the school population, the economic effects of schooling and the relationship of education to government. *The Unique Function of Education in American Democracy* is available through the National Education Association at 50 cents a copy.

* * * * *

Pressure upon our space compelled the omission last month of reference to a very timely bit of work by William Le Hardy, *The Coronation Book*, (Hardy and Reckitt, 2 Stone Buildings, Lincoln's Inn, London; 2s 6d). This attractive little book manifests considerable scholarship and originality in its treatment of the history and meaning of coronation ceremonies and will be of interest both for boys and girls and their adult friends. The two page pictures of the coronation processions of Charles II., Edward VI., George IV. and James II., are of an unusual type and help the reader to realize the changes that the centuries have brought since our English kingship was established. This book is particularly well suited for gift purposes this year.

* * * * *

What charming books the youngster of today may have at his disposal! Personally, I have been a youngster, now, for some sixty years and every decade reveals a better understanding of what youngsters really need and want. *How The Earth Is Changing* (Follett Publishing Co., Chicago, 1936) is an example in point. In this 144-page book, Rudolph Bretz presents in popular form the geology with which every normal child would want to be familiar. The wide margins, with their attractive illustrative material and suggestive questions, are admirably planned to stir curiosity. Who doesn't want to know how Nature moves river, how rocks are formed,

what gives water its taste, what ooze is, what drowned river are, how plateaux are made, and so on and so forth? Teachers and school librarians will find this book exceedingly well worth adding to their shelves. Incidentally, this volume is one of a uniform series dealing with various aspects of the story of the world and mankind.

* * * * *

Days of Wrath by André Malraux. Random House, 1936. (\$1.75). H. M. Chevalier has made a sensitive translation of André Malraux's brief and vividly told story of imprisonment in a Nazi concentration camp. Through his suffering, Kassner, the prisoner, realizes how significant the tiny lives of men become when they are dedicated to a common purpose. Here it is the struggle to defeat Fascism that demands the denial of the individual in the service of the new state. Since man is nourished by society, the author says, he can realize his creative possibilities only by identifying himself completely with the social ideal. Malraux makes his brief statement of the Communist doctrine on the two occasions on which Kassner, in a state of mental excitement, becomes aware of the magnitude of his political idea. The first time it is in his prison, when a musical phrase hummed by a guard becomes wild, strange music that surges through his taut body, liberating all the sense impressions of the past from under the weight of his impending madness, until it becomes the call of his victorious army of comrades. Again he senses their inevitable victory, when, fighting through a storm during his aeroplane flight over the Czech border, the common determination of his comrades "rises towards the last russet gleams in the sky with the sacred voice of infinity".—E. L.

* * * * *

Once every long while a book emerges from the huge mass of material printed which is immediately distinguished by its thought about and treatment of certain subjects. A recent one by Arthur E. Morgan, entitled *The Long Road*, is one in which teachers will be interested. It can be obtained for 25c by writing to the National Home Library Foundation, Dupont Circle Building, Washington, D. C.

CORRESPONDENCE

618 McIntyre Block, Winnipeg, Man.,
April 23rd, 1937.

Editor, *The B. C. Teachers*

Sir,—The Educational Statistics Branch of the Dominion Bureau of Statistics has just issued a report on the Conference on School Statistics, October 22nd, 1936. This followed the Conference of the Canadian Educational Association which was held during that week in Regina, Saskatchewan.

On the last page there is indicated for each province the changes recommended in connection with statistical practice, in order to have them followed by all provinces. It would, therefore, be well for the Provincial Organizations, particularly Research Committee, to note these matters.

E. K. MARSHALL,

HIGHLIGHTS OF THE APRIL NEWS

SIX buildings, including four schools, were burned in six Doukhobor settlements in British Columbia on April 4. On April 16 police were called in to remove a recalcitrant group from the Christian Community of Universal Brotherhood. On April 22 two had died and four others of the sect were in the hospital from an ailment suggesting poisoning. And on April 23 Peter Veregin, Jr., head of the community of 1200 "souls", was sentenced to three months hard labor for driving to common danger.

A truce in the internal feud in Social Credit ranks made it possible to pass the Social Credit Act, consolidating previous legislation for Social Credit and consumers' dividend, and appointing a board of the House to select a commission of experts to administer it. The Legislature gave it a third reading on April 13 and adjourned to June 7.

3700 employees of General Motors began a strike at Oshawa on April 8. While Mayor Alex Hall declared he would not allow the Dominion or Provincial Governments to intervene with police or militia, Premier Hepburn hastened to place his government on the side of law and order and big business. In the process he secured the resignations of Attorney-General Roebuck and of Minister of Welfare, Labor and Municipal Affairs Croll on April 14 and of the senior solicitor of the Attorney-General's Department and the Deputy Minister of Municipal Affairs. The strike ended on April 23 with an agreement signed in Hepburn's office.

Nova Scotia on April 8 recognized by law the right of employees to organize trade unions and bargain collectively.

Great Britain views with "grave apprehension" the possibility of an unrestricted naval armaments race and would welcome an opportunity to ratify the Lon-

don Treaty of 1936 with France and the United States, First Lord of the Admiralty Hoare declared on April 16.

Next to Coronation preparations the Government's non-intervention policy towards Spain has been the chief focus of public interest in Great Britain. On April 12 Foreign Secretary Eden found it necessary to defend that policy once more and predicted an ultimate stalemate and "peace without victory" in the civil war. Meanwhile on April 6 the situation was complicated by an insurgent air attack on the British destroyer Gallant. On April 11 the Government warned six merchant vessels against attempting to enter the beleaguered Basque capital, Bilbao, which brought a protest from the Basque Government against "Baldwin's blockade". On April 15 the Italian Government was even willing to discuss withdrawal of "volunteers", maybe because disgruntled settlers for Abyssinia didn't fight too well when they learned how they had been duped. Finally on April 19 the official four-navy blockade by 27 countries against war supplies and volunteers began. On April 20, 23 and 25 six British vessels ran the blockade of Bilbao. Finally on April 26 the Government hinted it might change its policy and at the same time protested to the Spanish insurgent the interference with British shipping beyond the three-mile limit.

In Spain the Government has been more than holding its own excepting in the Basque provinces. There, however, Durango and Bilbao fell under an insurgent siege early in the month in which Gen. Mola threatened the provinces with "literal destruction". On April 23, 1500 regular Italian artillerymen paraded through San Sebastian to aid in the siege and on April 26, after a merciless German air bombardment of defenceless citizens, Durango fell into insurgent hands. Meanwhile insurgent troops at

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University City were cut off by Madrid forces and Government forces advancing in Cordoba province so weakened insurgent morale that on April 22 175 infantrymen killed their officers and surrendered in a body. Mutinies also broke out at Salamanca on April 24 and in southeastern Granada.

Col. de la Rocque on April 5 defied Premier Blum to break up his French Social Party, which the Government declares is his Croix de Feu under a new name.

Cardinal van Roey, Primate of Belgium, declared on April 9 that Degrelle's Rexist Party was a danger to country and church, that the duty of all loyal Catholics was clear and that "all abstention must be reprov'd". In the by-election on April 11 Premier Van Zeeland polled 275,840 votes to Degrelle's 69,242.

A joint declaration on April 5 gave Belgium freedom of action by releasing her from her promise to aid either Britain or France in case they were aggressively attacked.

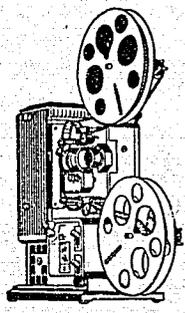
Dr. Hjalmar Schacht, German Minister of Economics, expressed a personal opinion on April 14 that real improvement in the European economic situation depends on a settlement of political problems. George Lansbury, who resigned leadership of the British Labor Party over the sanctions question, secured from Chancellor Hitler on April 19 a declaration that Germany would not absent itself from any international co-operation for which success was hoped.

The religious question in Germany is still unsettled and may yet produce far-reaching results. We note the following developments: April 4, Gen. Ludendorff secures official recognition of his neo-

paganism and proclaims open war against Christianity and the "caste" of priests. April 7, three Catholic priests and four laymen are charged in Berlin for high treason in a vast conspiracy of Catholic priests and Communists to overthrow the Nazi regime. April 9, according to a Lorraine newspaper the Bishop of Trier was cheered for denouncing the Nazis for faking the recent referendum on religious schools. April 9, freedom of thought, religion, self-expression and trade is demanded in a "Declaration of Independence" secretly circulated throughout Berlin. April 13, the Reich will not tolerate interference in its internal affairs, the Pope is warned. April 15, some Nazis are believed sponsoring a "National Catholic Church", separate from Rome. April 25, it is reported more than a thousand Protestants demonstrated for four hours against police efforts to suppress a Confessional Synod meeting at Darmstadt in the previous week. All Jewish meetings other than synagogue worship were also banned and Bnai Brith broken up in a series of police raids on April 19.

Gen. Goering on April 2 ordered drastic restrictions in the industrial use of iron and steel in Germany.

Restoration of the Hapsburg monarchy will have to wait a long time said Chancellor Schuschnigg of Austria on April 8. He also believed world rearmament was preparing the way for disarmament. After arrest of 90 Nazis on Hitler's birthday, April 20, and 20 more later, the Chancellor on April 24 denied the truth of the Italian prediction Nazis would soon be admitted to his cabinet. Italo-Austrian and Italo-German conversations on April 22-26 produced no definite agreement on central European policies.



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After the seizure of 25 Nazi leaders on charges of high treason, Premier Daranyi of Hungary gave warning on April 18 the country would not tolerate "dictators".

Read out of the Rumanian royal family on April 10 because he would not give up his wife, a commoner he married in 1931, Prince Nicholas was on April 15 championed by the Fascist Iron Guard. He repudiated the connection, however.

Italy on April 10 decided to spend \$4,500,000 on a naval base at Assab, Eritrea, opposite the British fortified city of Aden.

In the Japanese general election of April 30 the bulk of the elected candidates were of the "constitutional" parties, Minseitō and Seiyūkai, but the army-supported premier says he has no intention of resigning.

The South African Government on April 2 culminated a three-year anti-Nazi drive in Southwest Africa by prohibiting all but British subjects from public bodies and political organizations. The immediate response was boycotting of the courts and drafting a protest to the League of Nations.

The Chrysler automotive strikes ended on April 6 by an agreement to recognize the U. A. W. A. as the collective bargaining agency of its members. Eleven men were shot down on April 11 in Galena, Kan., in front of the headquarters of a C.I.O. union in an anti-C.I.O. demonstration. National guards intervened with gas and shotguns to halt a shoe strike in Maine on April 21 and a cannery strike in California on April 23. The Supreme Court on April 12 upheld the Wagner Labor Relations Act, 5 to 4, on four cases and unanimously on the fifth. On April 26 three important U. S. Steel subsidiaries abandoned employee representation plans in deference to the Act. —J. E. G.

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- BIOLOGY 1(b)—Andrew H. Hutchinson, M.A. Ph.D., F.R.S.C., Professor.
- CHEMISTRY—Refresher Course—E. H. Archibald, B.Sc., A.M., Ph.D., F.R.S.E. & C., Professor.
- CHEMISTRY 1—William Ure, M.A.Sc., Ph.D., Assistant Professor.
- CHEMISTRY 3—R. H. Clark, M.A., Ph.D., F.R.S.C., Professor.
- ECONOMICS 1—J. Friend Day, M.A., Associate Professor of Economics and Commerce.
- ECONOMICS 5—Donald S. Watson, B.A., Ph.D., Instructor in Economics, George Washington University, Washington, D.C.
- ECONOMICS 12—G. F. Drummond, M.A., M.Sc.(Econ.), Associate Professor.
- SOCIAL SERVICE 5 and 6—Miss Dorothy King, B.Sc., Acting Director, Montreal School of Social Work.
- EDUCATION 11—William G. Black, M.A., Ph.D., Associate Professor of Psychology and Education.
- EDUCATION 21—Albert Sydney Raubenheimer, A.M., Ph.D., Professor of Education and Acting Dean of the College of Letters, Arts and Sciences, University of Southern California.
- EDUCATION 22—Everett Wesley Hall, A.M., Ph.D., Associate Professor of Philosophy, Stanford University.
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- ENGLISH 9—E. J. Pratt, M.A., Ph.D., Professor of English, Victoria College, University of Toronto.
- ENGLISH 10—J. M. Lothian, M.A., Professor of English, University of Saskatchewan.
- ENGLISH 19—R. K. Gordon, B.A., Ph.D., Professor of English, University of Alberta.
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- FRENCH 2—Mme. E. Sanderson-Mongin, Officier d'Academie (France), Assistant Professor of French, Victoria College.
- FRENCH 3(a)—A. F. B. Clark, B.A., Ph.D., Officier d'Academie (France), Professor.
- GEOGRAPHY 1—H. V. Warren, B.A., B.A.Sc., B.Sc., D.Phil., Lecturer.
- GEOGRAPHY 3—S. S. Visser, M.A., M.S., Ph.D., Professor of Geography, University of Indiana.
- GERMAN (Beginners)—Miss Joyce Hallemore, M.A., Ph.D., Instructor.
- GERMAN 1—E. K. Heller, Ph.D., Assistant Professor of German, University of California.
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- HISTORY 15—F. H. Soward, B.A., B.Litt., Professor.
- HISTORY 19—J. A. H. Imlah, B.A., A.M., Ph.D., Professor of History, Tufts College.
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- LATIN 22—Lemuel Robertson, M.A., Professor.
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- PSYCHOLOGY 5—J. W. Bridges, M.A., Ph.D., McGill University.
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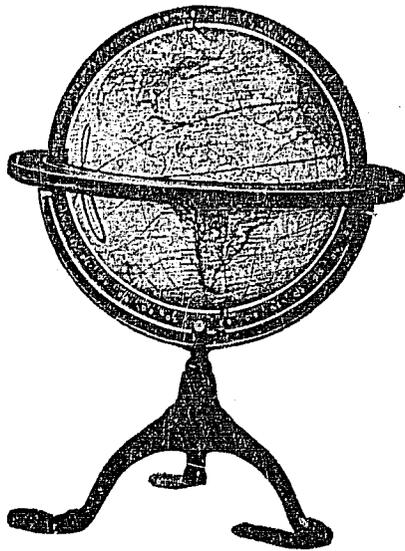
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