

DECEMBER - 1961
VOL. 41 - NO. 3



B.C.T.F. CREDIT UNION

1815 West 7th Ave.
(at Burrard)
Vancouver 9, B.C.

FELLOW TEACHERS!

BORROW WITH CONFIDENCE

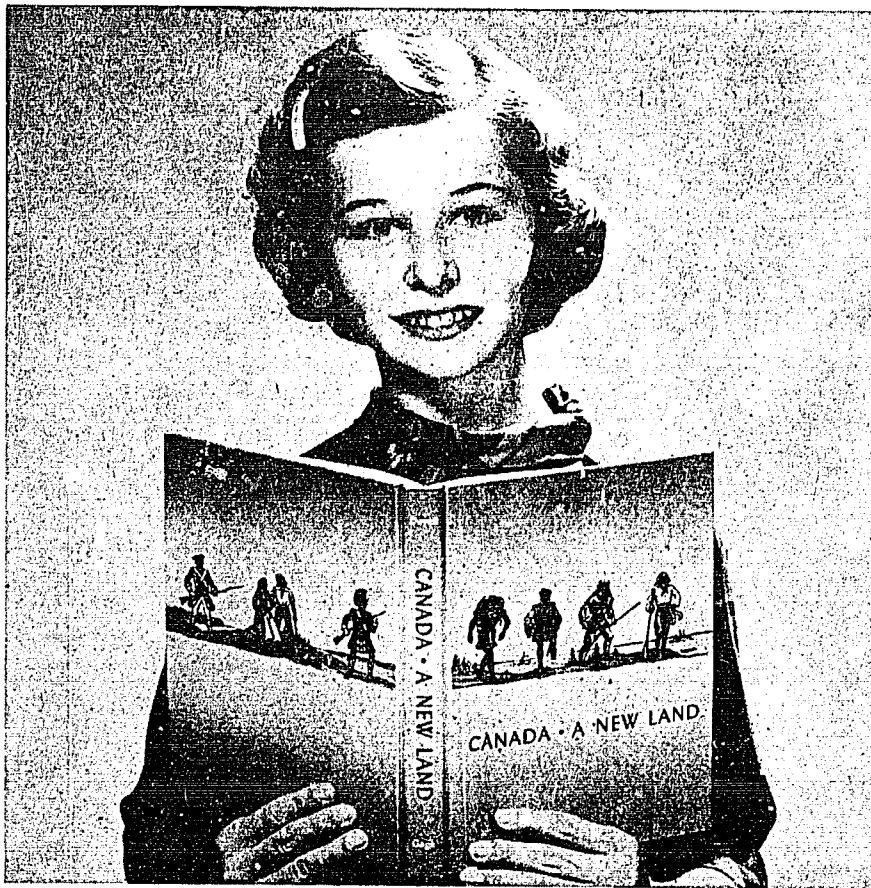
from **YOUR** B.C.T.F. CREDIT UNION

- ★ Our Service is Fast and Convenient
- ★ Payments are excused during the summer months
- ★ You borrow from your own group who are sympathetic with your problems
- ★ All loans are insured (to a maximum of \$10,000).
Thus, all debts die with the debtor
- ★ We finance car purchases for any amount
- ★ Our rates are reasonable (comparable to a bank personal loan rate)

HERE IS A COMPARISON OF CHARGES FOR A LOAN OF \$300 PAYABLE IN 12 MONTHS

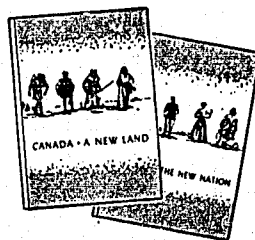
	BANK "A"	CREDIT UNION
Cost per month	\$ 26.50	\$ 26.20
Pay total (12 months)	318.00	314.40
Total interest paid	18.00	14.40
Cost per \$100	4.71	4.12

Not for Profit — Not for Charity — But for Service



THROUGH A TEACHER AND A TEXTBOOK SHE THRILLS TO CANADA'S PAST

Young eyes shine with new understanding as Canada's historic past burgeons into dramatic, liveable reality, skilfully guided by a teacher and a textbook. These two new Gage textbooks, *Canada—A New Land*; and *Canada—The New Nation*, by Edith Deyell, for Grades 7 and 8, are written with such charm, warmth and color that children feel they are actually experiencing history.



GAGE  **TEXTBOOKS**
DIVISION OF W. J. GAGE LIMITED
Box 550, Scarborough, Ontario

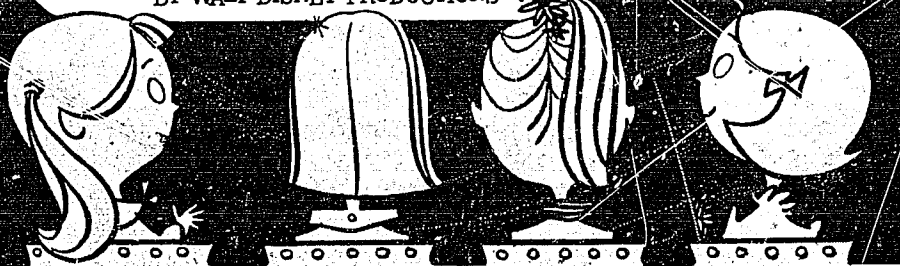
62-19

THE FINEST
FILM OF
ITS KIND

the Story of Menstruation

BY WALT DISNEY PRODUCTIONS

PREFERRED BY
EDUCATORS
THROUGHOUT
THE WORLD



Unequaled in its reassuring presentation of important menstrual hygiene facts. Produced under the guidance of outstanding authorities in the medical and educational fields to insure accuracy. Beautifully animated to encourage understanding without personal involvement.

In sound and colour. Available FREE on short-term loan. ALSO FREE from the makers of Kotex napkins... the most complete selection of teaching aids ever offered on the subject of menstrual hygiene. Simply indicate quantity of materials needed, and mail coupon today!

Kimberly-Clark Canada Ltd., Educational Dept. BCT-6112 2 Carlton St., Toronto 2, Ont.

Date wanted (allow ten days)..... Please send me free (except for return postage) your 16 mm. sound and colour film "The Story of Menstruation."

2nd choice.....

3rd choice.....

Number of days needed..... Name..... (please print)

Also send..... Booklet, "You're a Young Lady Now" (for girls 9-11)..... Position.....

..... Booklet, "Very Personally Yours" (for girls 12 and over)..... School..... Grade.....

..... Teaching Guide.....

..... Teacher's Pamphlet, "At What Age Should a Girl Be Told About Menstruation?"..... Street.....

..... Menstrual Physiology Chart..... City..... Prov.....

..... Kotex Demonstration Kit (for teachers of 4th, 5th and 6th grade girls).....

..... Information on free Kotex vending machine service.....

NOTE: Material will be sent to teachers and authorized personnel only.

KOTEX is a trademark of Kimberly-Clark Canada Ltd.

the BC teacher

IN THIS ISSUE

We continue on page 89 the series of articles by Gerald Nason about the school system in Russia, as he observed it during the two-week visit three Canadian teachers made last spring.

On page 92 readers will find another article by J. A. Spragge on the new Teachers' Pensions Act. In this article he points out certain deficiencies which will require study and correction.

Ian D. Boyd, a past president of the Federation, went to New Delhi, India, last summer as one of the Canadian delegates to WCOTP. On page 95 will be found his report on the sessions of the conference.

Dr. G. P. Mason thinks too much dependence is placed upon the results of intelligence testing. His discussion of this matter commences on page 98.

We have another article from John Taylor, our teacher in Sarawak. See page 112.

THE COVER PICTURE

This lovely scene is in Rogers Pass, in the mountains west of Golden. The picture is courtesy of the Photographic Division of the B.C. Department of Recreation and Conservation.

EDITORIAL BOARD

STAN EVANS,
Editor and Business Manager.

A. BARBARA MACFARLANE,
Associate Editor.

ESTHER G. HARROP
K. M. AITCHISON
H. S. JOHNSTON
F. P. LIGHTBODY
C. D. OVANS

EDITORIAL OFFICE: 1815 W. 7th Avenue, Vancouver 9, B.C. Published every month except June, July, August and September. Advertiser's copy received up to the 1st of the month preceding month of publication.

Annual Subscription, \$2.75;
Federation Members, \$2.00.

Authorized as Second Class Mail, Post Office Department, Ottawa, and for payment of postage in cash.

Member

EDUCATIONAL
PRESS
ASSOCIATION
OF
AMERICA

Printed by Evergreen Press Limited



DECEMBER, 1961

PUBLISHED BY THE BRITISH COLUMBIA TEACHERS' FEDERATION
Affiliated with the Canadian Teachers' Federation

VOLUME XLI, No. 3

DECEMBER, 1961

TABLE OF CONTENTS

FEATURES

The Soviet School Curriculum	- - - - -	Gerald Nason	89
Further Adjustment Needed	- - - - -	J. A. Spragge	92
Teachers Around the World	- - - - -	I. D. Boyd	95
The Abuse of Intelligence Tests	- - - - -	G. P. Mason	98

DEPARTMENTS

The Editor Comments	- - - - -	87
On Your Behalf	- - - - -	101
For Your Information	- - - - -	104
Across the Desk	- - - - -	105
New Books	- - - - -	106
About People	- - - - -	109
It's News to Us	- - - - -	110

MISCELLANY

A nool in the Tropics	- - - - -	J. K. T. Taylor	112
-----------------------	-----------	-----------------	-----

B.C.T.F. OFFICERS AND STAFF

President.....	K. M. AITCHISON, Burnaby
First Vice-President.....	H. M. PALSSON, Sooke
Second Vice-President.....	J. W. STEWART, Coquitlam
Secretary-Treasurer.....	F. J. CAIRNIE, Victoria
General Secretary.....	C. D. OVANS
Assistant General Secretary.....	STAN EVANS
Executive Assistant.....	J. A. SPRAGGE
Executive Assistant.....	W. V. ALLESTER

85

B.C.T.F. Co-operative Association

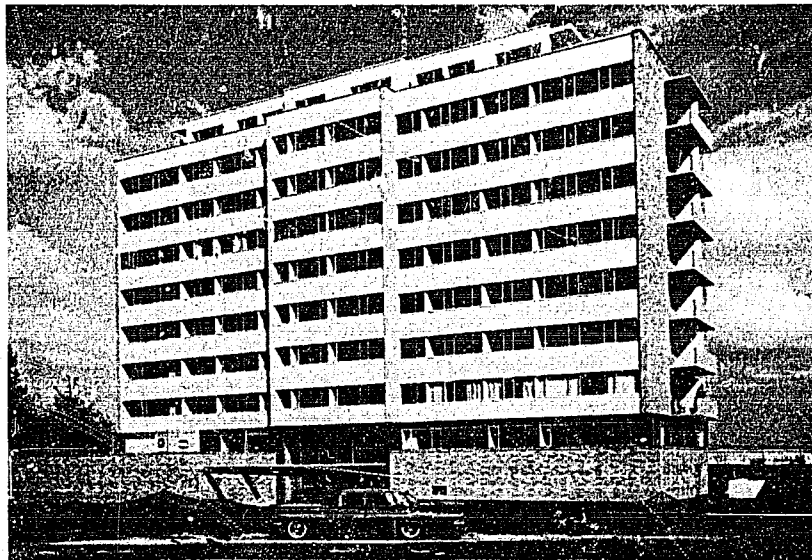
1815 West Seventh Avenue
Vancouver 9, B.C.

Phone RE gent 1-812

OFFICE HOURS:

Monday to Friday, 9 a.m. - 5 p.m.
Saturday, 9 a.m. - 12 noon

Here is beautiful OAKMONT PLAZA
— with luxury suites for sale —



- ★ Situated at 5926 Tisdall Street in distinctive Oakridge area
- ★ Conveniently near Woodward's Oakridge shopping center
- ★ Ample carports and parking spaces available for sale
- ★ With swimming pool — fully equipped laundry room — individual lockers — spacious mezzanine, fully carpeted and furnished with Italian Provincial furniture
- ★ Magnificent views in all directions
- ★ One, two and three bedroom suites available and two penthouses virtually "out of this world"

TEACHER DISCOUNTS
5% ON ALL SUITES

- ★ Terms may readily be arranged — Simply call the Co-op office in the Federation Building

BORROW WISELY or SAVE WISELY

—

Use the services of your own Association

Those Report Cards

TEACHERS ARE completely dissatisfied with being faced with trying to put into practice some recommendation of the Department of Education without having the necessary background information. The latest example of this is the revised Report Card to Parents. The cards were distributed to schools with completely inadequate direction for completing them. In fact, although the first reporting has been made to the parents, the Department of Education has still not provided the teachers with the required direction.

We understand that ultimately a circular, revising the section of the Administrative Bulletin on reporting to parents, will find its way to the teachers. Could it be a case of acting first and thinking later?

The change in the Report Cards for the intermediate and secondary students calls for reporting the progress in school subjects by letter grades which have specific percentage values. "A" represents a mark of 86 to 100%; "B" 73-85%; "C+" 67-72%; "C" 60-66%; "C-" 54-59%; "D" 40-53%; "E" under 40%. The primary grade report card requires a five-point grading from A to E.

In defence of such a system, it must be said that it was recommended by the Chant Commission. On page 438 the Commission Report states, "All things considered, the Commission recommends that a percentage system be used as the simplest procedure for reporting to parents . . .

"The above recommendation is made in the belief that it is the most readily understood form for parents, and that no system has been, or can be, devised that will satisfy all of the conflicting views that were expressed in the briefs and at the hearings. Furthermore, after a study of various systems of reporting that are in use elsewhere, the Commission had to conclude

that there is no system that is not open to criticism on some grounds. The Commission considers that the reorganization of the public school system as recommended in this Report will overcome much of the objection to reporting percentage marks, because pupils of certain levels of ability will be classed with those of similar ability."

Note the last sentence. The Commission very definitely tied in its recommendation to use the percentage system with its recommendations to reorganize the public school system. But what has happened? The Department of Education, through its established procedure of piecemeal legislation, again is guilty of implementing one recommendation without considering all others related thereto.

What is the educational implication of suddenly decreeing that Report Cards should report pupil achievement by percentage marks or by letter grades indicating specific ranges of percentage marks? For several subjects such a system is diametrically opposed to the stated philosophy of education in B.C. The report cards require a percentage or letter grade rating for such subjects as Health, Physical Education, Art and Music.

We quote from pages 201 of the Program of Studies for the Primary Grades and 87 of the Program of Studies for the Intermediate Grades:

"The provision of courses in Health implies that there is a place for specific instruction and guidance in matters pertaining to the health of the child. It does not imply that 'Health' is a subject in the traditional sense of the term. It cannot be confined to a particular period. Nor can it be 'covered' in a certain length of time or a specific number of units. Health is not merely a matter of mastering prescribed skills or a specific body of technical knowledge. Health in-

struction is fundamentally different from instruction in the traditional spheres of learning as suggested by the following concepts:

"(3) Health instruction has the same general objectives in Grade VI as it has in Grade I. This means that it is not so much a matter of mastering subject-matter as it is of keeping pace with the constantly changing needs and interests of the pupil. The subject-matter must change, but in doing so it must not become an end in itself. Whatever the grade or the subject-matter may be, the essential objective is promoting the health of the child."

Surely the above excerpts point out that Health Education is different from other subjects and should, therefore, not be graded in the same manner by a five- or seven-point scale. But the revised report cards require such a grading.

The Program of Studies for the Primary Grades, page 269, says, "Evaluation of the art work of children presents a very different problem from evaluation of work done by mature artists. With this in mind, teachers should assess the creative effort made by the child rather than base judgment solely on the tangible results. The grading of children's work A, B, C, etc., should not be undertaken at this stage."

Yet the Primary Report Card calls for a letter grade rating for the subject of Art.

Page 274 of the Intermediate Grade Program of Studies specifically states, "It is suggested that the following procedures would be harmful:

"(2) Grading the work in some manner, such as 9 out of 10, or A, B, and C."

This excerpt states that Art should not be marked with letter grades, but such are required on the report card.

The sections on Music and Physical Education in the Intermediate Grade Program of Studies (pages 124 and 316) indicate that pupil achievement in these subjects should not be marked as indicated on the report card.

Surely it is not unreasonable to expect that the educational experts who comprise the Department of Education can propose a report card which reflects the stated educational philosophy of that Department as printed in the official programs of studies. We know they have the ability so to do.

The brief of the B.C. Teachers' Federation to the Chant Commission (page 27) stated, "We suggest that reporting be subject to study on the part of teachers, principals and local superintendents." If the present revision represents the best efforts of the Department of Education, the need for the additional guidance from teachers and principals, as proposed above, is most sorely required.

We do not intend to present here the long list of arguments against a percentage rating of pupil achievement, but this excerpt from the submission of the Vancouver School Board to the Chant Commis-

sion is significant (page 47): "Doubtless there will be suggestions that pupil achievement be rated in terms of 'absolute' standards: in percentages; in scores from standardized tests where comparisons can be made with norms; or in standard scores. Percentages are probably the least meaningful. Scores from standardized tests would serve the purpose if they were based on what is being taught locally, if related to reliable local norms, and if properly interpreted by the parent. Standard scores would provide numerical ratings, which would appeal to parents, but again there are the problems of conversion from raw scores and proper interpretation."

The Commissioners recognized the complexity of the problem of establishing the most desirable system of reporting. In their opinion, the percentage system constitutes "... the simplest procedure for reporting to parents." But is the simplest procedure necessarily the most informative?

Let us assume that the revised report card is not only the "simplest" but the "best." Surely efficiency and common decency would dictate that the teachers, the people who have to make the changes work, should be given adequate indication of the reasons behind the changes and some guidance as to how the changes can be made to work. As it is, the teachers have been compelled to issue the reports to parents without guidance from the Department of Education. The result has been greater confusion than ever.

The parent now has received a report card which, in some instances, requires it be marked in a manner completely contrary to the stated philosophy of the Department of Education, a report card on which the letter grade says one thing but means something entirely different. Is this progress?

There should have been no change in the report cards without some responsible group's undertaking a careful study to ensure the most effective form of report and a report card which is in keeping with the stated philosophy of the Department of Education. Then, when the most desirable report card had been determined, it should not have been put into use without adequate notice and instruction to the teachers.

The Federation through the customary procedure of a delegation to the Deputy Minister has already protested the changes made in the report cards. Moreover, Federation representatives on the new Professional Curriculum Committees have voiced criticisms of specific details.

It is time that the Minister of Education paid a little more attention to the considered submissions of the teachers through their professional organization, the B.C. Teachers' Federation. This would be one way to prevent a repetition of the completely unnecessary confusion resulting from a poorly conceived report card, hastily and inefficiently thrust upon the teaching body and the parents of the province.★

THE B.C. TEACHER

The Soviet School Curriculum

GERALD NASON

A GREAT MANY Canadians seem to have decided once and for all that the Soviet school curriculum is far ahead of our own. After visiting those schools and giving careful thought to what I saw, I cannot agree.

While in the Soviet Union, we did see things which led us to believe that unqualified or unobservant visitors might easily leap to the conclusion that Soviet schools are at least three grades ahead of us, particularly in mathematics and physics. In Leningrad, for instance, we saw a Grade X class in mathematics doing binomial expansions with great alacrity and proficiency! In Canada this topic is usually reserved for seventeen- and eighteen-year-old students in Grade XII or XIII, and I readily admit that my first reaction was gloom over our apparent three-year lag in this "tool subject" of the '60's.

However, it must be remembered that most Soviet students enter Grade I at seven years of age. A little thought will reveal that, in Grade X, those same students are about 17 or 18; moreover, according to the old pattern at least, Grade X is the final year of their secondary education. Thus the topic of binomial expansions really appears at about the same place in the mathematics course in both countries!

This is but one example of the danger of taking apparent differences in the curricula of the two countries at face value. It may well be that much of the panic regarding subject matter has been ill-advised.

There are, of course, many differences but the differences are chiefly in kind and curriculum pattern, rather than in amount of ground covered by the end of secondary school. Where the differences do relate to amount of ground covered, they are not all in the Soviet favor. (As mentioned in a previous article, the humanities seemed to us to receive less adequate treatment than the mathematics and sciences.)

Uniform Curriculum

Although there is a Ministry of Education in each of the fifteen republics, the curriculum is almost completely uniform across the entire USSR. The only exceptions are those made to provide for some teaching of the republic's own "national" language (Russian in the Russian Republic, Ukrainian in the Ukrainian Republic, and so on).

Canadian principals and vice-principals who spend hours of hot summer frustration over time-tables might be forgiven any wistful glances at the lot of their Soviet counterparts in this respect. In the USSR, the individual student is allowed absolutely no choice of subjects. Every student takes every subject listed in every grade!

	GRADE										
	1	2	3	4	5	6	7	8	9	10	11
PERIODS PER WEEK	24	24	26	29	35			39			
DURATION OF PERIODS (IN MINUTES)	35	45	45	45	45-min.			45-min.			
SUBJECT											
Arithmetic	x	x	x	x		x	x	x			
Algebra					x ²	x	x	x	x	x	x
Geometry					x ²	x	x	x	x	x	x
Trigonometry									x	x	x
Natural Science				x							
Biology					x	x	x	x	x ⁵	x	
Physics						x	x	x	x	x	x
Chemistry							x	x	x	x	x
Astronomy											x
Language (writing, reading, composition, etc.)	x	x	x	x	x	x	x	x			
Literature					x	x	x	x	x	x	x
Singing	x	x	x	x	x	x	x	x			
Foreign Lang.					x	x	x	x	x	x	x
History				x ¹	x	x	x	x	x	x	x
Geography					x	x	x	x	x ⁴	x	
Drawing	x	x	x	x	x	x ³					
Drafting							x	x			
Physical Educa.	x	x	x	x	x	x	x	x	x	x	x
Hand Crafts	x	x	x	x							
Useful Labor	x	x	x	x	x						
Shopwork					x	x	x	x	x	x	x
Facultative Study	x	x	x	x	x	x	x	x	x	x	x

¹ Interesting stories from the history of the republic concerned.

² Elementary concepts only.

³ (Our notes show no entry here — possibly an error.)

⁴ Economic geography.

⁵ Chiefly Darwin's theory.

The chart shows the distribution of subjects through the eleven grades of the Soviet "secondary" school. If there are inaccuracies in the chart, they are probably minor for the information was translated for us directly from the official course of studies. It can be seen that the course of studies in the early grades is like ours in many respects, although the length of the periods in Grade I (for instance) may seem somewhat overpowering. As with so many features we observed, however, this needs interpretation to avoid misunderstanding. The thought of a thirty-five minute writing lesson in the first grade appalled us — until we saw one. In actual practice, the teacher provided little breaks for singing, stretching or word games about every ten minutes or so, and the result was a happy and familiar one.

Extra-Curricular Program

The term "Facultative Study" (at the bottom of the chart) is used to designate the extensive extra-curricular program which is conducted in out-of-school hours in separate buildings by (for the most part) separate staff. It is compulsory for every student to participate in regular meetings of at least one interest-group (or "circle") under this program. Circles are conducted in subjects such as literature, chemistry, physics and mathematics, as well as in less academic areas such as photography and music. It appeared to us to be a highly organized program of "enrichment" and practical application of theories learned in school, set in the framework of the Communist youth organizations.

The subjects taken in each grade will be clear from the chart, but the time given to each is not shown. We do have at least some information on the percentages of total school time allotted to the different subject areas in Grades V-VIII (as estimated by Soviet teacher officials) and this is listed below.

Academic subjects*	43%	of school time
Science subjects	35%	
Technical Subjects		
Classes	6%	
Shops	10%	
Total	16%	
Physical Education	6%	
* (probably includes mathematics)		

Soviet teachers claim that the most notable difference between their curriculum and ours is in the policy underlying their earlier introduction of certain of the mathematics and (to a lesser extent) the sciences. They claim that this feature gives their students from Grade V or VI to the end of secondary school a broader range of subjects than is available in the same levels in Canadian schools, where physics, algebra and geometry (for instance) are withheld until the later grades. Again, when one compares on the basis of age instead of grade, these differences are not as great as they might appear at first glance, but there is certainly some truth to their claim. Which

approach is more pedagogically sound is left to the reader's conjecture.

For students in both countries who complete secondary schooling there seems to be little advantage (in terms of subject matter covered) on either side. Therefore, the only practical result of this difference would seem to apply in the case of students who, for one reason or another, drop out of school before completing the secondary course. Apparently this group is growing. According to Soviet teachers, only 55% of the secondary students today are taking full-time day courses. The rest have left school for the workaday world and are completing their secondary education by evening study. This trend is being encouraged by the Soviet government and education officials who apparently see a value — educationally as well as economically — in this method.

Work Education

It is obvious that, prior to 1958, there was mounting concern in the Communist Party over the younger generation who, along with their more extensive education opportunities, seemed to be acquiring a disdain for the blue-collar worker. This development was particularly disturbing since it is the working class which is given credit for bringing about changes which provide these very educational opportunities.

In a centrally planned state, reform comes quickly. The Party apparently decided that closer personal contact with manual labor would increase student respect for manual work and workers, and that all students should henceforth be required to get their hands dirty in the course of their schooling. Accordingly, work experience made its entry into the Soviet school program almost overnight.

There is really a two-pronged work-program in effect: useful labor; and work or vocational training. Both begin early and continue to the end of schooling, and Soviet principals told us very frankly that the effective blending of the academic and work-experience parts of the program posed their greatest single educational problem.

"Useful labor" usually consists of performing necessary but menial tasks in the school or community. It is not uncommon to walk through the corridors of a Soviet school during a break period and, out of the corner of your eye, spot a Grade III or IV child down on her knees scrubbing the classroom floor. This is her contribution of useful labor. We were, in fact, told that it is customary for students to give their entire school a cleaning once every month. Less unfamiliar forms are chores such as watering plants and cleaning blackboards. To yield to the obvious temptation of likening these assignments to the system of tasks and monitors found so often in Canadian classrooms is to miss the ideological point. Doing one's part to help keep one's classroom tidy is usually viewed as an incidental part of the training in Canada. In the Soviet Union, far more stress is laid on

this part of the program and there are even almost mystic relationships with the all-pervading collectivistic ideology of Communism as well as with the more vocationally centered "work training."

Beginning about Grade V, the early "work training" in simple hand crafts (cutting, pasting, etc.) shifts to woodworking and sewing classes not unlike ours. The training and shops become gradually more and more vocational in nature until, in Grades IX-XI, the student spends the equivalent of two full days out of his six-day school week at a local factory. Unless he can produce a certificate of satisfactory achievement and proficiency from this factory, he is not allowed to graduate from secondary school.

This work experience is not by any means time wasted, and it does have its happier aspects. One very good thing about it, in my opinion, is that Soviet vocational classes produce items which will actually be used — and useful! One Grade V class we saw was making benches for a local kindergarten. A Grade X class in metal-work was making cutting-pliers and other tools which — provided they met specifications — would actually be used in production by workers in the factory affiliated with their school.

Most Soviet schools are "adopted" by a factory in the vicinity and the kind of work training usually varies according to the type of production in the affiliated factory. As a matter of fact, even the physics laboratory in one school we saw, which was affiliated with a plant producing electrical reducers, reflected this affiliation through its abundance of electrical equipment.

A very fine relationship appears to be built up between the workers in the affiliated factory and the students. During the year, there may be ceremonies at which a workers' committee thanks the students for their help in meeting the plant's production target. The whole system seemed to me to lend a sense of purpose and accomplishment which may be lacking in at least some Canadian vocational training programs.

Marks and Exams

Soviet students encounter only two sets of formal examinations in their school lives: one at the end of Grade VIII; and the other at the end of Grade XI. (Before The Reform, these occurred at the end of Grades VII and X.) At all other grade levels, marks are assigned "on the spot" for almost every piece of daily classroom work and home work and these marks are entered (as they are given) in both teacher's and pupil's record books.

Marks are allotted according to a system taught in the teacher-training institutions — a system which is uniform throughout the USSR. A mark of "5" is excellent; "4" is very good; "3" is satisfactory (the passing mark); "2" is poor; and "1" is very poor indeed. The basis for awarding these marks is outlined explicitly in a pamphlet issued to teachers-in-training.

Both sets of formal exams are at least partly oral. At the Grade VIII level, there is an oral exam in Russian language and literature. There are also two written exams: algebra and arithmetic (combined); and the reproduction of a story read aloud (to test ability to recall and paraphrase). These two are completed in a sitting of three hours at most.

At the Grade XI level, there are oral exams in algebra, geometry, history, physics, chemistry and a foreign language. The only written exam is in Russian literature. It lasts for up to six hours and consists of an essay on one theme chosen by the student from three based on works which have been studied. The essays are read by an examination board of four of the school staff, each of whom assigns his own mark; then there follows consultation where necessary to arrive at a joint mark. If there are more than five mistakes in grammar, a mark of "1" — the lowest possible — is automatically assigned.

In the case of subjects to be examined orally, each pupil is given a printed pamphlet of questions two or three months before the examination. In the pamphlet, the questions are arranged in groups of three and a number is assigned to each group. On the day of the exam, the pupil enters the examining room alone when his turn comes, selects a numbered ticket from twenty-one tickets scattered face-down on a desk, and shows it to the examining board. He then looks up the question-group with the corresponding number in the examination pamphlet, has a few minutes to arrange his thoughts (he may make a few guide-notes if he wishes), and proceeds to deliver his answers orally to the members of the board. If need be (in an algebra exam, for instance), the student may use the blackboard for illustration. Following his statement, the board may question him further, but we were told that each question is pursued only until the board is satisfied that it can judge the student's knowledge of the subject and not until the question is exhausted.

The board for oral examinations is made up of the school principal, a staff teacher of the subject, and two teachers of the subject from other schools. We were told that a class of 25-30 students could be put through the oral exam in a subject in 6-8 hours.

As mentioned in a previous article, success in the Grade XI exams is rewarded with the National Certificate, but this in no way ensures admission to post-secondary education. To obtain a place in the post-secondary institutes or the university, competitive exams must be written — and there are three aspirants for every place available!

I couldn't help noting, however, that once admitted to the university or institute the students' worries are almost entirely academic. The ogre of finances, lurking in the consciousness of most Canadian university students, is non-existent — thanks to a generous system of state stipends, and free accommodation and tuition. ★

Further Adjustment Needed

J. A. SPRAGGE

Mr. Spragge makes a further analysis of the new Teachers' Pensions Act and points out certain deficiencies which must be considered, and remedied in the future. Certain of the problems are already under study by a Federation committee.

IN THE SEPTEMBER-OCTOBER issue of *The B.C. Teacher*, the principal provisions of the new "Teachers' Pensions Act" were described. The new Act represents a very substantial improvement in the pension plan for teachers. Its first concrete effect was a recalculation of existing pensions by which their total amount was increased by \$330,000 per annum, an average of just over \$330 per annum per pension. The new allowances granted during the first eight months of operation under the new Act were in an average amount of \$241 a month, as compared with an average allowance of \$186 granted during the last year of operation of the former Act. The beneficial effect upon pensions to be granted in the future will be progressively more substantial.

Nevertheless, the new Act is by no means perfect. Some of our chronic pension problems it has solved only partially; some it has not touched. In addition, the new Act has created several brand new problems. The purpose of this article is to delineate some of these problems, but not necessarily to suggest solutions. To some of the problems there may be no ready solution. Where a constructive approach is available, it will be the duty of the Federation's Pensions Committee to recommend policy, for approval by an Annual General Meeting and implementation through the efforts of the Federation's authorized representatives.

Fundamental is the question of financing of the plan. Many of the specific improvements we are likely to advocate will involve increased expenditure from the fund, and consequently will depend upon increased revenue to the fund. In respect of revenue to the fund, the new Act contains a major deficiency.

Under the former Act, each teacher contributed six percent of salary, and the employer contribution was six percent of total pay-roll. This principle of matching contributions is very generally characteristic of pension plans. Under the new Act, the teacher still contributes six percent of salary, but the employer contribution is on a new and less generous basis. For the calendar year 1960 the employer contribution, on the old basis of six percent of pay-roll, amounted to \$3,407,194. The new Act provides that the employer contribution for the calendar year 1961 shall again be \$3,407,194. Since there were increases from 1960 to 1961 both in the number of teachers employed and in their average salary, the employer contribution for 1961 amounts to substantially less than six percent of the total pay-roll for that year. For the years following 1961, the employer contribution is to be increased in proportion to the increase in the total number of teachers. Thus, if the average salary of the teachers remains constant, the percentage of pay-roll contributed by the employer will remain as it was for 1961; if the average salary rises, the percentage will become

progressively smaller. Obviously, in deciding what benefit rates he can safely recommend, the consulting actuary must consider the anticipated future revenue to the fund. Consequently, the new limitation on the employer contribution had an adverse effect on the benefit structure provided in the new Act.

At the same time, the new Act provides a guarantee that net interest earnings of the fund's assets, after payment of all costs of administration of the plan, shall not fall below four percent. Formerly, there was no guarantee. At present, the guarantee costs the government nothing, since actual net earnings of the fund exceed four percent. Nevertheless, the guarantee is important to us, for it enabled the actuary to base all of his estimates of future capital accumulation on a firm assumption of a four percent rate. Without the guarantee, he would not likely have been willing to assume more than three and one-half percent. This small difference in rates, when projected many years into the future, had a substantial beneficial effect on recommendable benefit rates. It may be contended, however, that the government would not have been unduly generous had it given us the interest guarantee and at the same time continued to honor the well-established principle of matching contributions.

Minimum Benefits Inadequate

Among the deficiencies resulting directly from limitations on the fund's projected revenue was the establishment of minimum benefit rates at an inadequate level. In respect of service prior to the beginning of 1961, if the percentage benefit formula results in a lesser benefit than \$48 a year for each year of service, the minimum rate of \$48 applies. In respect of future service, the minimum benefit is related to age at retirement, ranging from \$48 at age 60 to \$72 at 65 and to \$96 at age 70. Many of the teachers presently retired had final salaries so low that they now qualify only for the minimum benefit. They were already receiving service pensions calculated at rates of \$36 a year for each of the first twenty years of service, and \$48 for each new year beyond the twentieth. For them, the new plan meant an increase of only \$20 a month in the total pension, and less than that if they had chosen the joint life and last survivor plan. We had hoped for a greater improvement than this, and whenever further improvement in the plan becomes possible an increase in the minimum benefits should be assigned a high priority. A substantial number of active teachers in the lower certification categories will also be affected by the level of minimum benefits when they retire.

A close look should also be taken at the variation in benefit rates according to age at retirement. In mathematical terms, the variations are entirely logical, being designed to prevent those who retire early from drawing, on the average, a greater total benefit from the fund than those who retire at a later

age. In terms of human and educational values, however, the case is less simple.

As an example, consider the teacher who, at the end of 1960, had attained the age of 60 years and had completed thirty years of service, with a final average salary of \$7,000 a year. If he elected at that point to retire, his service pension would be calculated at a 0.8 percent rate, and his service pension would be 24 percent of \$7,000, which is \$1,680 a year, or \$140 a month. If he elected to teach for a further five years and retire at age 65, each of the extra five years would be credited at a 1.5 percent rate, and in addition each of his first thirty years would count at a 1.0 percent rate. His service pension would become 37.5 percent of \$7,000, which is \$2,625 a year, or \$235 a month. Rare indeed is the person who would feel able to afford early retirement at a sacrifice of \$95 a month from a pension which is none too large at best. Hence, the differentiated rate structure is a powerful pressure upon the teacher to continue in service, even though his state of health may be such that retirement may be obviously in his own interest and in the interest of the school system.

Potential Pensions Unequal

Moreover, if the same teacher is fortunate enough to secure successive deferments of retirement until the age of 70, he then is credited with 30 years of service at 1.4 percent and 10 years at 2.0 percent. His service pension becomes 62 percent of \$7,000, which is \$4,340 a year, or \$360 a month. This great reward for stamina and courage might be justified if every teacher had the same opportunity to earn it. Deferment of retirement past the age of 65, however, is obtainable only on the request of the employing school board, and there is at least one major metropolitan school district whose board, as a matter of policy, rigidly declines to apply for deferment on behalf of any teacher. This potential pension benefit, therefore, is denied some teachers by the state of their own health and others by the whim of their employer.

The whole problem created by the graduated benefit rates was referred for study by the Executive Committee to a special committee struck for the purpose. In due course, the membership will be called upon to consider the recommendations of that committee.

In time, the manner in which maximum benefits have been expressed in the new Act will become a problem. A maximum countable salary has been stipulated, at the rate of \$1,000 a month. In terms of existing salaries, the limit is perhaps realistic enough, but as salaries improve, and greater numbers of teachers become subject to the limit, the plan will gradually lose the character of a final earnings plan and revert to a flat-rate service pension plan.

Mr. Spragge is B.C.T.F. Executive Assistant and represents the teachers on the Teachers' Pension Board.

A problem which is as old as the teachers' pension plan itself, and which the new Act does not touch, is that of the teacher who, at retirement, must choose payment on the joint life and last survivor plan. At present he has no option but to accept an actuarial reduction which in the average case is about 27 percent, and which may be as much as 40 percent. It may be argued that, having assumed responsibility for another person's livelihood, the teacher concerned should discharge his responsibility either through substantial extra voluntary contributions to the annuity side of the fund or through other forms of investment. On the other hand, perhaps the plan should provide for a standard contribution rate in excess of six percent for those who have adult dependants, with matching employer contribution, and consequently higher benefit rates.

Most of the problems so far discussed would lose much of their urgency if the general benefit formula were truly adequate. The maximum benefit available under the new Act at the normal retirement age of 65 years is 60 percent of a final salary which is averaged over ten years. Even the 60 percent benefit rate will not actually apply to anyone for a number of years to come; the best allowances currently being granted, including the annuity portion, are not much above 50 percent. There is ample precedent to encourage us to aim at a maximum benefit of 70 percent, and perhaps to apply it to a final salary averaged over only five years. This desirable objective, of course, is directly related to the fund's revenue resources. Possible methods of attaining it might include one or more of the following measures: restoration of the full matching contribution by the employer; an increase in the statutory employee contribution rate to more than six percent; a broader investment policy to increase the interest earnings of the reserve fund; an increase in the government guaranteed net return to something more than four percent; a return to some form of estreatment; or adoption of a less stringent degree of funding. The Federation will have to determine which, if any, of these measures it favors, and to what extent it can win the co-operation of the government and of the consulting actuary in securing their adoption.

Two Ways to Increase Fund

Two of the indicated measures merit a little further comment. The first is a broader investment policy. The trustees of the fund are presently limited to investment in bonds of the Government of Canada or of one of the provinces, or bonds unconditionally guaranteed by such government. Bonds in these categories presently offer a sufficiently attractive yield that extension of the trustees' authority to include other bonds would not greatly improve the fund's earning capacity. The measure most frequently advocated, and in recent years adopted by many commercial pension funds, is investment of a specified portion of the re-

serve fund in the preferred and common stocks of major industrial enterprises. The assumption behind this policy is that normally stock dividends amount to a greater annual yield than bond interest, and over an extended period the holder of stocks also participates in a capital gain.

Governments, however, tend to be reluctant to agree to this form of investment for such public trust funds as pension reserves. They see too much danger of political pressure to invest in the stocks of specific companies, or conversely of politically inspired criticism of the investments actually made. They also fear the political consequences of any major decline in the value of stocks in which pension funds have been invested. It is for these reasons that they prefer to offer the alternative benefit of a guaranteed minimum rate of interest on the assets of the fund.

Restricted Benefit Rates

Careful consideration should also be given to the thought of adopting less stringent funding requirements. In British Columbia, the employer contribution is made annually in cash, and accumulates, along with the employee contributions, in a reserve fund. Benefit rates are governed by the requirement that the consulting actuary must see that a balance is maintained between the projected assets of the fund and its projected liabilities. Each teacher's expectation of receiving his pension in full when due is secured by the existence in hard cash of a reserve fund adequate for the purpose. In Ontario, the employer contribution is likewise paid annually into the fund, but benefit rates have been established at such levels that the fund's projected liabilities greatly exceed its projected assets. In three other provinces, the employer makes no annual contribution to any fund. Current pension payments are made out of current employee contributions, and the government guarantees to make up any deficiency which may arise. In all four of these cases, the benefit formula is a two percent formula, leading to a maximum benefit of 70 percent of salary with 35 or more years of service. Comparisons of benefit rates cause some of our members to wonder whether British Columbia's stricter funding requirements are restricting benefit rates unnecessarily. It must be understood, however, that the only security for payment of future pensions in those other provinces is the willingness of future governments to honor a commitment inherited from their predecessors in office. So long as prosperity and expansion continue, no problem arises. If a time comes when current employee contributions are inadequate to meet current pension payments, and simultaneously the government of the day is faced with declining revenues, a general reduction in pension rates is a possibility to be feared. In essence, in fact, this is what occurred in British Columbia in 1941. Before that date, our plan had not been adequately funded, and after twelve years of

Continued on page 113



Mr. Boyd is fourth from the left in this picture taken at the Taj Mahal.

Teachers Around the World

IAN D. BOYD

A past-president of both CTF and the BCTF, Vancouver's Ian Boyd reports on the WCOTP Assembly held in India last summer.

EVERY MEMBER of the BCTF is a member of the World Confederation of Organizations of the Teaching Profession. This stems from the fact that every BCTF member is a member of the Canadian Teachers' Federation. As the name implies, WCOTP is made up of national teachers' organizations throughout the free world. Yugoslavia is also a member. At present there are over 70 countries with 120 organizations represented in WCOTP. The discrepancy in numbers here is accounted for by the fact that many of the countries have more than one national organization.

The headquarters of the WCOTP is in Washington, D.C., and branch offices are located in Paris, Tokyo, New Delhi and Accra. Most of the business of the WCOTP is carried on by the elected executive and the secretariat. The executive consists of eleven members made up as follows: a president and vice-

president, two members representing the Americas, two the Pacific area, one Africa and Asia, two Europe and one each from the International Federation of Teachers' Associations (IFTA) and the International Federation of Secondary Teachers (which is usually known as FIPESO — Federation International des Professeurs de l'Enseignement Secondaire Officiel) — two international teachers' organizations at the elementary and secondary levels, which came into WCOTP as units, not wishing to lose their identity. The president of WCOTP since its formation in 1952 has been Sir Ronald Gould, secretary of the National Union of Teachers in England, and the vice-president is Shri S. Natarajan of India. Canada has always been represented on the WCOTP executive, for the most part by the late Dr. Croskery, who was secretary-treasurer of CTF. The secretary of WCOTP is Dr. William G. Carr, secretary of the National Education Association of the United States.

Each summer the WCOTP holds its annual meeting in a different spot in the world. The member organizations are permitted to send delegates in proportion to their membership. A number of BCTF members have attended different annual meetings of the WCOTP. Among these have been Mr. L. J. Prior, former president of BCTF and CTF, who attended two of the early meetings, one in Oxford and one in Oslo; Mr. J. W. Gilmore attended the Istanbul sessions; Miss K. N. Elliott, Frankfurt; Miss N. Farina, Miss H. T. Nisbet and Mr. B. N. Brewer, Rome; Messrs. K. M. Aitchison, R. B. Cox and H. N. Parrott, Washington, D.C.; and Miss D. L. McConnell and Mrs. A. M. Fraser, who attended the assembly in Amsterdam.

This year the tenth WCOTP Assembly of Delegates was held in New Delhi, India, and the Canadian delegation consisted of eleven members. Nearly 400 delegates were in attendance, representing more than 70 countries, and this number was augmented by hundreds of observers. To be associated with numbers of teachers at the local, regional, provincial or national level is, for me, always an inspiring experience; to meet at the international level heightens the experience. To be associated with these teachers from all over the world, many of them in their native costumes, and to talk with them about the problems which they face and the conditions under which they work, makes one realize that the differences between us, regardless of geographic area, are mainly of degree and not of kind. Some of these teachers work under conditions which we find hard to believe, and at the same time some of the developing countries spend for education a percentage of their national income which puts our educational budgets to shame. Their greatest need is for teachers and teachers of teachers, and they look to Canada for help in this area.

The Assembly in New Delhi was held in the Vigyan

Bhavan, a convention hall which would be a credit to any city in Canada. The Plenary Hall can seat over 1,000 people, and each seat is provided with headphones and equipment for simultaneous translation into six languages. The inaugural address was given by Pundit Jawaharlal Nehru, and one can readily understand why he is a world figure. In a provocative but inspiring talk he praised the worth of education, but wondered why the product of the educational systems of the world today was not more co-operative and less hostile. Other excellent talks were given by Dr. K. L. Shrimali, Indian Minister of Education, and by Shri V. K. Menon, Minister of Defence. Messages were received from President Kennedy of the United States and from Mrs. S. Bandaranaike, Prime Minister of Ceylon.

It would be impossible and impractical to give here a detailed account of the proceedings of the conference. It is not the kind of gathering which solves problems and passes resolutions which can be enforced, but is rather a clearinghouse for the exchange of ideas. Each year a theme is decided upon for the Assembly, and this year it was "Education for Responsibility." On the third day of the Assembly all the delegates were divided into four groups and four aspects of the theme were discussed. It is in these discussion groups that the delegates play their most active roles. Most of the remainder of the business is the reception and discussion of reports.

Acting as hosts to this tenth General Assembly was the All India Federation of Educational Associations and no group could have been more thoughtful in attending to the needs of their guests. At the opening session each delegate was given a hand-woven and hand-made brief case in which to keep papers and documentation. A continuous bus service was provided between the hotels and the Vigyan Bhavan. Displays of national costumes, exhibitions of native



This group of delegates to the WCOTP Assembly includes, from left to right, Miss Ruby McLean, Ontario, Miss G. L. Getty, Quebec, I. D. Boyd, British Columbia, Sanchez Matarrita, Costa Rica, and Olman Gonzales, also from Costa Rica.

dances and the showing of locally produced films were some of the features enjoyed by the delegates. Arrangements were also made for local sightseeing, and I for one learned much about the history of India, of which I was woefully ignorant. At the close of the conference a reception in the Rashtrapati Bhavan, the Government House, was given by the Minister of Education for the delegates.

Lest readers get the idea the conference was one round of pleasure, I hasten to assure you that with one exception, the sessions started daily at 9:00 a.m. and continued until after 7:00 p.m. Dinner was never served until after 8:30 p.m.

The exception noted was the all-day tour to Agra and the Taj Mahal, arranged by our hosts. The day started at 6:00 a.m. and it was after midnight before we returned to our hotels. We were taken to Agra in a train made up of twenty-six air-conditioned coaches, an accomplishment which could only have been brought about by the closest co-operation of the Indian Railway Board. This trip also gave us an opportunity to see something of the Indian countryside and native villages, where eighty percent of the population of India lives. We saw snake charmers, fortune tellers, community wells, performing monkeys, native bazaars and tiny shops in marked contrast to the modern atmosphere of New Delhi.

The Taj lived up to its reputation.

Special Social Events

We also visited what we would call an agricultural college on the outskirts of Agra. There are a number of these colleges throughout India, and the students are taught not only the newest and best methods in agriculture, but are also given courses in rural and community government. The majority of the students are sent at community expense, and the government hopes through these schools gradually to break down and overcome many of the age-old customs and taboos which are holding back progress. India is faced with a prodigious task, but the government realizes that only through education will they find a solution.

One evening our hosts arranged for a Friendship Night, when the delegates were invited into private homes for dinner. I was invited into the home of Prof. Diwan Sharma, M.P. I mention this because those who attended the WCOTP in Washington, D.C., will remember this dynamic personality. It was an interesting evening and a most enjoyable dinner of native dishes, not the least enjoyable of which was an almond flavored ice-cream-like custard called "kulfi" which was encased in silver leaf, which was eaten with the confection. The ladies of the household in their colorful saris were charming and graceful and were most attentive to the wants of their guests.

Before leaving Vancouver, an Indian student at U.B.C., upon learning I was going to India, gave me

a letter of introduction to his uncle in New Delhi, and I spent a very pleasant and informative evening in his home.

However, my most exciting social event came as a complete surprise. On the last day of the Assembly I received a phone call from a member of the BCTF, a teacher I had met at a district convention, Mr. John (Jagat) Parmer. He was back visiting his homeland, and was getting married that evening. He most kindly invited me to the wedding, an invitation which I accepted with alacrity. For me it was a unique experience. I felt honored in being allowed to join in the festivities, to meet the lovely bride and see customs strange to our western eyes. It was an evening I will long remember.

A Unifying Force

One other experience I would like to mention. I realized I was in India during the monsoon season, but did not expect the demonstration we witnessed. An eighty year record was broken when over eight inches of rain fell during less than four hours. At least nine people in Delhi lost their lives, and hundreds of homes were destroyed or damaged so badly they were condemned. Roads became rivers and fields became lakes, but six hours after the rain stopped there was no sign of it. Even a rain-soaked veteran from the Pacific Coast like myself was impressed.

It was unfortunate that Sir Ronald Gould, president of the WCOTP, was unable to attend the meeting in New Delhi. A salary dispute between the National Union of Teachers (England) and the government, demanded his attention at home. In his absence the meetings were very ably conducted by the vice-president Shri S. Natarajan.

Although it is sometimes difficult to point to specific achievements of the WCOTP, no one can attend its meetings without feeling that this is an international organization which is truly a unifying force. I am convinced that the Confederation is worthy of our strongest support as it plays its part in attempting to shape men's futures. It seems to be one of the few international organizations where truth can be met face to face. To quote Dr. Shrimali, "The present world situation throws a tremendous responsibility on teachers, and teachers must commit themselves unequivocally to a world order in which no nation is allowed to repudiate its professions of peace."

As members of the BCTF we can play our part by having a strong and active International Relations Committee and by sending to and encouraging our members to attend meetings of the WCOTP whenever feasible. Next year the WCOTP will meet in Stockholm, the first week in August, when the theme of the conference will be "Education for a Technical Age." For those who like to plan well ahead, the 1963 meeting will be held in Brazil. The CTF hopes to act as host to this gathering in the not too distant future. ★

*What do intelligence tests really tell us about children in school?
Do we place too much dependence upon their validity as
indicators of possible success in school or college studies?*

The Abuse of

IN MADAGASCAR a man's fortune is held to be determined by the day and the hour of his arrival in this world. Thus a man is predestined to live in sorrow, or penury, or strife by virtue of the accident of his time of birth. Only by employing certain magical arts may he escape his awful destiny.

To us such beliefs are amusing. We have long rejected such predeterministic ideas. Astrology, once popular, has few staunch adherents today. We can no longer agree that "It is the stars, the stars above govern our conditions." Rather would we believe that a man makes his life largely as the result of his own efforts. Hard work, not horoscope, is the major factor in success.

It is, therefore, somewhat alarming to observe in recent years a new kind of fatalism emerging in educational thought and elsewhere; a fatalism based on an intelligence test result. Quite commonly one hears that this boy or that girl is unsuited for certain work because of his I.Q. Unfortunately, unlike the Madagascan, our child has no magical means by which to allay an unhappy prognosis. He may be as firmly categorized as any "Monday's Child."

Intelligence tests are in such wide and general use today in our schools that skepticism regarding their usefulness is sometimes regarded as a sign of psychological naivety or even professional incompetence. In spite of this attitude, it might be well once again to ponder on these tests and what they tell us. The predictive value of the result is, of course, the most important aspect of an intelligence test. Few of us wish to test merely for the sake of testing. Consequently, this paper will attempt to consider one or two commonly held ideas concerning intelligence tests, especially with regard to prediction. Problems related to the accuracy of a test will not be considered, although the problems are important and place considerable limitations on the interpretation

Dr. Mason is Associate Professor in the Department of Psychology at Victoria College. He is presently at University College, London.

of the test result. Thus we shall accept the I.Q. "as is," and ignore the difficulties of measurement.

An I.Q., or intelligence quotient, is a number calculated from a test score, and used merely as a convenient way of comparing a child's performance on a test with the statistically determined average performance of children of his own age. It is not a measure of "innate ability" but of relative performance at a given time on a given test. If the test is changed or if the child is tested at a different stage of his development, a different intelligence quotient is likely to result. A glance at a few progress record cards should be enough to verify this statement.

The foregoing challenges three commonly held ideas concerning intelligence tests: that innate ability is measured; that there is only one type of intelligence and consequently intelligence tests are in general agreement; and that the I.Q. remains constant throughout life. Each idea will be examined in turn.

First, let it be stated categorically that it is manifestly impossible at present to measure innate ability in a human being. All that a psychologist can measure is behavior; and behavior results from inherited characteristics interacting with the specific environment in which an individual develops. In other words, all behavior measured by intelligence tests is learned. How much of any given behavior pattern can be attributed to inherited neurological structure and function and how much to opportunities for learning must remain, in any given case, a matter of conjecture. It is true that in some cases of mental deficiency, innate neurological pathology or glandular malfunction is obviously a major determinant. To extend from such observations of innate determinants in the feeble-minded to children within the normal range is a dubious procedure. To do so is to ignore the evidence from ferals and other children raised under conditions of extreme deprivation. In these cases environmental factors appear to be the major ones in the retardation. Relevant here, also, are the several studies in which I.Q.'s of children have been raised under improved conditions. A cautious attitude with regard to

Intelligence Tests

G. P. MASON

this problem seems desirable at our present state of knowledge.

An examination of the manuals supplied with the intelligence tests used in schools reveals the extent to which various tests are in agreement. Four of the most commonly used tests in our elementary schools have intercorrelations ranging from .61 to .93. A correlation of .93 shows a high measure of agreement, one of .61 certainly does not. When it is remembered also that the various tests have different average scores and different dispersals of their scores, considerable differences may be expected in the results from one test to another.

The constancy of the intelligence quotient has been determined by longitudinal studies. It has been found that the correlation between the results of two sittings a week apart of a reliable test is about .95, and a year apart perhaps .91. Thereafter, for school age children, there seems to be a decline in the correlation of about .04 for each year intervening. The correlation between the intelligence quotients of a group of children tested in Grade I and those from the same group in Grade XII would, therefore, be about .50. In other words, if we were to attempt to forecast Grade XII I.Q.'s on the basis of I.Q.'s obtained in Grade I, instead of by purely chance prediction, our margin of error would be reduced by about 14%. To attempt to predict I.Q.'s for Grade XII from Grade VI results instead of by random guessing will reduce the margin error for the group by about 30%. It can thus be seen that predicting I.Q.'s for several years hence is a hazardous business. It may be of interest to note here that I.Q.'s obtained before the age of six have practically no predictive value, while those obtained after sixteen appear to remain reasonably stable.

So far then, it has been said that intelligence tests measure certain types of learned behavior; that intelligence quotients are specific to the test from which they were obtained; and that forecasting I.Q.'s is extremely difficult and unlikely to be profitable when children are young.

The most important facet of the problem still re-

mains. Can intelligence tests predict success in a given activity? For many of us in education the question could be rephrased to ask to what extent can scholastic aptitude tests predict school marks. This surely is our major interest in the tests. If a test, though dignified with the title of "Intelligence" or "Mental Ability," bears little relationship to school work, it is unlikely to be of much use in school.

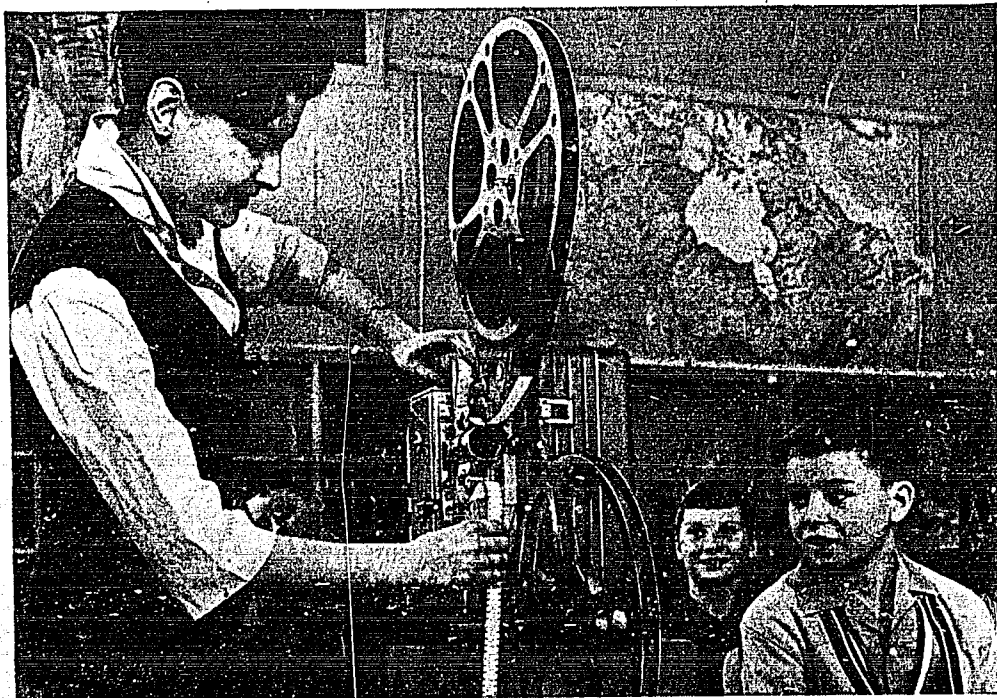
The relationship existing between test scores and school marks is not available in many test manuals. However, reference to the research literature shows that with a reliable measure of school achievement, the correlation between the scholastic aptitude test results and school grades is between .50 and .70. This is not high. If .65 is taken as a generous estimate of the correlation obtaining in most instances, it can then be said that about 42% of the variance existing in a set of high school students' marks is related to the variance in the students' intelligence test scores. The remaining 58% is due to other factors. The correlation would have to rise above .70 before the intelligence quotient became the major determinant.

Experienced teachers do not have to look far for these other factors: effort, study habits, extracurricular activities; personality attributes such as a strong desire to beat others, to please the teacher; to demonstrate proficiency; the home environment and parental relationships; and perhaps certain intellectual factors yet to be analyzed. Certainly, in cases of good I.Q.'s and poor school work, one may hypothesize that an improvement in one or more of these factors will have beneficial results and institute remedial procedures on this assumption. Whatever the consequences, little harm can result if the problem is correctly handled. Certain weaknesses may be diagnosed and strengthened.

The intelligence test, then, can be useful in suggesting the extent to which "non-I.Q." factors are operating in a particular case, but it should be clearly recognized that a certain assumption underlies such an approach. There is little in the way of empirical

Continued on page 114

Thread up a lesson *in less than a minute*



with the Kodak Pageant 16mm Sound Projector

It's the simplest to operate, most dependable teaching aid your school can own! The Kodak Pageant is designed specifically for educational showings . . . and built with the teacher in mind.

Easy Pageant operation does not confuse the teacher or delay the showing. It's so automatic, the Kodak Pageant leaves the teacher totally free for other duties.

Brilliant pictures over every inch of the screen makes the Pageant ideal for even semi-darkened classrooms.

Clear, realistic sound makes sure every word is heard and remembered. So quiet-running, nothing distracts its voice.

**Kodak Pageant
Projector** >

CANADIAN KODAK CO., LIMITED
Toronto 15, Ontario

Next to no upkeep and permanent lubrication lets the Pageant promise faithful service day-in year-out.

Audio-visual programming is a valuable teaching aid all across Canada. Let a Kodak Audio-Visual dealer demonstrate why the Kodak Pageant is the overwhelming choice for the job. Prices start as low as \$586 complete.

Price is suggested list and subject to change without notice.

—MAIL COUPON TODAY—

Canadian Kodak Co., Limited, Toronto 15, Ontario
Gentlemen: Please send me full details on Kodak Pageant 16mm Sound Projectors, and name of nearest Kodak Audio-Visual dealers. No obligation of course.

Name.....
Street.....
City.....
School.....
Prov.....

Kodak

on Your behalf

THE FEDERATION'S committees are in full swing now and are meeting regularly to conduct the studies and make the investigations that their terms of reference require. Meeting during the period from October 15 to November 14, some of them several times, have been the following committees: Agreements, Convention, Curriculum Directors, Gifted Child, Membership (both in Victoria and Vancouver), Philosophy of Education, P.S.A. Publications, Public Relations, Retirement Age, Supervision Practices, Teacher Education and Certification, and Workshop. There was also a joint meeting of the Agreements and Membership committees to discuss certain aspects of the membership plan. There have also been meetings of the Education Week Committee and the B.C.T.F. - B.C.S.T.A. Liaison Committee in the Teachers' Building. The Workload Committee, which is centered in Victoria, also met twice during this period.

October 16

W. V. Allester, Executive Assistant, attended a meeting of the committee planning for the 25th anniversary of the Extension Department of the University of B.C.

October 19

Stan Evans, Assistant General Secretary, attended a meeting at U.B.C. Extension Department as one of five B.C. directors of the Canadian Association for Adult Education to consider plans for the national conference of the C.A.A.E.

October 19 - 21

K. M. Aitchison, President, and

Executive Assistant J. A. Spragge attended the West Kootenay fall convention at Castlegar. During this same period, Mr. Evans attended various sessions of the annual convention of the B.C. Weekly Newspaper Association.

October 20

Mr. Evans attended a meeting of the Directors of the B.C. Council on Education.

October 23

General Secretary C. D. Ovans attended a meeting of the Joint Board of the College of Education as one of the Federation's two representatives. The other is H. N. Parrott, chairman of the Teacher Education and Certification Committee. Mr. Ovans also attended a meeting of the committee planning for the 1962 B.C. Principals' Conference.

October 24

Mr. Evans met at the University with Miss Mollie Cottingham to draw up plans for B.C.T.F. - Student Teacher session of lectures and workshop to be held at the College of Education on February 1.

October 25

Mr. Aitchison headed a delegation to meet the Minister of Education on the Federation's brief concerning the report of the Royal Commission on Education. Other members of the delegation were: H. M. Falsson and J. W. Stewart, Vice-presidents, Mr. Ovans, Mr. Allester, J. E. Clague, chairman of the Chant Report Assessment Committee, and J. S. Young, past chairman of the Curriculum Committee. During the day Mr. Evans attended

a seminar at International House, U.B.C., on "Continuing Education in the Professions" sponsored by the Extension Department. In the evening he met with the discussion leaders and planning committee of the Surrey Conference on Special Education.

October 27

Mr. Aitchison presented the special address at the North Vancouver and Howe Sound Induction Ceremony. In the evening he was in Williams Lake to address the new teachers at the Induction Ceremony there. Mr. Evans was in Toronto, where he held discussions re advertising prospects for *The B.C. Teacher*. Mr. Allester was one of three representatives of the Federation who were in Victoria for a meeting of the Professional Committee on Elementary Curriculum. The other representatives are Mrs. L. A. Hanney and J. S. Young.

October 27, 28

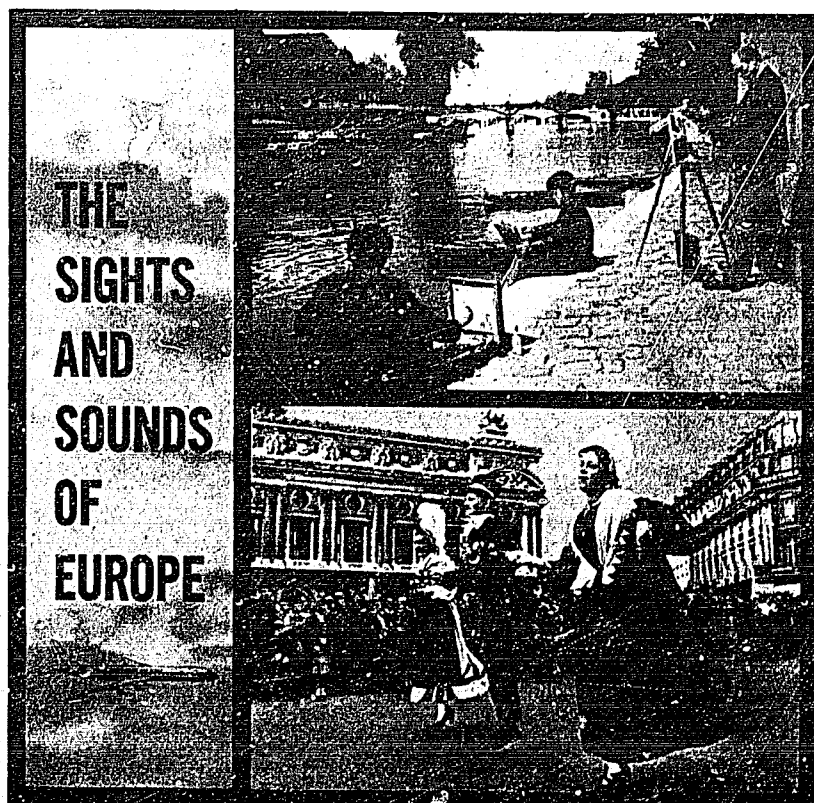
Mr. Stewart and Mr. Ovans were in Gibsons for the Sechelt fall convention.

October 28

In Burns Lake Mr. Aitchison presented a life membership in the Federation to V. A. Montaldi at a special meeting of the Teachers' Association. Miss A. B. Macfarlane, Office Assistant, represented the Federation at the Surrey Conference on Special Education.

October 29 - 31, November 1

Mr. Evans was in Ottawa as one of twelve B.C. delegates to the national conference on Adult Education sponsored by the Canadian Association for Adult Education and L'Institut Canadien d'Educa-



...yours at wonderfully low cost by **TCA**

Now TCA saves you up to \$128 to Britain and Europe on 17-day Jet Economy Excursion Fares, in effect until March 31st. The trip of your life is underway as soon as you settle comfortably into your DC-8 Giant Jet for a swift flight to any of TCA's European gateways.

Scotland, England, France, Belgium, Germany, Switzerland, Austria or Ireland—visit their historic cities—and others—by TCA's Extra Cities Plan. You can pay just 10% down, and the balance over 24 months, if you wish. If you're thinking now about next summer's trip, investigate TCA's money-saving all-inclusive European tours. They're planned to show you more of Europe's sights and sounds—at lowest possible cost!

\$549.00

Vancouver-London
17-Day Jet
Economy Excursion
Return Fare
\$54.90 down

SEE YOUR TRAVEL AGENT OR

TRANS-CANADA AIR LINES  **AIR CANADA**
IN ASSOCIATION WITH BOAC

tion des adultes.

October 30

Still in the north, Mr. Aitchison attended a meeting of the Teachers' Association at Vanderhoof. Mr. Ovans attended a meeting of the B.C. Education Research Council in the afternoon and in the evening was in Victoria for a meeting of the Membership Committee. Mr. Spragge was also in Victoria, to attend a meeting of the Teachers' Pensions Board, on which he is the teachers' representative.

October 31

Mr. Aitchison was in Prince George where he met with the executive of the Teachers' Association. Mr. Allester, with J. S. Church and B. G. Webber, attended a meeting of the Professional Committee on Secondary Curriculum in Victoria.

November 2-4

Federation representatives at the Northern B.C. fall convention in Prince Rupert were Mr. Aitchison and Mr. Allester. Mr. Palsson and

Mr. Evans were in Dawson Creek for the Peace River fall convention. At the Burnaby fall convention F. J. Cairnie, Secretary-Treasurer, and Mr. Ovans represented the Federation.

November 6

Mr. Aitchison presented the special address at the Langley Induction Ceremony.

November 7

Mr. Aitchison was in Parksville, where he inducted two new teachers into the Federation and the Mt. Arrowsmith Teachers' Association. In the evening Mr. Aitchison presented the address at the Alberni Induction Ceremony.

November 8

The Saanich Induction Ceremony was conducted by Mr. Palsson, who also gave the special address.

November 6-8

Mr. Spragge was in Saskatoon for a salary conference attended by representatives of the four Western provinces.

November 9

Mr. Aitchison visited the Sooke Teachers' Association.

November 10

In Vernon Mr. Aitchison presented the address at the Induction Ceremony.

November 13

Mr. Aitchison, Mr. Stewart, Mr. Allester and B. C. Gillie, chairman of the Special Committee on Membership, represented the Federation at a meeting of the Liaison Committee of the Federation and the Trustees' Association. Informing the Trustees' Association of the Federation's plans for membership was one of the main items on the agenda.

November 13, 14

Mr. Ovans was in Terrace for discussions concerning a staff-school board problem which had arisen.

November 14

In Campbell River. Mr. Aitchison presented the special address at the Induction Ceremony.



Clip and mail this coupon for TCA's free travel magazine IN FLIGHT*



May we put you on our mailing list for "IN FLIGHT" magazine? With informative, well-illustrated articles on travel in Canada and around the world, it will keep you up to date on the many developments in this field. Fill in your name and address, and we'll start sending you "IN FLIGHT", with pleasure.

**If you're already receiving "In Flight" there is no need to renew your request. We'll be pleased to continue sending it to you.*

Yes, I'd like to receive "IN FLIGHT" magazine. Please add my name to your list.

Please send me free literature on travel to

- ☐ Britain ☐ Europe
☐ Florida, Bermuda, Nassau and the Caribbean.

NAME

ADDRESS

CITY PROV

MAIL TO: Trans-Canada Air Lines, Box 598, Montreal, Que.

61-111D-TA

for Your information

G. A. Fergusson Memorial Award

Nominations for the G. A. Fergusson Award are called for by the British Columbia Teachers' Federation.

The conditions provide that the award shall be made annually to the Federation member (or ex-member who is no longer eligible for membership), or to a member-Association, who or which has made, in the judgment of the Trustees, an outstanding contribution to education.

Nominations of candidates for the awards may be made by any Federation member or by any Local Association of the Federation. Each nomination should be accompanied by a description of the

work for which the award is claimed and supporting evidence should also be sent. Meritorious work on behalf of the Federation or any Local Association may rightly be included.

Nominations must be received by the General Secretary at the Federation office, 1815 West 7th Ave., Vancouver 9, B.C., not later than February 20, 1962.

Provincial Intermediate Teachers' Association

We regret that an error was made in the September-October article concerning this organization when Mr. J. G. Stokle was listed as Treasurer. Those inter-

ested in joining the P.I.T.A. should send their applications, with one dollar, to Mr. R. F. Fox, Treasurer, 2146 Lawson Avenue, West Vancouver, B.C.

Audubon Junior Clubs

The main theme this year of the Audubon Junior Club activity is the study of birds. This activity is sponsored by the Canadian Audubon Society, which is dedicated to the conservation of wildlife, plants, soil and water in relation to human progress.

Teachers who are interested in sponsoring such an activity in their classrooms may obtain from the Society, at 423 Sherbourne Street, Toronto 5, materials for an Audubon Junior Club. A minimum of ten members, paying 25 cents each, or \$2.50, will bring ten 24-page scrapbooks, one Audubon Leader's Guide, one Wildflower Projects Guide, and other items of use in such an activity.

A fully descriptive brochure may also be obtained from the Society at the address given above.

IR &
PRESCRIPTION
FOR PAYING BILLS
PAY 'EM OFF
WITH A LOW-COST
LIFE-INSURED
SCOTIA
PLAN
LOAN
THE BANK OF
NOVA SCOTIA

TRINITY JUNIOR COLLEGE, SCHEDULED TO OPEN IN SEPTEMBER 1962, IS IN NEED OF PERSONNEL OF EVANGELICAL PERSUASION IN THE FOLLOWING AREAS:

- | | |
|------------|----------------|
| 1. History | 4. English |
| 2. French | 5. Librarian |
| 3. Music | 6. Mathematics |

Trinity Junior College is affiliated with the Evangelical Free Church and desires to make its facilities available to all qualified students who desire a liberal arts college programme in a Christian environment. Trinity Junior College is located on a beautiful 110 acre campus four miles north of Langley, British Columbia.

Inquiries are invited. Address all communications to:

Dr. Enoch E. Mattson, Dean and Registrar
Box 312,
Harper, Washington, U.S.A.

Across the desk

On Vocational Training

Squamish, B.C.,
October 20, 1961.

The Editor,
Dear Sir:

In view of some of the recommendations of the Chant Report and some of the actions already taken in line with those suggestions, the following quotation is of interest. It was made by W. H. Ferry, Vice-President of the Fund for the Republic, during a seminar at Santa Barbara, California.

"We say to the kids in the ninth grade, you pick your vocational track. What do you want to be? A welder? All right, we will train you as a welder, and we do. In my view these early vocational choices are all condemnations to prison terms in particular trades. This method has nothing to do with the equality of opportunity or with the equality of status. It has everything to do with the allocation of human resources at a very, very early age, and with the help of government. I am opposed to it . . . the industrialists who are supposed to be served by these technical schools are having some grave second thoughts about it, so much so that last year a group of Ford, Chrysler, G. M. and other industrialists reported to the Detroit Board of Education their conclusions that it would be better on the whole if technical and vocational courses for both boys and girls were cut way back. They said, in effect, try to send us some educated people and we will do the

training through apprenticeship courses."

(The quotation is from p. 73-74, *The Corporation and the Economy*, notes by W. H. Ferry, published by Center for the Study of Democratic Institutions, Box 4068, Santa Barbara, California. Single copies are free on request.)

The Chant Report suggests that the decision should be made at the Grade VII level. In view of the rapid advances in technology, no one can guarantee that skills taught to a teen-ager in a trade will be of use or value in later life. In England the system of "11 plus" exam classification is being viewed with increasing distrust.

Our B.C. Teachers' Federation was extremely wise when it advised the government to go slow on implementing the Chant Report before the full implications of the recommendations were studied. We may develop at great expense vocational schools which will not serve our needs and the needs of our students. As in Detroit, we in B.C. may have to reverse our system. As Mr. Ferry said, "Detroit was the place which had the vocational system tied up to the factory system and had made the biggest single jump into vocational training." Yet the leading Detroit industrial corporations have abandoned support of public school vocational training.

Yours truly,
FRANK SNOWSELL.

Thank you, Mr. Snowsell, for your letter. We are sure that our readers will find your comments interesting.

Appreciation from Sarawak

Department of Education,
Kuching, Sarawak.
21st September, 1961.

The Editor,
Dear Sir:

I am writing to say how extremely pleased we are to have Mr. and Mrs. Taylor with us in Sarawak. I am sure they will fully live up to your description of their high qualities. We have been most impressed with Mr. Taylor's quiet confidence and determination to do a good job without fuss. His presence in Simanggang Secondary School will make a very great difference to the pupils there. Mrs. Taylor also has shown herself very adaptable in spite of the anxieties which are inevitable when one travels with small children. They are both sustained by a most agreeable sense of humour. I shall look forward to writing to you again before long to acquaint you with their progress but hope that in the meanwhile you will convey to the Teachers' Association of British Columbia our great appreciation of their generosity and imagination in sending Mr. and Mrs. Taylor to live and work with us.

Yours sincerely,
K. G. ROBINSON,
f. Director of Education.

We have made arrangements to receive periodical reports from Mr. Taylor for publication in the magazine. The first appeared in the November issue and others will appear from time to time.

new Books

ESTHER G. HARROP, Book Review Editor

ARITHMETIC

Counting and Measuring, by Eileen M. Churchill. University of Toronto Press, Toronto, 1961. Illus. 219 pp. \$2.75

Miss Churchill, of Leicester University Institute of Education, has written this very readable book for infant-school teachers-in-training. The teaching of numbers in the primary grades is seen as the foundation of understanding mathematics. The teacher is made to understand the child's first knowledge of space and time, and number concepts from the concrete to the abstract.—C.E.McL.

ART

Art Activities for the Very Young from Three to Six Years, by F. Louis Hoover. Davis Publications, Worcester, Mass., 1960. Illus. \$5.35

This is an ingenious and well-illustrated attempt to develop art experience for the very young child. It is directed toward the parent and primary teacher in a most appealing and easy to assimilate manner. Clearly and concisely the philosophy of art teaching is outlined by emphasizing process rather than result.

The text is beautifully laid out with suggestions on activities and materials accompanied by most helpful photographs. Together these clearly indicate how sensitive relationships of children to themselves and their environment can be developed in the home and at school. A most practical and enlightening book for the busy primary teacher.—A.S.C.

HOME ECONOMICS

Teaching Home Economics, by Olive A. Hall and Beatrice Paolucci. John Wiley, New York, 1961. 397 pp. \$6.95

The authors, who have both had wide experience in the field of Home Economics, present in this book a multitude of learning situations to assist all who are interested in education. Much is written for the beginning teacher, but the experienced teacher will also benefit from a study of this text.

Part I — "The Nature of Home Economics" describes student teaching, illustrates some typical programs in a variety of schools showing the relation of the Home Economics programs to schools and communities.

Part II — "Needs of Individual and Families" portrays the necessity of knowing the community, their attitudes, practices, resources, as well as the homes and

families of the students. Methods of obtaining information are suggested.

Part III — "Planning for Effective Learning Experiences." A study is made of Home Economics objectives — how to define and determine them. Learning experiences are explored with particular emphasis on developing critical and independent thinking on the part of the student. There are many suggestions for instructional materials and a good section on the philosophy of Home Economics.

Part IV — "Evaluation of Progress in Home Economics."

(a) Student growth through a school program which serves a major purpose: guidance, curriculum and administrative.

(b) The setting for learning experiences including physical environment.

(c) The teacher's self evaluation. Methods of setting up goals are suggested for the beginning teacher as are suggestions for continuing growth along professional lines.

Selected references are given at the end of each section.—I.E.

MATHEMATICS

Computing Devices, by B. A. Johnson and Wm. H. Glenn. Webster Publishing Co., St. Louis, c1961. 55 pp. \$1.00

This book giving a brief history of computing devices from finger counting through to our present electronic computers, is one of a set of 12 interesting booklets in a series called "Exploring Mathematics on your Own." It is suitable for junior high or senior high school students. Many interesting and practical exercises with answer sheets (which can be removed) and projects are included.—C.E.McL.

Short Cuts in Computing, by Wm. Glenn and D. A. Johnson. Webster Publishing Co., St. Louis, c1961. 46 pp. 95c

This is another booklet in the series mentioned above. It is an excellent compilation of short cuts found in many texts of arithmetic, including checking by casting out nines. All short cuts and checking methods are described for those who want to know "why they work." Many exercises with answers are included.—C.E.McL.

MISCELLANEOUS

The History of the Theatre, by David Male. A. & C. Black, London, 1960. (Can. Agt. Macmillan of Canada, Toronto.) Illus. \$2.00

A history of theater from the time of

Greek drama to the days of modern television plays, including open air theaters, miracle and mystery plays, minstrel and strolling players' groups and pageants. Shakespeare's plays and the Globe Theater are carefully described together with the costumes and necessary stage appurtenances. Restoration drama, masques, pantomimes, music hall performances, travelling players—all receive considerable attention. An extremely interesting book.—E.G.H.

Psychology: An Introduction to the Study of Human Behaviour, by H. C. Lindgren and Donn Byrne. John Wiley, New York, 1961. Indexed. 429pp. \$6.50

In the words of the authors, "... we have tried to write a book that begins with areas of interest that are common to beginning students as well as to psychologists and proceeds into areas which psychologists think are important for human understanding..."

In addition to achieving their stated aim, the authors have constructed a text that brings into focus the essence of accumulated research. Wherever a position is taken in a controversial area, contrasting and parallel opinions are stated in a manner which shows remarkably little bias.

The format of the book is attractive and the print, though fine, is highly legible. Many illustrations are used, but never without point. Each chapter closes with a list of discussion questions and a well-selected list of suggested further readings. The glossary is fairly comprehensive and appears to be highly authentic. An extensive index makes this a ready reference manual of a very usable kind.

Other features of the book which impressed this reviewer were the highly international character of its content and sources, its interest level, and a first-class chapter that might be termed occupational guidance. This book should have a high appeal to counsellors and Guidance teachers especially. A reference copy for every school library would be worth considering.—T.B.B.

Living in Safety and Health, by Evelyn G. Jones, Lippincott, Chicago, 1961. Illus. (Can. Agt. Longmans, Green, Toronto.) \$5.40

A splendidly illustrated and descriptive textbook based on the subject of Health. Subject material is accompanied liberally by questions and projects. Suitable for use in Grade IX and up.—E.G.H.

OCCUPATIONS

Professor, by Fred B. Millett. Macmillan Career Series, Charles W. Cole, Editor. Macmillan of Canada, Toronto, 1960. \$3.50

One of a series on careers. Teachers will find it an interesting, humorous and accurate account of the rewards and drawbacks of the American Professor. With interpretation and explanation of the differences in British Columbia, it

would be useful as a basis for discussions with Future Teacher Clubs in our schools.—R.N.H.

Lawyer, by Talbot Smith. Macmillan Career Series, Charles W. Cole, Editor. Macmillan of Canada, Toronto, 1960. \$3.50

A useful addition to the vocational section of a high school library. The student considering law as his field will get a thorough insight into all facets of the legal profession. Although it presents "law in the United States," has American prejudices and biased views, the basic ideals and practical considerations can be re-interpreted and applied to Canadian law.—R.N.H.

Printing Trades, Canadian Occupations Monograph #9. Queen's Printer, Ottawa. 20c

Very suitable material for Counsellors and Guidance Officers.

SCIENCE

Animal Signs and Signals, by Ted S. Pettit. Doubleday, Toronto, 1961. Illus. \$3.50

Beautifully illustrated book of more than one hundred mammals, birds, fish and reptiles. An excellent school and general reference.—S.E.

A Book of Dolphins, by Antony Alpers. John Murray, London, 1960. (Can. Agt. Macmillan of Canada, Toronto.) Photos. \$3.25

A good book for the junior high school science shelf. It contains factual material set forth in a very interesting way and illustrated with good photographs. The time covered by the story extends from Graeco-Roman days through Polynesian stories to modern events.—E.G.H.

Approaches to Science in the Primary School, by Evelyn Lawrence, Nathan Isaacs, and Wyatt Rawson. Educational Supply Association Ltd., London, 1960. (Can. Agt. Clarke, Irwin, Toronto.) \$2.00

An informational book useful for teachers in Grades I to VI who are introducing practical science. This, however, is not a book for the pupil's use; rather it will help the teacher to plan class lessons. Canadian teachers may wish to alter the text to suit their needs.—E.G.H.

The Wonderful World of Engineering, by David Jackson. Doubleday, Toronto, 1961. Illus. \$3.49

Another *Wonderful World* book—this one with illustrations of canals, bridges, dams, harbor shelters, and underground railways. The truly marvellous accomplishments of engineering described will fascinate readers of all ages, although the book is intended for adults or those in senior grades. Reference is made to ventures from the early ages to the open-

ing of the St. Lawrence Seaway, and to structural work all over the world. A good book for science.—E.G.H.

Longmans, Green & Company, Toronto, are the Canadian agents for two publications of the Webster Publishing Company, St. Louis. These are in sets and in booklet form, illustrated in color, and grouped as follows: Webster Classroom Science Library and Webster Junior Science Series, and they cover a great deal of elementary science material.

The Classroom Science Library would be suitable for the intermediate grades, IV, V, and VI, and the Junior Science Series would be very useful in Grades I, II, and III. Two sizes of print have been used in the format—larger type for Junior Science Series and smaller type for the Classroom Science Library. Both of these sets of booklets would be excellent purchases for elementary school science classes. Prices are moderate. Elementary Science Library 75c per vol. Junior Science Series 60c per vol.—E.G.H.

SOCIAL STUDIES

The Amazon, by Victor Coverley-Price. Oxford University Press, Toronto, 1960. Illus. Series: Rivers of the World. Linen cover. 40c

An easily read description of the course of the Amazon with the home, plant and animal life of its banks and the various means of transportation used. Somewhat of a story has been interwoven which increases the younger reader's interest. This booklet will fit easily into the junior Social Studies program.—E.G.H.

Success of a Mission: Durham in Canada, by E. Koch, V. Tovell and J. T. Saywell. Clarke, Irwin, Toronto, 1961. \$1.00

This very vivid play would be of great value in teaching that difficult section of Social Studies 30 dealing with the Growth of Responsible Government. The authors have that tremendous ability to make the characters in the story actually come to life before the interested reader.—W.D.-M.S.

Supplementary Reading Books for Social Studies. Clarke, Irwin, Toronto, 1961. Illus.

Books suitable for Grade III.

Looking Further Afield, by A. H. T. Glover & L. V. Young. \$1.45

Foreign Animals, by J. C. Gagg. (The Young Learner Series.) 80c

Books suitable for Grades IV-V.

Travelling To-Day, by J. C. Gagg. **People Through the Years**, by J. C. Gagg.

People of the World, by J. C. Gagg. These books all contain good illustra-

tions and have very readable text. They are good library material. (Young Learner Series.) 80c each

Books especially for Grade V.

Tales the Years Told, Books II and III, by R. K. and M. I. R. Polkinghorn.

Book II is based on the life stories of important people who lived between 54 B.C. and 1299 A.D. Useful interesting informational reference material.

Book III continues the tales of important people in history but extends the time to the 19th century. Books containing excellent review exercise material.

Books suitable for Grade VI.

How People Live Series. London Educational Supply Association, 1961. Illus. \$1.65 each.

How People Live in the United States of America, by W. R. Mead and David Large.

How People Live in the Islands of the South Pacific, by W. Gerard Ward.

How People Live in Norway.

How People Live in Australia.

These books contain good reference material in Geography for Grade VI and possibly could be used in the first year of junior high school. The text material is authentic and is well-told.

The Story of Hannibal, by Johanna Johnston. Garden City Books, Garden City, N.Y., 1960. \$3.49

"His name was Hannibal and he fought the Romans." With these words begins the best telling of that old story that I have ever read. Simple in language and style but not oversimplified in relating what must ever be a complex series of events, beautifully illustrated with both color and black-and-white sketches, it is a volume to tempt any normal, average Grade VII reader. Teachers may perhaps question the purity of Hannibal's motives but this book does not; it is a volume of inspiration, and I hope that the author will subject Caesar and Alexander to the same sort of treatment.—W.C.E.

TRAVEL BOOKS

This Is Edinburgh, by M. Sasek. Brett-Macmillan, Galt, 1961. Illus. \$4.25

This fascinating book about Edinburgh will delight those who have visited the city. Although the type of illustrations show that the book was intended for children, readers of a much older generation will enjoy its interesting pages.—E.G.H.

This Is Munich, by M. Sasek. Brett-Macmillan, Galt, 1961. Illus. \$4.25

A most interesting travel book in pictures. It shows buildings, monuments and customs of Munich.—E.G.H.

COLLEGE OF EDUCATION AT VICTORIA

APPLICATIONS ARE INVITED

for positions in the Faculty of Education in all branches of the Elementary Division, but at this writing especially in:

Primary Education
Women's Physical Education
Mathematics Education
Social Studies Education
Educational Psychology
Science Education
Language Arts Education

Each position involves duties in general education and supervision of practice-teaching. Some of the positions will include work in the Secondary Division. Appointments will commence at July 1, 1962.

One of the Mathematics appointments will be for a year only, while a staff member is on study leave. In any field an application for one or two years only will be given careful consideration.

Please send full information prior to February 15, 1962, about age, health, general and professional education and experience in the public schools. University transcripts, letters of recommendation and a recent photograph should also be sent.

Since this University is in a process of steady expansion, applications are welcomed at any time. Beginning salary will vary according to qualification and experience.

**Director of Teacher Education,
Victoria College,
Victoria, B.C.**

DLS

Having first stimulated the child's interest and imagination, you can then proceed to help him to express himself clearly, accurately, and effectively. Once he has gained confidence in his powers of expression, both oral and written, growth of independent ideas and use of language will quickly follow.

This is the policy of

THE DEVELOPING LANGUAGE SKILLS SERIES

and teachers throughout the country vouch for its success.

Hundreds of suggestions, exercises, illustrations and projects keep the students' interest alive. Vocabulary development and technical points are incorporated naturally into the exercises, and subject matter is correlated with other school work.

DLS Grades 3, 5, 7 and 8: each \$2.15

DLS Grades 4 and 6 are in preparation.



Ryerson Texts

The Ryerson Press,
299 Queen St. W.,
Toronto 2B.

about People

Peter Alexander Troffe

It is with deep regret that we report the untimely death of Peter Troffe on Monday, November 13.

Peter was always one carried by his sense of duty beyond that which was required. He took an active interest in Federation affairs and became well known to many members as a result of his attendance at three of the Federation Summer Workshops. He also took an active interest in the development of in-service education, both at the provincial and local levels. He will be greatly missed by all those who knew him.

Born at Calder, Saskatchewan, in 1915, he took his early schooling in that province and graduated from the Moose Jaw Normal School in 1934. During the next 13 years, he taught at six schools in the Yorkton area. It was at this time that he had his first contact with students with special learning problems. His experiences with New Canadian classes led to a life-long interest in the problems of the student with learning difficulties, particularly the slow learner and the poor reader. Although he found little time to attend university he always made time to attend

workshops and special lectures on the problems of this group.

Mr. Troffe left Saskatchewan in 1947 and came to teach at Mitchell Elementary School, Richmond. In 1952 he was transferred to the newly formed Cambie Junior High. In 1956 he became the first principal of Mort Elementary School, which was later re-named James Whiteside Elementary School. He was principal of this school at the time of his death.

Mr. Troffe's primary concern was with his students and staff but he found time to take a limited interest in square dancing. He was also a member of the International Order of Foresters.

The teachers of Richmond, as well as many teachers from other parts of the province who knew him, extend to his wife Cora and his son Brian their deepest sympathy.—W.E.T.

Erven O. Witherly

Erven O. Witherly, principal of Henry Hudson School in Vancouver, died suddenly on Sunday, November 5. He was fifty-one, and the shock was the greater for the circumstance that he had never appeared more vigorous and cheerful.

Coming to British Columbia after teaching six years in Saskatchewan, he taught briefly at Hope and Richmond, and for a period at West Vancouver High School. In 1943 he moved to the Vancouver school system and taught for eleven years at King Edward High School, where he became head of the Mathematics Department. He is remembered there, besides, for being sponsor of the school orchestra and coach of the baseball team. Mr. Witherly was proud also of the large number of veterans who, at night school, he helped through their high school mathematics.

He was a member of the first group of Senior Assistants in Vancouver, and worked in that capacity at Kingsford Smith and at Queen Alexandra Schools before coming to Henry Hudson as principal in 1958.

Mr. Witherly was energetically engaged in the work of the Children's Aid Society, Parent-Teacher Association, and youth sports programs. An enthusiastic sportsman himself, he had played baseball, table tennis, tennis and golf; he was latterly a member of the Vancouver Golf and Country Club.

Mr. Witherly enjoyed an unusually wide acquaintance. All with whom he was associated will remember him for his huge energy, the generosity with which he gave his time, and his vigorous promotion of new and experimental ideas in education.—P.B.

Is This You?



Do you teach geography by dealing with the geographical features first and then working towards the human description? Or do you teach it by emphasizing first man and only then leading from his adjustment to and understanding of his geographical setting?

Consider what the meager research on this subject indicates.

The conclusion of an experiment

on fifteen-year-olds was that the latter method was clearly superior in that it produced a greater improvement in international goodwill.

If you now use the former approach, perhaps you may like to change. Or do you need further evidence?

More research needed.

Details of source from B.C.T.F. Research Committee.



it's News to us

High School Conference

Over 250 youthful delegates, representing high schools in all parts of British Columbia and the Yukon will be attending the fifteenth annual High School Conference, to be held on the UBC campus the weekend of February 23 and 24.

Considered to be the only event of its type in Canada, the two-day conference consists of a program designed to acquaint the student delegates with a variety of the aspects of university life.

First organized in 1946, High School Conference is jointly sponsored by the Alma Mater Society, the University administration, the B.C. Teachers' Federation, and the B.C. Parent-Teacher Federation.

The delegates will sit in on sample lectures, take part in discussion groups, and be conducted on tours of the University campus. In addition, a banquet and mixer dance is planned for the final night of the conference.

Welcoming addresses will be delivered by Student Council President Alan Cornwall, a representative of the UBC administration, and High School Conference Committee chairman Nick Blom.

"The purpose of High School Conference is to familiarize as many students in our province as possible with the opportunities awaiting them at the University," says Blom. "Every one of the delegates is expected to report back to his classmates his observations while on the campus. In this respect we are especially eager to welcome delegates from the more distant parts of the province. In the past, the conference has, in our opinion, more than adequately accomplished this objective."

Repository Service

Reports and accounts of educational experiments and other research activities are held and made available to interested persons concerned with education in B.C.

Please assist in making this service more useful by depositing reports of formal or informal research activities with the B.C. Educational Research Council.

Address reports or requests for reports to Professor R. Smith, Secretary, B.C. Educational Research Council, College of Education, University of British Columbia, Vancouver 8, B.C.

Summer School of Linguistics

The University of Alberta is pleased to announce that the fifth Summer School of Linguistics will be conducted, jointly sponsored by the Canadian Linguistic Association, from July 3 to August 15, 1962. The following courses will be offered by members of the staff of the University of Alberta and outstanding visiting professors:

- General Linguistics
- Descriptive Linguistics
- Field Methods in Linguistics
- Cree Phonology and Structure
- Culture and Language
- Teaching English as a Second Language
- Modern Methods in Teaching Latin (Applied Linguistics)
- History of the English Language
- Modern English Grammar

All courses carry University credit. Students who have not previously attended the University of Alberta must request Application for Admission forms from the Registrar of the University and submit completed forms not later than April 1, 1962.

Prospective Canadian participants are eligible to apply for financial assistance to the Canada Council, 140 Wellington Street, Ottawa. Because of early final dates for applications, students are advised to request additional information as soon as possible.

A limited number of small grants, some especially earmarked for particular courses, will be made available by the Canadian Linguistic Association to students registered in full programs in linguistics. Inquiries and applications should be directed to Dr. M. H. Scargill, Chairman, Committee on Awards and Grants, Canadian Linguistic Association, University of Alberta, Calgary, Alberta; to be received by March 1, 1962.

A bulletin giving full details concerning the 1962 Summer School of Linguistics will be available soon. In the meantime, all inquiries should be directed to Dr. Ernest Reinhold, Director, Summer School of Linguistics, University of Alberta, Edmonton, Alberta.

Educational Administration Fellowships

A number of teaching assistantships, research assistantships and fellowships are available to full time graduate students in Educational Administration. The awards, based on the eight month term, range in value from \$1800 to \$2700. They are awarded to candidates for the M.Ed. and Ph.D. degrees (approximately twenty students are assisted each year).

These awards are open to graduate students of any recognized university who have had successful teaching experience. Awards are made on the basis of academic standing, intellectual ability and administrative promise.

Application forms may be obtained from the Chairman, Division of Educational Administration, University of Alberta.

As it takes time to assemble the required documents, applications should be made early. The latest date for submission is March 1, 1962.



quality*

The care, craftsmanship and experience which go into the making of Sargent School Art Materials assure built-in excellence for every Sargent product. Sargent Artists' Colors • Pastels • Crayons • Chalks • Poster Colors • Powder Paints and Modeling Clays are and have been *top choice* in the classroom over the years.

SARGENT COLORS, LTD. — Sales Office — Frank Arnott & Co.
32B Howden Rd., Scarborough, Ont.

THE KEY TO CIVILIZATION'S PROGRESS . . .

TEACHING and **PRINTING**

IF all knowledge were handed down through generations by means of the spoken word, how far would civilization have progressed? Books, the fount of knowledge for students and teachers alike, would be non-existent.

The part played by the printing crafts to provide this ever-growing store of knowledge, combined with progressive teaching methods, assures the continuing progress of civilization.

When thinking of books remember—the name "Evergreen" is synonymous with quality printing



EVERGREEN PRESS LIMITED

1070 S.E. MARINE DRIVE • VANCOUVER, B.C. • PHONE FA 5-2231

COMMERCIAL PRINTERS • LITHOGRAPHERS • BOOK MANUFACTURERS



Washday at Brooke Hall

A School in the Tropics

Simanggang Sentinel — II

J. K. T. TAYLOR

I CAN LOOK OUT through the open shutters of my den across an open, swampy ground interspersed with light-green acacia, delicate, mauve-blossoming jacaranda, and wide-spreading, shady rambutan to the wet field of Brooke Hall. Brown-skinned Iban and Malay boys are having a playful game of scrub soccer, while blue-skirted, white-bloused Chinese girls play gaily at nondescript games under the shade of an old tree on the bank above the soccer field. Prominently, half-way up this bank, is situated Brooke Hall, the temporary home of the first Government Secondary School of the Second Division of Sarawak. My thoughts drift back to September when I first beheld my new school for the coming year.

"And this is The School," Mr. E. C. Hicks, the principal, informed me.

Not knowing what I was expected to reply, I remained silent, gasping within! High, barn-like ceiling; dark, foreboding corners; black and white hardboard screens; worn, unpainted, concrete floor; motley, disarranged furniture — what could I say?

"Good-morning, Sir."

I was jolted back from my astonishment at the school by a chorus of polite voices. This choral greeting came from fifty-three brown-skinned, inquisitive Sea-Dayak, Malay (Muslim), and Chinese pupils. Having been introduced as the "expert" from British Columbia, I watched two expert teachers continue with their lessons. One class was in the middle of a Chinese lesson taught ably by Mr. Wong; the other class continued its art lesson capably taught by Mr. Teo. I noticed that the desks and chairs of the pupils were placed in a rather irregular pattern. "That," replied Mr. Hicks to my inquiry, "is to accommodate the birds that nest overhead." Such was my introduction to Government Secondary School, Simanggang!

"It's a bit of a joke . . . I mean . . . the new school opening," continued Mr. Hicks, " . . . It should have opened on the first of September . . . then it was November the first . . . and now I'm informed by the Department of Education that they are working on the date, January the first." Mr. Hicks is the kind of person who is not easily perturbed by unexpected

changes and delays in schedules. Having had forty years experience in Malayan and East African schools and having been retired from the Colonial Office these past two years, he is still full of enthusiasm and is well equipped to open a new government boarding-school in this tropical country of Sarawak. His wry humor, unperturbed manner, and genuine friendliness and kindness toward children, make him, indeed, a very interesting principal under whom to work.

Having just about finished teaching for this, the last term of the school year (I will be supervising the end of Form III Sarawak Junior Examination for this District at St. Luke's Anglican Mission School and then our own year-end examinations), I look back on the last two months of teaching the children of the Second Division with much satisfaction.

Several things, account for this ideal teaching situation. First of all, the children are "selected" pupils, i.e. the top 30% of this Division; secondly, they come from

Mr. Taylor was sent to Sarawak by the teachers of British Columbia.

THE B.C. TEACHER

longhouses in the ulu (up-country) and from down river where they had only the prospect of spending the rest of their days working in the padi fields or tapping rubber on the plantations; thirdly, and probably most importantly, they are children who are, by nature, polite, kind, considerate and unsophisticated. At first, I could not get any response from them because they were too shy and ashamed to answer my questions lest they give the wrong reply. In a short time, however, an informal atmosphere developed as I became more confident and they became less reticent.

I am impressed with the fluency of the English with which these native children can answer written work and with their willingness to

answer, as fully as possible, the questions I give them in literature, composition, geography and history. Form I, this year's highest grade, which is equivalent to our Grade VII to Grade VIII, is doing work in mathematics which is equivalent to that which our U.P. Grade IX pupils are doing. The artwork is comparable to our Grade VII level; the hand work, however, is limited to grass mat-weaving and to Chinese paper-cutting. The science is general and mostly theoretical for want of adequate facilities and equipment. Visual aids are limited to readers, textbooks, the black (green) board, two wall maps of the world—one political and one physical—and a limited number of wall charts and pictures. In oral English, difficulties

arise because of the different pronunciation of vowel sounds in the children's vernaculars — Sea-Dayak (Iban), Malay, and Chinese. Other than physical training and art, the "outer-ring" subjects are non-existent. This lack will be partially rectified when we move into the new school where facilities for science laboratory work and wood-working are provided — if some Colombo Plan country provides the tools needed.

In spite of the lack of facilities at present (Brooke Hall does have one outstanding facility, however—a three-cubicle jambon or outhouse), the standard of education is admirable. With these eager students, we would obtain good results if we had only a roof of jungle trees over our heads! ★

Further Adjustment Needed

Continued from page 94

operation the fund was virtually bankrupt. The revision of 1941 corrected the inadequacy of funding, but in the process benefit rates were substantially reduced. As a result of this experience, considerations of ultimate security have tended to dominate pension thinking in this province.

A problem which is perhaps minor in its total impact but major to the persons directly affected arises from the reinstatement provisions of the new Act. The purpose of a reinstatement provision is to enable a person who leaves the service, and who subsequently returns, to count for pension purposes his total length of service, both before and after the interruption. The privilege cannot be granted indiscriminately without tacitly inviting every person who has ever taught for ten years, or even a little less, to return at the age of 59 years, serve for one year, and claim a retirement benefit whose cost to the fund would be out of all proportion to the contributions made by the employee and by the employer on his behalf.

In the new Act, unwarranted use of the reinstatement privilege is prevented through imposition of three limitations. In the first place, each application for reinstatement is subject to approval, by the Commissioner if the period of absence does not exceed two years, by the Teachers' Pensions Board if it exceeds two years but not ten years, and otherwise by the Minister of Education on recommendation of the Board. Secondly, reinstatement, even if approved,

does not become effective until the employee has again been a contributor for a period equal to the period of absence. Finally, if the absence is for more than two years, reinstatement is denied unless the return to service occurs before attainment of the age of 55 years.

It is this final restriction which needs reconsideration. We have encountered cases in which a person teaches for 20 years or more, is absent for a period of ten years or less, returns just after the 55th birthday, prepared to serve for almost ten more years, but cannot obtain reinstatement and hence cannot qualify for a pension. Yet others, with shorter total service and longer periods of absence because they happen to re-enter before attaining age 55, are able to qualify. It seems apparent that the first two restrictions on reinstatement provide ample protection for the fund, and that the third restriction is both redundant and unjust.

A whole area demanding consideration is the loss of pension equity which a teacher incurs when he moves from province to province. The factors and arguments relating to this subject are too complex to be detailed in the present article. They have had some considerable attention at the last three biennial national meetings of pension administrators, but effective action seems far from realization.

We should not be so conscious of these many unsolved problems as to forget that the new Pensions Act represents very substantial progress. Nevertheless, it is quite apparent that the Federation will need a Pensions Committee for many years to come. ★

Abuse of Intelligence Tests

Continued from page 99

evidence to demonstrate that, if all known impediments to successful school work were removed, a one to one relationship between scholastic aptitude tests as presently constituted and school success would exist. Human personality is complex and its analysis far from complete. No harm results from making an assumption of a high correlation between intelligence quotients and school work in the case of the high I.Q. because a positive approach may be taken by instituting remedial measures.

Do I.Q. Tests Really Predict?

Abuses in the use of the intelligence quotient generally occur with children at the middle or lower end of the scale. An I.Q. below average is interpreted by some as almost a guarantee of poor work. The major determinants of school success are ignored. Even worse, a negative attitude is being developed towards "overachievers." One publication of the British Columbia Department of Education discusses those who are "over-achieving on the basis of their ability" [sic] and recommends that these children be guided away from programs which later will prove too difficult for them. This is faith in the I.Q. indeed! Does it need to be pointed out that the best predictive measure of a student's performance in any given year is his achievement in the previous one?

Psychologists customarily use expectancy tables as a basis for prediction. These tables give the probability of success in a task, given the score on a test and the correlation between the test and achievement on the task. Let us ignore the problems associated with the constancy of the I.Q., and attempt to predict the chances of completing high school in British Columbia for a student who obtains a below average I.Q. in Grade VI. Let us assume a correlation between measurements in Grade VI and success in Grade XII as .65 (it is likely to be much less). Referring to expectancy tables we find that for I.Q.'s of 90 and 85 the chances of being in the third of the students who finish high school is .25 and .15, or one chance in four, and one chance in six or seven respectively. Putting this another way, out of every four students with an I.Q. of 90 in Grade VI, one will complete his high school education. Is it this one who is the "overachiever"?

Viewed within an expectancy framework the concept of "over-achievement" and the presently recommended procedures based upon it appear to the writer to involve grossly oversimplified and somewhat dangerous assumptions. To prohibit more advanced work solely on the basis of intelligence test results is simply not compatible with the data obtained from them. If an analysis must be made, it

should be directed towards discovering whether the student has the necessary attributes to make it, for example, the one in four who will be successful rather than one of the three in four who will not. No reasonable attempt at prediction can be made without considering the total personality of the student. The level of functioning on an intelligence test is by no means the only criterion by which future success may be judged.

The writer heard a true and sad story recently. A large international company has comparatively recently introduced a program of psychological testing for employees who have qualified for promotion. One man, after twelve years of very successful service, was being considered for the position of district manager at the very young age of thirty. As a result he wrote a series of psychological tests. Apparently he did not do too well, for shortly afterwards he received a letter from the head office to the effect that although his work for the company had been most satisfactory, it was considered wise that he should be informed that he could expect no further promotion. At thirty he feels he is through. It is most unlikely that the battery of tests that were administered to him would correlate with job success as high as .40. Information from ten years' work has been ignored in favor of results from tests which cannot have high validity.

Tests Are Research Tools

Intelligence tests are excellent tools for research purposes. Experimenters can make very accurate predictions for large groups of subjects. The tests are also valuable as screening tools for certain jobs when the employer has no other valid source of information. A test will show, for example, that one applicant has twice as much chance of job success as another, *all other factors being equal*, and in the absence of further information it must be assumed that they are.

In education neither of these considerations apply. We attempt to forecast for individuals, not large groups. Further, when we do predict we usually have a large supply of other pertinent information available in the way of school marks, work habits, family background and so on. Our task is to obtain as much of a total picture of the student as we can, using all the information available to us. The intellectual functions measured by intelligence tests supply only one aspect. A superstitious awe of the I.Q. should not be allowed to distort the picture.

The writer does not deny the possibility of ultimately a far greater accuracy of prediction from tests. In the Brave New World they may be beyond challenge. If they are, it will be because they have demonstrated the ability to predict performance to a far greater degree than any test yet devised. Until this happy day, let us realize the limitations of our instruments, and temper their findings with a judicious mixture of common sense. ★

¹ *Testing Manual and Catalogue of Tests*, Division of Tests, Standards, and Research, Department of Education, Victoria, B.C., 1958, p. M5.

REMEMBER:

AUTO INSURANCE

B.C.T.F. members having unblemished loss records for three to five years should apply for their discount.

HOMEOWNERS INSURANCE

Get your 20% discount on packaged Dwelling policies.

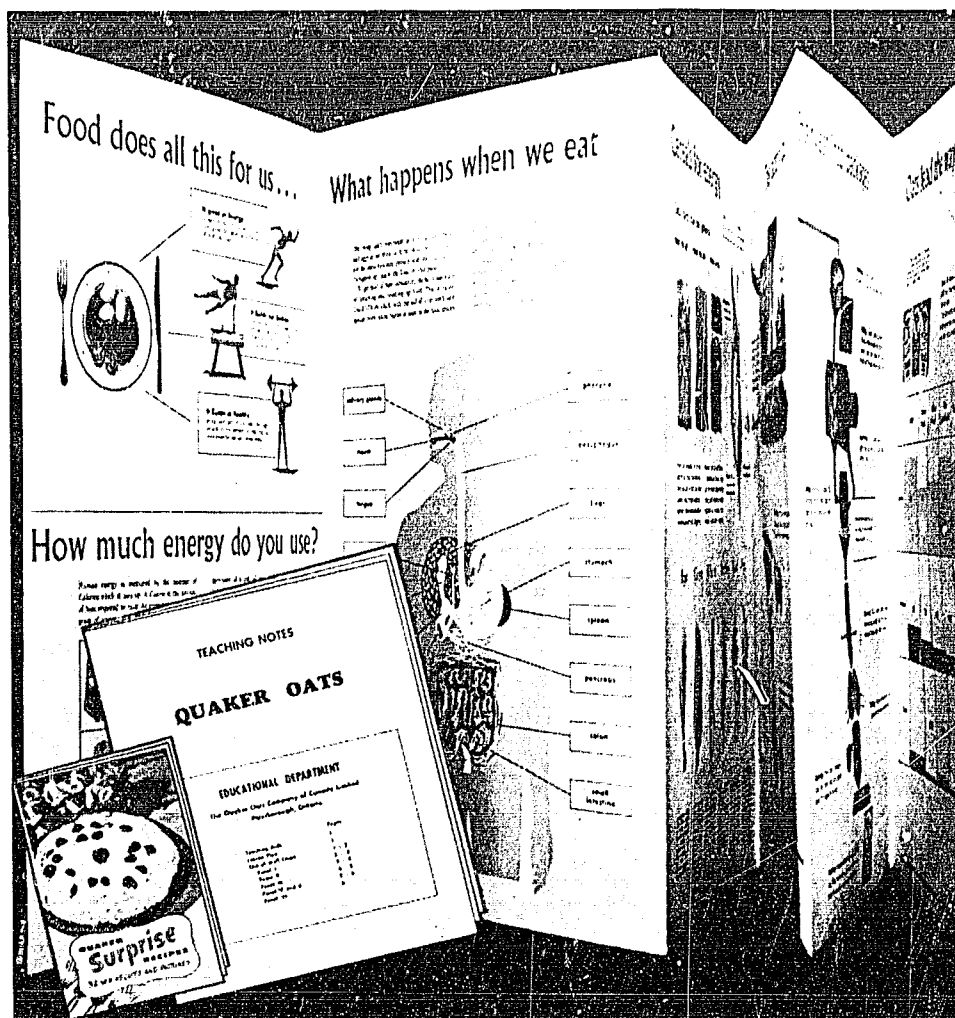
AUTO FINANCING

Simple interest plan available to B.C.T.F. members who can qualify.

CHRISTIE AGENCIES LIMITED

VANCOUVER — 198 WEST HASTINGS ST.
VICTORIA — 610 COURTNEY ST.

MU 3-2188
EV 3-1323



**this FREE, graphic kit will
dramatize your nutrition lectures**

Clear, colourful wall chart (57" x 15") will capture pupils' attention; serve as a sound basis for your lecture.

Detailed teaching note book will help you to prepare an authoritative course in body-building nutrition.

A 27-page recipe booklet will help you augment your lecture; encourage wiser eating habits in the children.

The Educational Department of The Quaker Oats Company will be happy to send you one of these useful 3-piece kits. Simply send your name and address to

" Teaching Kit "

**THE QUAKER OATS COMPANY OF CANADA LIMITED
PETERBOROUGH, ONTARIO**