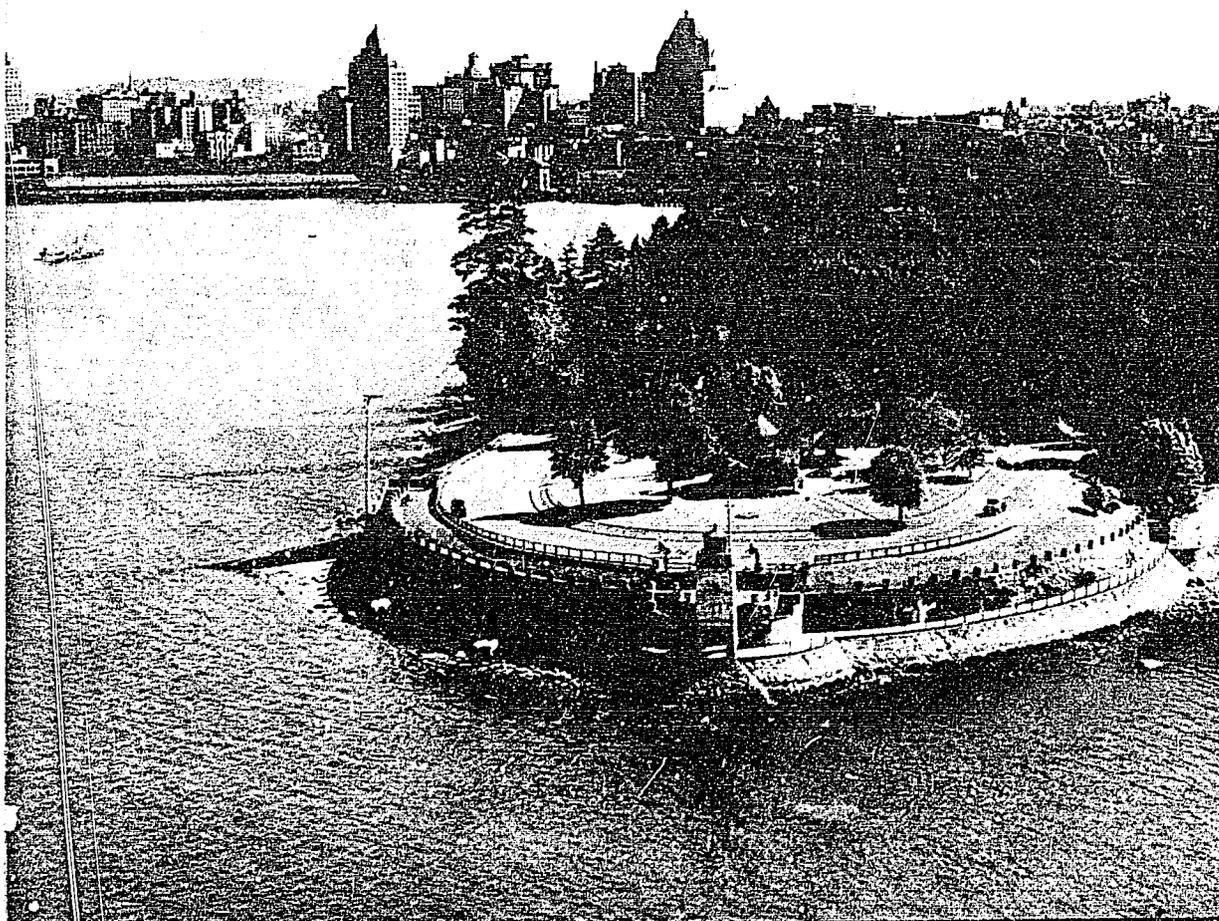


the **BC** *teacher*

OFFICIAL ORGAN OF THE BRITISH COLUMBIA TEACHERS' FEDERATION

VOL. XXVIII, NO. 6

MARCH, 1949



BROCKTON POINT, STANLEY PARK, VANCOUVER

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In This Issue . . .

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Are We Teaching Dishonesty?

Speech Correction Moves Into the Country

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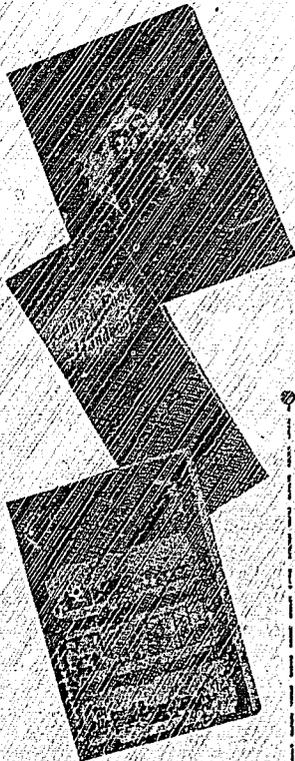
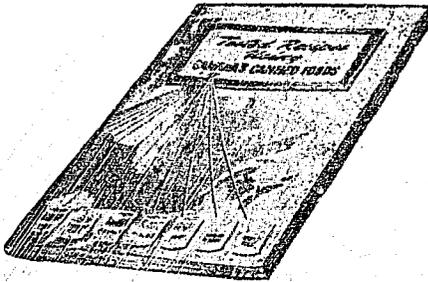
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MARCH,
1949

the BC teacher

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THE COVER PICTURE

This British Columbia Government Travel Bureau picture combines the beauty of Vancouver's famed Stanley Park with the interesting skyline of the business section. Hotel Vancouver, in the right centre, will be the site of the 30th Annual Convention of the British Columbia Teachers' Federation from April 18th to 21st inclusive.

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B. C. T. F. News

Time Table of 1949 B. C. T. F. Convention

MONDAY, APRIL 18th:

10:00 a.m. to 12:00 Noon—Medical Services Association Meeting.....Ballroom
 12:30 p.m. —Delegates' Luncheon.....Banquet Room, Hotel Vancouver
 3:00 p.m. to 5:00 p.m. —Annual General Meeting, 1st Session.....Ballroom
 7:30 p.m. to 10:00 p.m. —Entertainment Programme (Talent Search).....Ballroom

TUESDAY, APRIL 19th:

9:30 a.m. to 12:00 Noon—Sectional Meetings.....Dawson School
 2:00 p.m. to 4:00 p.m. —Sectional Meetings.....Dawson School
 7:30 p.m. to 9:30 p.m. —Annual General Meeting, 2nd Session.....Ballroom
 (Curriculum Revision Resolutions)

WEDNESDAY, APRIL 20th:

9:30 a.m. to 12:00 Noon—Annual General Meeting, 3rd Session.....Ballroom
 2:00 p.m. to 5:00 p.m. — " " " 4th Session.....Ballroom
 7:30 p.m. to 10:00 p.m. —Public Meeting.....Ballroom
 Public Meeting: Guest Speaker
 Fergusson Memorial Presentation
 Charlesworth Memorial Presentation

THURSDAY, APRIL 21st:

9:30 a.m. to 12:00 Noon—Annual General Meeting, 5th Session.....Ballroom
 2:00 p.m. to 5:00 p.m. — " 6th Session.....Ballroom

Transportation Refund

Out-of-town teachers who attend five or more subject or association meetings at the Easter Convention and who have paid 1948-49 fees before March 31 may claim a 'Transportation Refund' if the total cost of the return fare exclusive of berth and meals is \$5.00 or over.

Claims for refund are to be made in Salon D of the Hotel Vancouver between the hours of 9 and 12 a.m. and between the hours of 2 and 4 p.m. on Monday, April 18.

Please file your application for refund on Monday. All claims must be in before a breakdown can be prepared and a scale of rates struck for payment. Cash is then drawn to cover the claims made. If your claim is not made before cash is drawn, there will not be money available to meet it.

Last year refunds were made on the following basis:

25%	of fares from \$5.00 to \$ 9.99
30%	" " " \$10.00 to \$29.99
40%	" " " \$30.00 to \$39.99
50%	" " " \$40.00 and over

We hope to be able to maintain this scale.

Where special cheap Easter rates are available, refund is made on the basis of the

cheap rate. Where optional forms of transportation are available and satisfactory, refund is made on the basis of the cheaper.

Payment of refunds will be made in Salon D of the Hotel Vancouver on Wednesday between the hours of 4 and 5 p.m. and on Thursday between the hours of 11:30 a.m. and 1 p.m.

POINTS TO REMEMBER

1. Bring your B.C.T.F. Membership card with you to the Convention.
2. File your application for refund on Monday.
3. Attend at least five section or association meetings and get your B.C.T.F. card punched.
4. Come to get your money.

W. R. F. SEAL,
 Chairman, Pooling Committee,
 1796 W. 14th Ave., Vancouver.

Which Hotel, Please?

The Convention Committee will be happy to assist delegates wishing to make reservations during the Convention week. Blocks of rooms have been reserved in the Vancouver and Georgia Hotels, at regular rates.

Requests for reservations should state the following clearly:

- a. Date of arrival at hotel.
- b. Number of days.
- c. Single or Double.
- d. With bath.

All requests should be mailed before April 1st, addressed to:

Mel Henderson,
Accommodation Chairman,
c/o Dawson School,
Vancouver, B. C.

Music Section

The Music Section at the Convention will meet again this year in the music room at the Dawson School, Tuesday afternoon, April 19th.

We are stressing this year practical activities for the unmusical child and the changing voice period of adolescence. If any of you have a group of Grade VIII boys who are making life miserable for you during the music period, we would strongly advise you to be present at this meeting of the music section. Here are two demonstrations with Grade VIII classes you won't want to miss:

- (1) using tuned resonator bells and
- (2) using piccolo recorders.

On Monday evening, April 18th, sharing the "Search for Talent" finals, we are presenting a mixed choir of approximately 200 voices from Kitsilano High School.

What's Your Opinion?

It has been proposed that the General Science course be reduced from five years to four years, extending from Grade VII to Grade X, and a committee has been struck to carry out that revision. It would be of considerable assistance to the committee if the opinions of many experienced teachers of Science I, II, III, IV and V were at its disposal. At present the committee is working on the idea of condensing the present courses, so there will have to be some deletions as well as some reallocation of topics and even some topics may be added. If you would send your ideas on this matter to the chairman of the Science Section of the B.C.T.F., they will receive consideration. Remember—you will have to teach

the new course, possibly starting in September, 1950, so let us have some action—soon!

A questionnaire is being sent out presently by the Department to get an expression of opinion of the general effect of the current General Science Courses. Data obtained will be available to the Revision Committee. Your co-operation in this general opinion and the presentation of detail as referred to above will be to your advantage, to the advantage of your pupils, and to the advantage of all teachers of General Science in B. C.

R. K. Cameron, Chairman,
B.C.T.F. Science Section.

Convention Demonstration

Primary and intermediate teachers will be pleased to learn that they will be able to witness an actual demonstration of "It's In the Air" at one of the convention Sectional Meetings. Kay Ortman's Pawley, who writes both music and script for this program of music and rhythms, will explain some of the principles of the program, and will work with a group of school children during the demonstration. Also present to interpret Miss Ortman's music through movement will be two adult dancers who will be dressed in gay costumes to fit each theme.

City Street

Drab buildings; drab street
Studded with ugly poles;

Long lines of iron rails
Underneath my feet;

Overhead a maze of wires;

In the noisy bustling street
Dust, smoke and gases taint the air
That should be clean and sweet.

Above the bastioned street
A narrow strip
Of lively bright blue sky,—
A glimpse of beauty,—
Where a pure white fleecy cloud
Floats slowly by.

GEO. K. SANGSTER

Earlier Retirement Or Disability Protection ?

By R. R. SMITH,
B.C.T.F. Pensions Committee

A BRIEF preamble, outlining in a few words the bare framework of the Act, may not be out of place.

Our pensions benefits, like Gaul, come in three parts.

1. For teachers in service in this province prior to 1940, there is the paid-up annuity, maturing at retirement age, purchased with the money the teacher contributed under the Act of 1929.

2. The annuity purchased by the teacher's instalments. (4 per cent of each month's salary.) Teachers may, at their option, increase their annuity either by making larger monthly payments than the 4 per cent minimum or by making lump sum payments to supplement the compulsory contributions. The larger the contribution the teacher makes under this heading, the greater his annuity at retirement. There are but two limits to the annuity — the financial ability of the teacher to make larger payments and his willingness to use this as an outlet for saving.

3. The service pension which is financed by a pool into which the government pays 7 per cent of the total payroll of teachers employed in provincially supported schools. In addition, teachers contribute to this pool a further one per cent of their salary each year for a period that will expire not later than December, 1961.

This article deals with the benefit accruing to annuitants from this third part or pool, or fund. In fact, wherever the term "fund" henceforth is used, the reference will be to this service pension fund, built up mutually by teachers and government.

Basis of Service Pensions

The fund provides a service pension at retirement, evenly apportioned in accordance with years of service rendered. It does not reward the type of service, as it is presumed that salary paid during employment

has already recognized that fully. For the first twenty years of service, each annuitant at the compulsory retirement age will receive from the fund \$30 per month until deceased. Each succeeding year of service provides the annuitant with an additional dollar per month. Thus, for forty years of service, the service pension is \$50 per month.

This article will now deal with this \$50 as if the annuitant had taken optional retirement at sixty after having completed forty years of teaching service.

At the last annual general meeting, teachers went on record as desiring optional retirement as much as ten years before the compulsory retiring age, provided the actuarial position of the fund remain in balance. It is this actuarial proviso, fundamentally necessary, that makes the benefits of optional retirement so tenuous as to be completely unacceptable. Why fundamentally necessary? It is quite generally held that pensions for teachers in British Columbia are no longer adequate—if they at any time could have been considered satisfactory. The needs of present annuitants and teachers shortly retiring on pension, are so manifest that every issue likely to postpone service

Our Pensions Act, in spite of its importance, is one of the least understood of all legislation affecting teachers. The legal and technical phraseology used in the act discourages rather than inspires the individual teacher with the zeal for the minute study warranted by the Act's importance. This article, however, is written with the hope of provoking controversy and debate on the single phase, Optional Retirement, rather than on the Act itself. I would like to show that optional retirement on the plan offered is completely unacceptable but that an alternate plan might delay improved benefits in pensions.

pension improvements should be returned to long-term Federation policy. Therefore, optional retirement must be accepted, if at all, on an actuarial basis without impairing the fund. Let accumulating reserves be used in their entirety for larger service pensions.

If a teacher retires voluntarily, the fund is affected in three ways:

1. Each year of optional retirement is an extra year of withdrawals against the fund.
2. Each year means a year's loss in contributions by both teacher and government.
3. These contributions—a total of 8% of salary—are in the last years of the teacher's service, at the peak of his earnings.

Examples

Let us consider the male teacher, retiring voluntarily, after completing forty years of service at age sixty. His service pension to take care of the loss engendered by number "1" of the above is cut from \$50 to \$33. (All figures used are approximations.) This is not a sufficient saving to make allowance for numbers "2" and "3"; and to determine their effect, it will be necessary to consider individual cases in various income brackets.

So far as the financial effect of the 8% contribution is concerned, it might be considered that a teacher earning \$2,000 at time of retirement would be replaced in the ordinary way by a teacher at the minimum. The difference in pay for the five years would be at least \$1,250 after making allowance for increments to the account of the new teacher and 8% of that would mean a loss of \$100 in five years. The loss would come out of the reduced service pension of the annuitant. His \$33 would drop to \$32.50 per month.

A teacher earning \$3,000 at retirement would involve the fund in a much larger loss. The average loss per year in payroll would be \$1,250 per year or \$6,250 for the five-year period. The fund would lose 8% of this amount or \$500 net. This annuitant would find his \$33 reduced to \$30 per month after the further deduction had been made.

A teacher earning \$4,000 at retirement would constitute a loss to the fund of \$9,000 in the five-year period and consequently, this teacher as an annuitant would find his \$33 reduced to \$28; and in the same way, a \$5,000 teacher would receive only \$25 or \$26 per month.

The principle of the same service pension for all teachers, regardless of service and salary, would be destroyed; and in a most inequitable way the teacher making the largest 1% contribution would get the smallest service pension.

Optional Retirement or Optional Employment

It is possible to change the whole approach to the problem by turning from a plan of optional retirement at sixty to optional employment after sixty as is the basis for the Municipal Employees' Pensions Act. This would assure all teachers, regardless of sex and earnings, the same service pensions at sixty for forty years of service, but if teachers in numbers of any consequence availed themselves of retirement at the lower age, the benefits that seem to be within our grasp from the fund in more adequate service pensions, will be delayed until the actuary can determine, from experience, the effect of the new situation on the fund. Those teachers who have fifteen or twenty years of service ahead of them would probably be much better off if delays in improving the service pension took place, but the plight of present and prospective annuitants forces teachers to brook no delay.

A major obstacle to optional retirement is our disability protection. This is one of the most worthwhile clauses of the Act. (Out of the 541 allowances in force on December 31, 1947, there were 108 that were originally granted due to total and permanent disability.) Its protective features should be available to teachers throughout their teaching experience. The Pensions Board has been at some pains, as have teachers themselves, to retain the disability provisions in present form; but the Pensions Board feels that it would be impossible to administer conscientiously the Act with justice and equity to all if there were benefits fifty per

cent greater for disability than for optional retirement.

One line of thought has been that optional retirement is desirable. Other Pensions Plans have such a feature. Some would wish us get such a refinement in our Act no matter how small the benefits may be. Then, in time, let us work to improve the benefits. This is effective strategy in many of the conditions governing our work as teachers. It is not particularly convincing in an approach to problems of bettering our Pensions Act. The machinery for improvement is slow. The Actuarial report, for instance, is made but once in three years. Six to eight months elapse before the report is complete. There are conflicting claims for improvements. These must be considered by the teachers and the findings later presented to the government for enabling legislation.

It might be more effective for the Federation to make its requests solely along one line—larger service pensions—until the more pressing objective is achieved, even if the full objective can only be attained after several actuarial survey reports have been made. If improved service pensions is the immediate and pressing need, let us go all out for that in 1950 following the 1949 report; and if results are still less than completely satisfactory, let us take the 1952 report as a basis for a further drive for a decent service pension, comparable in some degree to the service rendered.

Valuable Disability Protection

Our disability protection is particularly valuable to teachers because a large part of the pensions available to the annuitant at normal retirement age is retained if he becomes disabled. Disability for teaching does not prevent the beneficiary from accepting employment in some other line of endeavour. There are many types of infirmities and disabilities that would prevent the individual effectively carrying on in the class-room but would not affect his usefulness in other types of work. In most pension plans disability precludes the beneficiary from any form of employment. Acceptance of employment means loss of disability benefits. At the time of his report, the actuary was concerned by the generosity

of our interpretation, but acceded to its retention. The only limitation so far and a necessary one to avoid unfair exploitation is that teachers increasing instalments on annuity be acceptable insurance risks. Proof of insurability may be required. Teachers definitely planning to spend their life in the field of education should consider that additional units can be purchased at a much lower rate if taken out early in life; also that the requirement of insurability is a further inducement to early extension of annuity benefits. Inability to furnish proof of insurability does not preclude lump sum payments, however. It merely limits the extent of disability claims.

Adjustment to Cost-of-Living

A comparison of pension benefits may prove illuminating. A male teacher age of entry 20 at age 65 could have a total pension of \$125.98. Disability at age 60 would mean a reduction to \$66 but optional retirement at the same age by the actuarial plan offered would provide only \$78 except in the case of a highly paid teacher when the pension might fall to \$75, to \$72 or even \$70. The number of disability pensions granted in a year has varied from 4 to as many as 13, and as previously stated, 20% of all allowances in force on December 31, 1947, were disability allowances. The tendency seems to indicate that disability may strike any age group although generally teachers in their last five years of service are more vulnerable.

There has been a feeling among some teachers that the pension to teachers should rise or fall with the cost-of-living index. This is a new departure from original ideas that no matter what a teacher was to receive he wished to know exactly beyond any question of doubt so that he could make supplementary provision by insurance, government annuity or investment. Proponents of the idea do not suggest methods of financing the cost in periods of inflation such as the present. Nearly everyone is agreeable to government funds being used and this type of financing may color the thinking in favor of such an innovation. But the government has proven to be anything but an easy touch. The Federation has been

working for three years in an effort to obtain some help for the present annuitants who are in a truly desperate plight that shows no sign of abatement. Government funds have been sought, but so far to no avail. Our fund is financed, apart from our own contributions, by substantial Provincial Government payments. In 1942, when these payments were instituted, the total payroll for 4,200 teachers averaging salaries of \$1,366 was \$6,302,000 and the government paid in on Service Pensions Account alone \$434,000. For 1949 they may reach the substantial amount of \$900,000. A further \$100,000 is required for annuitants of record prior to 1941. So far, we have been unable to convince the government that further amounts should be made available.

One of the provisions in accepting the Cameron Report on Educational finance was that instead of the employing agency paying into the Service Fund the necessary 7% of payroll, this expense would be absorbed in its entirety by the government. There is no indication that the municipalities are in the slightest degree interested in again contributing to teachers' pensions. The remaining source of further income is the teaching body itself. A plan of expanding or contracting the 1% payment into the Service Fund as the Cost-of-Living index

rises or falls might be offered as a means of financing the innovation. But would the teachers be willing to undertake such further expenditures?

Adjustment to Average Salaries

A plan of adjusting service pensions to average salaries paid to teachers could be used. Our present benefits were assured actuarially when the average salaries of teachers were only \$1,366. The average salaries for 1949 will rise above \$2,000, an increase of at least 50%. Annual withdrawals from teaching in the same time have increased materially since 1941, in fact they may have doubled. It might be reasonable then to anticipate the fund's ability to provide Service Pensions at least 50% greater than those now offered. If salaries rose or fell with the Cost-of-Living, this plan might be successful enough, but our experience in the past has been that a major depression forces average salaries to a much lower comparative level than the Cost-of-Living index. This might mean a reduction at such times of a pension even lower than the present payments. There is the deep conviction in most teachers' minds that service pensions on a still more generous scale should be forthcoming within the present framework of the Act. Let these increases cure all our complaints.

ARE WE TEACHING DISHONESTY?

By JEAN M. STORY

Here an American mother complains bitterly that her son's teachers have "forced" her to be dishonest. She does not think it is good for the child "to see trickery practised and condoned by his parents"; but, rather than have him serve detentions for lateness when the clock has been slow, or for absence when she has taken him to town in the morning to buy a new suit, she has learned to keep her son home all day and then write a note saying that he was ill.

WHEN I read the article I was annoyed by the shortsightedness of the mother who was willing to set her child an example

"Teachers are making me a dishonest mother", says an article featured in the MAGAZINE DIGEST of January, 1947.

of dishonesty simply to save him a few hours, at most, of inconvenience. If her son grew up to feel that one tells the truth only when it is easier to do so, the fault would be, I felt, his mother's, and not the school's.

A number of incidents, however, have made me wonder whether one is justified in dismissing the matter so easily. If, in the educational system, there exists something which encourages parents to train

their children in dishonesty, isn't it, perhaps, the teachers' business to have this thing changed?

The school law is that absences are to be excused only when parents or guardians send notes explaining that the children have been away because of illness, affliction, danger to health from serious exposure, or any other *unavoidable* cause. I am afraid that this law is developing many dishonest parents and children.

Four incidents which have come to my attention will illustrate my point:

(1) A bright and sensible grade twelve boy was absent for half a day. He had gone down to the public library at noon in order to have the entire afternoon and evening to work in the reference room. When he returned the next morning, he brought a note from his mother saying that she had had to keep him at home. When asked why he had persuaded his mother to give a reason which his teacher knew was not the true one, he said he had done it simply to avoid trouble and loss of time. On a previous occasion, when he had brought a note which gave the real reason for an absence, the office had had to send him to wait for the counsellor and considerable time had been lost which he felt he could not afford to lose. To him it seemed much more sensible simply to bring a note which he knew was sure to be accepted.

(2) When a counsellor phoned the home because she was doubtful of a note which explained that a grade eleven girl had had to accompany her mother to the doctor's, the mother was highly indignant that a teacher should "dare to question anything which a mother wrote"; but admitted that the family had "slept in" and that she had written the note to avoid trouble for the daughter. She felt that that was the correct thing for a mother to do.

(3) A very co-operative grade eleven girl was talking excitedly in the hall about the fact that, while "all the others always get away with it", she has to suffer. When questioned, she explained that, because her mother refuses to write untrue reasons for absence, she herself frequently gets into difficulties for absences similar to those for which her friends, with less honest moth-

ers, are excused. In this case she and several other girls had been invited to the graduation exercises at the university.

It is very little use to try to point out that she is fortunate to have an honest mother, or that she should not stay away for inacceptable reasons. This girl and her friends definitely are not growing up with the idea that honesty is the best policy. Both those with honest parents and those with dishonest ones see that it is dishonesty which pays.

(4) A teacher was angry with a grade twelve girl who brought a note saying that her mother had permitted her to remain at home on Monday afternoon because the school had been cold on Monday morning. Who knows how many of her friends had stayed home for the same reason, but had brought notes saying that they had had headaches, upset stomachs, etc., thus avoiding all unpleasantness?

Alter the Law?

I am not, of course, suggesting that any school should cease to obey the law. I am simply wondering whether we teachers shouldn't try to have the law altered.

I know that the law is intended to prevent parents from keeping their children home for inadequate or selfish reasons. I do not, however, think that it is achieving that purpose satisfactorily, and I am deeply concerned about what it is doing to people's respect for truth.

Perhaps the law might be changed so that:

- (1) ANY note signed by a parent would be accepted, but
- (2) positively no credit would be given for a year in which the student missed more than, say, twenty days of school, unless
 - (a) permission for the additional days were granted, in advance, by the principal, or
 - (b) the student produced a doctor's certificate for the additional time, or
 - (c) a death had occurred in the student's family.

The doctor's certificate could cover:

- (1) illness of the student himself,

(Continued on page 233)

Speech Correction Moves Into the County

R.E.S. Special to B. C. Teacher

Teachers follow speech specialist on a "joint rescue expedition" for children with speech defects.



"Now curl your tongue around 'R'"

WHEN the 15 youngsters at Crossings School, Dane County, Wisconsin, began to recite in class last fall, teacher Jean Julson heard some s's splutter out like th's, some r's that were more like w's. She soon discovered that seven, almost half, of her students had severe lisps. "Nothing I learned in my two years at Whitewater State Teachers' College was designed to cope with this problem," she thought to herself.

Then she remembered that at a teachers' meeting she had heard Roger Maas, speech correctionist, explain the county program to help children with speech difficulties. A few weeks later Mr. Maas was squatting on the floor in front of a little boy's desk. "Now curl your tongue around 'r' like you cup your hands to get a drink of water," he was saying. The boy curled his fingers, studied them, then effortfully pronounced, "Ay-ray,, ee-ree, oh-row . . ."

"I Talk All Right"

It was Miss Julson's project from then on. Mr. Maas taught her some tongue, lip, jaw, and ear-training exercises for the lisps—and left for another rural school. At odd moments in class the seven youngsters could be heard practicing another troublesome sound combination, the "th": "Ayth, ceth, oth . . ."

To get parental co-operation, Miss Julson visited the children's homes (where she discovered the pattern setting moms and dads lisping). Their only comment: "Why do you always pick on us?" But they let her go ahead with the speech training.

The children were a little belligerent, too: "I talk all right. I don't want to talk different." Despite the opposition she made progress. The boy with "r" trouble recently was able to smile and say, "Run around the race track" without sounding a bit like Porky Pig. Only one of the original seven, an eight-year-old, still has any major difficulties, and his problem is the lack of front teeth, just beginning to cut through.

What Miss Julson has done in her one-room school is evidence that other classroom teachers, with a little guidance, can take care of the less-serious speech defects of their students. It is on this basis that speech correction is handled in the 188 schools of Dane County.

Many Need Help

Although speech defects do not stop at the city limits, Dane County's one large city, Madison, had speech correction facilities for 26 years before the services moved out into the county. In the fall of 1945, Frank V. Powell, director of the bureau for handicapped children, called together a group of state, county, and city school officials to find a way to remove from rural

youngsters the seeming penalty for having been born in the country.

The Dane County speech correction programme was born of this meeting. Mr. Maas of the Madison staff was loaned to the county to build up an experimental programme of speech correction for rural pupils, with the idea of spreading it eventually to the entire state. Today Dane is the only Wisconsin county with a programme of speech correction which goes out to take care of rural youngsters where they are.

Not all the children with speech defects need a specialist's attention. For the 25 per cent who require intensive training he set up 16 speech correction centers in rural areas, centers that shift as faults are eliminated and demand moves. Youngsters fresh from country schools within a 10 mile radius come every two weeks to get rid of several lateral lisps, stutters, and other problems. So far Mr. Maas has worked personally with 100 children in these centers, but several hundred more have been helped through teachers. To Mr. Maas this is the heart and soul of the program.

Most Win Victories

"Seventy-five per cent of articulatory defects can be corrected by sensitive, enthusiastic teachers like Miss Julson," says Mrs.

Dane County's speech correction programme grew out of a series of clinics conducted jointly by the county public health nurses and the State Department of Public Instruction in the fall of 1945. When the 200 selected children had been examined, Mrs. Lucille Graves, director of Dane County public health nurses, Mrs. Gretchen Phair, state supervisor of speech, and Levilla A. Ward, state supervisor of deaf and hard of hearing, were convinced that something more in the nature of follow-up was necessary if the rural child was to get a break.

Action followed. At the suggestion of Frank V. Powell, director of the bureau for handicapped children, a committee, with Mrs. Graves as chairman, set to work on the problem. Included on the committee were Harry Hanson and Blanche Losinski, Dane County superintendents; Carl Waller, director of guidance in Madison; Mrs. Graves' staff, and others.

The programme described in this story grew out of these committee meetings. It is an outstanding example of city-county-state co-operation encouraged by state law—"a too rare example," says Mr. Powell.

Gretchen Phair, the state supervisor. To prove this, Mr. Maas began a series of in-service evening classes in Dane County. Rural teachers were willing to be shown. Half of them have appeared to find out how simple lisps, defective r's, l's, etc., can be remedied. They have learned exercises, speech games, choral readings, and other devices for weaving correction into the day's activities. Sixty per cent of them have gone back to their classrooms to win victories over speech defects.

At the end of two years, much more is to be done, but a good start has been made. Problems have been met and some overcome. The communities are aware of the need. The rural school and the village school are usually crowded. There's no place for fancy couches, mirrors, or special U-shaped tables—"All I need is a quiet spot," says Mr. Maas.

A few months ago, in Waunakee, he listened to a score of youngsters referred to him by their teachers because of speech defects. To some he said, "nothing wrong." Four he selected for the center. For the remainder there will be instructions to the teachers on how they can help the children.

Parents can help, too, and some, realizing that they set the speech pattern for their children, have asked for aid on their own speech problems. But if a child seems ill-at-ease working with his parents, Mr. Maas never suggests that mothers and fathers assist. Unlike Miss Julson's unco-operative patrons, most parents are eager to help. When the family car broke down on the way to the speech center, one mother and her boy trudged the four miles in 10 below zero weather because "Reuben was doing so good."

Another father, concerned about his son's stutter, was referred to Mr. Maas by the school principal. The father willingly took the correctionist's advice, saw to it that the aunt and grandmother in the motherless home stopped nagging and loading the boy with too many responsibilities. While Mr. Maas worked with him at school, the adults in the home heeded the manual for parents of children with speech problems. Result: The boy is on his way to perfect speech.



"Reuben was doing so good."

Almost Normal Now

Since speech defects are often tied up with other physical ailments, the correction of them calls for the co-operation of many different agencies. When Yvonne's mother learned of Mr. Maas' work at a PTA meeting, she saw that he heard about her seven-year-old girl who couldn't talk at all. Mr.

Maas visited the home and suggested agencies where a diagnosis of the child could be made. Yvonne, it turned out, was epileptic and partially spastic. The parents arranged for Yvonne to have physical therapy for her spasticity and medication for her epilepsy. She has improved enough to go to kindergarten where Mr. Maas is working with her on speech. Her speech is almost normal now.

For severe cases, cleft palate children and aphasics who cannot be handled in the classrooms or in the centers, there are summer clinics sponsored by the bureau for handicapped children and the university. More and more rural youngsters are being referred to these clinics as their problems are uncovered.

County nurses have been alert to refer cases to Mr. Maas. To them goes much of the credit for medical follow-ups necessary in many speech cases.

Tops on Mr. Maas' list are the Dane County rural teachers. Their relationship is one of joint rescue. They have made it possible for him to concentrate on the major speech defects, while he has given them the know-how and confidence to go ahead on their own to solve the simpler articulatory problems that appear in every classroom.

Health, Physical Education and Recreation

By T. BRIAN CREER

HERE in the West the word "Association" really means a lot, as our friendly group demonstrates so well. The members are mainly drawn from the ranks of the school staffs in the elementary, secondary and university fields. The recreation field is represented to a great extent by leaders of the Provincial Department of Recreation. In order to have a more complete representation from people in this field

some meetings must be held during the day as of course this group works mainly during the evening hours when our regular meetings are held. Up to this year, dinner meetings once a month have been on our regular programme. However, a luncheon meeting was held during the Christmas holidays at which there was a better representation.

Our meetings in addition to providing us

The B. C. Branch of the Canadian Association for Health, Physical Education and Recreation meets regularly to discuss

various activities and developments falling within the field indicated by the name of the organization.

with an opportunity for a friendly get-together, usually present some instructive material to add to the value of the meeting. This part of the programme keeps in step with current events in the sporting world. In the spring baseball and softball experts, both players and coaches, come to enlighten our group on the latest techniques in skills and teaching. Soccer and basketball have their place during the fall meetings.

Last fall the Summer Olympics held the floor. At our first meeting we received a report from the spectators' viewpoint. The Misses Burnham, Nevison, and Warne, who attended the Games in London, gave us their impressions. Since each of these ladies is an outstanding coach in many of the events which took place, these reports gave us stay-at-homes a very interesting picture of what went on, from their viewpoint.

In an effort to present the complete picture, four of Canada's Olympic coaches attended our meeting.

Miss Ann Clarke, who coached Women's Track, told us of the splendid work done by our girls. The Canadian Team was extremely popular with the Britishers and were enthusiastically welcomed everywhere they went.

Mr. Bob Osborne, Basketball Coach, presented us with a very interesting picture of that field. According to Mr. Osborne, the great improvement in technique shown by the South American teams, since the last Olympics, was an example of what can be done anywhere. Height of players is of course one factor which affects competition.

Mr. Johnny Tutte, Wrestling Coach, gave us an outline of the big, four day competition in both Free Style and Greco-Roman wrestling. Europeans dominated this activity but the U.S.A. entered a strong team, which is no doubt due to the fact that the colleges in the States sponsor inter-collegiate wrestling.

Mr. Archie McKinnon, Swimming Coach, who also attended the Games in 1936, compared the two Olympics in a very interesting way. The German Olympics were remarkable for precision and control while last summer's display by the British fea-

tured the heart warming pageantry so typical of England. The pool in which the competitions were held was simply marvelous according to this veteran coach from Victoria.

These interesting and instructive discussions have given us many pointers and a great deal of inspiration towards redoubling our efforts for the next Olympics.

The group here in Vancouver is sponsoring a display of Physical Education and Recreation activities again this year. The proceeds of this event go for a scholarship at the University of British Columbia. Our programme for 1949 includes a number of studies of problems related to our field of endeavour. For example at an early meeting we will be favoured with a report on Teacher-Training—Its Past and Future.

The Executive for the coming year is:

President *Bill Roper*
 Vice-President *Doug Whittle*
 Recording Secretary *Mitzie Switzer*
 Corresponding Secretary *Lois Reid*
 Treasurer *Lorne Brown*
 Membership *Faye Burnham*

NOTICE

Teachers attending the Annual Convention in Vancouver are invited to visit the most complete display ever to be shown of

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Is The Teaching Profession Underpaid?

DONALD PLAYFAIR

HAS it always been so? Let history provide the answer.

On June 16th, 1866, it was apparent that the "free" school system established was giving much satisfaction for at that meeting of the Board of Education of the Crown Colony of Vancouver Island, the following resolution was submitted:

"That in the opinion of the Board a trial of twelve months has successfully proved the advantages of the free school system as now established in this colony; and that there can be little doubt that it will confer still greater and lasting benefits in the future.

"That the Board is fully aware of the urgent necessity for economy in every branch of the public expenditure at the present moment; but that the Board has also acquired the conviction, that whatever difference of opinion may exist as to some of its minor details, it is the general wish of the whole population that the present system of a thoroughly free education be continued and maintained; and that it would therefore be inadvisable to attempt any retrenchment in a department already badly provided for, and in which many of the teachers are inadequately requited for their labors.

"That such being the well known and general wish, the Board in order the better to meet it without intrenching on the other departments of the public service, would suggest the establishment of a special tax or percentage on other taxes, for Educational purposes, as being more consonant with public feeling, and therefore more cheerfully borne. The amount wanted this year will be about \$13,000 (\$2,000 less than the sum carried in the estimates), and the Board would respectfully submit to His Excellency the propriety of such a measure, and if it meets with his approval, of communicating the same to the House of Assembly together with the recommendation of the Board."¹

As several members of the Board believed that the resolution exceeded the power of the Board its consideration was postponed.

It is to be noted that teachers at this time were always appointed on six months probation and if satisfactory services were rendered the appointments were confirmed.

It would seem, therefore, as if most satisfactory progress in the educational affairs of the Colony was being made. Soon, however, darker days were to come. The reports of the Proceedings of the Board of Education had already made reference to "the present depressed state of affairs". Strict economy was to be practised. On March 22nd, 1866, the Board had passed a resolution:

"No teacher shall be appointed to, or continue in any school where the number of scholars is less than twelve".²

During the first eight months of the year 1866 the minutes of the General Board show a growing fear to make expenditure and a constant policy of retrenchment. Moreover, during this time no fewer than seven meetings of the Board were called and adjourned for want of a quorum. Finally on September 1st, 1866, a letter addressed to the Superintendent by the Colonial Secretary was read to the Board in which the following paragraph appeared:

"I am desired by the Governor now to notify you, for your information, and also for the information of the Board of Education, and the different School Teachers, that there does not appear any probability of the ways and means being at the disposal of the Governor to meet the Expenditure on account of Education, and His Excellency is therefore compelled at once to state that he will not guarantee the payment of any further Expenditure under that head, whether on account of salaries,

¹ Proceedings of the Board of Education, pp. 60, 61 Provincial Library, Parliament Buildings, Victoria, B. C.

² *Ibid*, p. 50.

rent, or other matters, beyond the 31st of August, Instant."³

The Superintendent immediately sent out to the teachers and all others concerned the following resolution of the Board:

"That an extract of the letter from His Excellency the Governor respecting the payment of salaries and Educational disbursements generally be communicated to the different Teachers and persons interested, by the Secretary of the Board of Education, and that they be directed to govern themselves accordingly".⁴

The following excerpts taken from the reply of Superintendent Waddington on September 11th, 1866, to the Colonial Secretary set forth very tersely the reaction of the teachers:

"I have the honor to acknowledge the receipt of your communication of August 31st. This important document was laid before the Board of Education at a special meeting which I called the next day, and it was decided that under the circumstances, the question of continuing their services should be freely submitted to each of the parties interested. I have now received their answers, and am instructed by the Board to inform you that all the Teachers, with one exception, have expressed their willingness to continue, at least for the present"

"I am instructed by the Board to request you to inform His Excellency of these details which will no doubt afford his satisfaction; indeed the conduct of the Teachers, considering their restricted means, has been altogether most commendable."⁵

It will be recalled that on August 6th, 1866, the bill uniting into one Colony the mainland and Vancouver Island received Royal assent. Thus we see that, as the hand of Time writes *finis* on the Crown Colony of Vancouver Island, the existing financial crisis leaves the little group of teachers still "carrying on" not knowing how or whence their meagre salaries would be paid.

³ Board of Education: Correspondence, letter No. 90.

⁴ *Ibid.*

⁵ *Ibid.*, letter 97.

If any employer of teachers, who peruses this article, feels inclined to rationalize with the reply, "Yes, but that is early history, times have changed," may I respectfully ask him to defer judgment until he reads the next article which will usher him into 1948.

Teaching Honesty?

(Continued from page 227)

- (2) illness of another member of his family, necessitating his presence at home,
- (3) danger to health.

The law could be explained clearly on the reports to parents; and the parents could be notified by letter when a student had been away for the maximum number of days allowed in the year.

Not An Unfamiliar Practice

The idea of requiring a doctor's certificate for absences beyond a fixed number is not an unfamiliar one.

At the University of B. C., "students are required to attend at least seven-eighths of the lectures in each course that they take. Absence consequent on illness or domestic affliction may be excused only by the dean of the faculty concerned, and medical certificates or other evidence must be presented."¹

In Alberta, a high school student of sixteen or over "must have at least 160 days' attendance to qualify for the maximum number of credits for that year." If, however, a student in that province falls short of the 160 day minimum, he may be granted additional days, up to 20, if he presents a doctor's certificate showing the cause of his absence. If the days present and the days covered by the doctor's certificate "do not add up to 160; the student is granted only a fraction of the maximum number of credits, worked out on a proportional basis. A Special Cases Committee considers exceptional cases and makes recommendations accordingly. Each special case is treated on its own merits."²

¹ Quoted from the U.B.C. Calendar.

² Quoted from a letter written by W. E. Kostash, Supervisor of Examinations, Department of Education, Alberta, Jan. 17, 1948.

IN DEFENCE OF FRENCH

By IDA N. VYSE,
Langley Prairie, B. C.

"SEE, even teachers admit schools are wasting our time in requiring us to study French," an argumentative teen-ager is apt to challenge you any day now. What will your response be when, to prove his point, the student thrusts Dec. 1948, *B. C. Teacher* before your eyes open on page 114 at Mr. Donald Cochrane's frank and sincere article, "N'en Vaut Pas La Chandelle."? Are you going to agree that learning to read French is a time wasting game for which there is no possible use in British Columbia, and which for the modern student crowds time which in many cases would be better spent thoroughly mastering a science? I can't agree, even though I respect Mr. C's evident sincerity and sympathize with anyone who feels such frustration.

Here are some beliefs which make me feel differently than Mr. Cochrane does.

In the world of today the need for understanding between peoples of all nationalities has become not a remote ideal but a practical necessity so great and urgent that the preservation of ourselves and our civilization depends not on science alone but on faster development of deeper tools of human understanding. The increased recognition of this urgency has changed my concept of languages from excess baggage, cultural frill, "at best a pleasant game" to "valuable tool, potentially one of the most powerful instruments for fitting in the modern world."

You're Included

Now don't retort that you'll let others use that tool and welcome. The world needs not just government officials but whole peoples striving for understanding. That includes you. Science has speeded, and is speeding the physical means for such understanding to the point where the bottleneck is definitely in the mental and emotional preparedness of the individual; e.g., look at the spread of world conferences that modern transportation permits on all sorts of things—trade, labor, churches, psy-

chology, etc., and the United Nations in all its subdivisions.

"But," you say, "I'm just an ordinary citizen and I'll never be attending those." Nevertheless the success or failure of the various conferences will touch your life. The calibre of the people at the conferences depends on the calibre and support of the rest of us. British Columbia is as concerned as anywhere, and our province and country will fulfil its possibilities in leadership and influence not by citizens limited to a "provincial" outlook but by those who help British Columbia and Canada take a place in the world picture. This, of course, disagrees with Mr. Cochrane's feeling that "there is no possible excuse for study of French in British Columbia." Honestly, I don't mean to be sarcastic and tactless, and it would take another complete article to discuss all the understandings and skills besides mastery of languages which I would agree ought to be developed to improve our mental and emotional adequacy. Nevertheless, I do sincerely believe that every language can be such a very powerful worthwhile tool that today's students should spend time and effort at sharpening this tool for peace. Every day it becomes more true that the real need is not to avoid learning languages; the real need is to learn them better and to use them.

The International Use

Before I get on to the opportunities for using all languages, let's consider whether it is really so bad to be in a school where French is the only language offered. I think it is already clear that I think all languages have values. I agree, moreover, with the Pacific Coast recognition that Spanish can not only aid understanding but has job possibilities for South American business use. Nevertheless, if it is possible to offer only one language, is there not much to be said for French? (And I'm not a French teacher.)

For one thing, because both are used so many places in the world, the two official languages of United Nations are French and English—and United Nations is far more than a political arena. Through United Nations organization is being brought into being so that specialists in economics, social work, etc., can increasingly serve in a world sphere. They can certainly use any languages they have mastered. So indeed can all manner of scientists: United Nations is sending doctors in one direction to help 90,000 children with pellagra, agriculturists in another to aid conquest of soil erosion, engineers in many directions. Trained North Americans can give marvellous world service and can be promoters of understanding. Whatever personnel we can contribute to general United Nations gatherings would find persons of many countries able to communicate in several languages. Granted it may not be as easy to learn several languages here, still will it not be humiliating in the world of the future to admit Canadians are too incompetent to master at least one extra language. That sort of thing sometimes makes older countries feel Canada and the United States are still adolescent and immature. Now is our country's time for growing up. Today's student who masters, then uses French is undodgeable biracial psychology."

National Uses

But besides the international uses for French there are, for Canadians, unique and very significant national uses for the same language. This use may seem extra and remote if one narrows education to mere "job training." If, however, one accepts citizenship preparation as one of the prime responsibilities of education then "The time has come when our schools should direct their teaching toward a higher, clearer, more practical concept of Canadian citizenship . . . Since this citizenship is biracial it should be equipped with a far more objective analysis of the dual nature of Canada and our resulting and undodgeable biracial psychology."

Has not Canada the exciting opportunity of being a laboratory, where we tackle a miniature of the world problem of devising the construction of a harmonious whole out

of sovereign and unabsorbable peoples? Is it not as true in British Columbia as in Quebec that, "If we are to meet this challenge, we must accept the fact that Canada does have French and English and all that we can decide is the harmony or disharmony of the common whole and the amount of co-operation with which we build it. To reach constant understanding and integrated partnership without acquiring French to the same extent to which the French acquire English will not be easy. At present 36 per cent of the French population can speak both languages as compared to 4 per cent of English. I think it is vital that the barriers of language on both sides be consistently attacked till they are permanently broken down."*

Perhaps I should point out here, that although I object to education being limited to job preparation, still I would maintain that French has job preparation possibilities, not only for such occupations as the United Nations workers mentioned above, but in the expansion of industry in Quebec. "From the immediate and practical point of view, if English Canada continues her tacit repudiation of bilingualism, we, in Quebec and in our growth outside Quebec, will have a constant increasing economic and business advantage which will prove costly when French Canada catches up in technical and commercial education. Soon English Canada may find it can no longer afford to let a French Canadian be the only Canadian who can speak in both languages to both sides of Canada."

Young persons of today want to keep up with the times, want widened job horizons, want to travel. Surely the cultivation of a second language can be made a very definite qualification for interesting work in both high school grad and matric openings in stenography, telephone operating, teaching, nursing, music, agriculture, lumber, mining, etc., etc. Furthermore, even if Mr. Cochrane could get the university to drop the language requirement (which I have

*This and subsequent quotes are from "A Quebecer Speaks Out" by Renee Vautelet, *Maclean's Magazine*, January 15, 1948. The whole article is worth reading for it is thought provoking and to my mind sums up many concepts for true Canadianism.

tried to show would be a step backwards) still, this would not come about before many present day students were out of school. Therefore as long as the requirement is an inescapable reality, a student's antipathy to French can do real harm to his individual future. A boy's whole life will be changed if he quits school in Grade X or XI rather than learn French. His or her career choices and preparation are dangerously restricted on a false foundation where the motivating factor in a switch to High School Grad from Matric is based on a negative dislike of French rather than a positive interest and ability in commercial, technical, etc., and at the levels open to those without Matric. Adult friends are often especially upset over "French rejectors" whose interests and aptitudes incline toward Science and Math. for such students are almost forced to throw out the baby with the bath—that is to discontinue sciences and maths in order to have a technical or commercial specialty so that their high school grad diploma is something more than a crippled Matric. Such an incomplete Matric reveals, "This student either doesn't have the ability to master French or doesn't have the character to make himself do tasks he doesn't like." We worry too about the student who "succumbs" to French but who retains his dislike to the point of being disturbing and discouraging to sincere and conscientious French teachers. At the same time, because of resistance rather than lack of ability he attains such poor mastery that his French is indeed useless. Such a student takes to his vocation a record of school co-operation and achievement spoiled unnecessarily. All this makes just one more reason for helping the students to feel that modern need for speeded international and national understanding put real purpose into studying and using French.

More Opportunities

Doubtless someone is going to say that French in high schools does not equip one with the tools to speak or listen to the language. Partially true, but less so each

year; there is much more use of oral French, visual ed., records, etc., now than in the past. The aim should be to improve the study, not to abandon it. In the meantime the reading and grammar basis is a foundation that can very rapidly be built on by individual initiative. The person who wants to improve and use his French can keep it alive. Today's graduate can easily subscribe to "Selection du Reader's Digest" or other French publications. My goodness! If you are annoyed because class texts use standard rather than colloquial French, I met an immigrant recently who learned colloquial English from comic books! It is not at all impossible to obtain words to go with popular, folk, or serious songs, and to get the records in French. With a reading and grammar background and a good dictionary, listening becomes intelligible. Radio brings us some French programs. Let's request preview scripts to follow the spoken word and we will aid ourselves to remove the bottleneck of our individual inability to receive the spoken word. Even if a person prefers to seek most literary culture through translations, surely French Canadian writing, music, art, and drama that is gaining recognition in other countries should be made the common heritage of all Canadians. Historical and political issues explained and discussed over the air by British Columbia and Quebec students . . . There are all sorts of possibilities in the future of making French more and more functional.

Finally, I'd like to repeat something that "Tat" Boyes of Vancouver Normal said to us at a Fall convention. Mr. Boyes referred to Eugene Staley's "This Shrinking World," and emphasized the sudden increase in speed. Teachers are the only group of workers that touch the lives of all the people. Therefore we have a special responsibility to prepare for the visit of people of all lands. The smaller the world, the bigger the teacher must be. The teacher must know the whole world, love the whole world, and work for an international curriculum for the dawn of peace.

Let's put our candlepower to work, Mr. Cochrane.

WHAT IS YOUR OPINION?

ILLUMINATING, if unofficial sources of opinion on the passing educational parade are staff lunch rooms, ping-pong rooms, boiler rooms, and similar rendezvous. With no recording equipment at its disposal to preserve the nicotine-saturated wisdom of informal—perhaps heated—discussion precipitated in these “seminars”, educational literature is obviously the poorer.

It is the purpose—at least the hope—of the co-conspirators of this column that teachers might include in letter form at least a portion of the mellow or acrid discussions held among themselves—when the principal is not around.

We intend to present a monthly pro—and con—discussion on various subjects, using or withholding as desired, the names of contributors.

Realizing the existence of a normal mental inertia on the part of us teachers, we present for a general verbal melee the following series of twenty questions, none of them of course being of a rhetorical nature.

Your part, dear fellow teacher, is a modest one. Just read the list over, select one or two, or all twenty topics, and write a letter giving either your own personal ideas or those of your ping-pong room associates, and mail it to F. C. HARDWICK, c/o B. C. TEACHER'S FEDERATION.

We shall winnow out the few grains of wisdom found in your letters, mill them up a bit and present a monthly half loaf.

1. What is the most pressing problem confronting the secondary school?
2. To what extent has accrediting liberalized secondary school education?
3. Should the three-year high school program be restored for the average or above average student?
4. To what extent are the vocational courses of the secondary school achieving their objectives?
5. To what extent is the specialist essential to the secondary school?
6. Should a unified language course be substituted in the secondary school for the present variety of language courses?

By F. C. HARDWICK and ASSOCIATES

7. Is the secondary school counsellor an adequate substitute for the traditional home-room teacher?

8. What type or size of secondary school provides the most satisfactory educational environment?

9. What influences from the Department of Education or from other external sources could be modified with educational advantage?

10. To what extent should the secondary school be responsible for extra-curricular activities?

11. Should the secondary school program be related to requirements for university entrance?

12. Is the secondary school under- or over-departmentalized?

13. Are teacher-training institutions functioning adequately?

14. Does the secondary school practise what the program of studies preaches?

15. Should the experienced and highly qualified teacher be required to observe the subject matter limits set by the program of studies?

16. Should the program of studies be a brief outline of suggested limits and activities or a compendium of prescribed subject matter?

17. Should the secondary school pupils of widely varying academic abilities be classified together for the purpose of issuing reports to parents?

18. Should formal examinations rather than the opinion of class teachers be considered the principal means of evaluating a student's progress?

19. If formal examinations are considered essential, should standardized tests rather than subject matter tests be considered educationally more desirable?

20. Is the secondary school, with its wide variety of optional courses, adequately equipping students with the attitudes and skills desirable for the adjustment of youth to its modern environment?

SHE VISITS FAMILIES

Reported by
LORRAINE GOVERMAN,
Staff Writer,
Rural Editorial Service

MELISSA EMORY thinks the best way to handle a problem child is to take her fishing, followed by a picnic supper and a long talk under the stars. But Miss Emory, attendance supervisor of Elmore County, hasn't much time for fishing these days.

One of Alabama's forty full-time attendance workers (eight counties have part-time workers, nineteen are without any at all), Melissa Emory visits 250 families a year, averaging five visits to each home. And she talks to teachers as often as she talks to parents.

The talking is part of her sleuthing work. "Children don't stay out of school just to be ornery. There's always a problem. It's my job to find the problem."

When she spots the trouble, Miss Emory calls on the help of community organizations. The Lions Club will get a child a pair of glasses; the PTA will donate clothing. "Sometimes only the teacher can help. Sometimes I tell a teacher after I've visited a home, 'That child doesn't have very much. Notice him a little.' The good teacher knows what I mean, and I can cross another case off my list. Children don't stop coming to school when they are getting what they need in school."

Depends on Teachers

Contrary to popular notions, an attendance supervisor rarely calls on the law. Miss Emory has had only five court cases in five years. She gets a regular weekly attendance report from the 183 white teachers in the county. Length of absence does not determine the "attendance problems." Miss Emory depends on her teachers to "sense" which absences are serious; likes to be called before the children start staying out. "A good teacher can recognize a potential attendance problem," she says.

When a teacher reports a troubled or troublesome child, Miss Emory starts her work, calling on a background of teaching and rural living, training in social work, plus a gift for a kind of directness that wins

An average of five visits a year to each of over two hundred families keeps children in school and builds understanding between home and school.

parental confidence. A straight-backed woman with an easy manner, Miss Emory looks as if she could handle a baseball bat or a demitasse cup with equal ease.

She grew up on a Georgia cotton farm, holds a bachelor's degree in education from the University of Alabama, a master's from the Alabama College at Auburn. She taught for eleven years, most of the time in a consolidated junior high school in Elmore County, working summers for her



THE B. C. TEACHER

degrees. In 1942 she left the classroom to take what she calls "the most interesting job in the county," the post of attendance supervisor. And in the summer of 1945 she went up to the University of Chicago for a course on "the child and the state" and another in case work, which made her "realize how much social work I need. I'm going back for more."

Begins With a Talk

An attendance case begins with a talk with the teacher. "I like to be able to tell a parent that her child is doing good work and gets along well with other children. Parents like to hear it and it makes them feel ashamed for not keeping the child in school. Most parents want to do right for their children. It's just that sometimes they don't understand what's important to do."

From the teacher, Miss Emory goes to the home. Frequently it takes a couple of visits just to find out who "wears the britches" in the family. Sometimes a farmer will growl, "I'll get 'em in school when I can spare 'em from plantin'," and slams the door. More often the problem is not so obvious.

"We Had a Poor Crop"

"We had a poor cotton crop but our garden was good," the mother gossiped. "Planted tomatoes but couldn't get a price for 'em, not enough to make 'em pay, so I canned 'em. Canned 700 quarts. I keep giving them to the neighbours. I can't stand for those nice tomatoes to go to waste."

Then the mother let something slip, something about not being able to do for her children as she'd like. She knows all the children eat in the lunchroom, that it's the thing to do, but she can't give Mary lunch money, has to give her lunch from home. And clothes. Girls of a certain age really ought to have nice clothes.

To Miss Emory it was an old story—children embarrassed about their clothing, or about owing fees, children embarrassed and unhappy at school because they could not eat lunch the way "everybody" did. These matters could be arranged. Miss Emory was forever collecting clothing from town women's clubs. She would present them with some such remark as: "Maybe you can use some things a friend gave me.

Her children have outgrown them." That way the parents did not have to feel indebted to her. She always emphasized that they would be doing her a favor to put the clothes she "happened" to have to good use.

With skirts and sweaters contributed by the Business Women's Club, Miss Emory went back to her sharecropper family. "A friend of mine gave me some clothes. She knows I visit families of school children and she thought I could find someone who could use them. I think they'd fit Mary. Flushed and trembling with excitement, the mother gathered up the clothes, rushed inside to tell her husband. When she came back she had two dresses. "Mary's outgrown these," she said. "Maybe you could give them to some one who could use them."

Never Missed After That

"There's something else," Miss Emory said. "The school principal tells me he can use your tomatoes for his lunch program. If you like, you can arrange to have Mary get lunch at the school in return for the canned goods." Mary never missed a day of school after that.

Other problems are immediately understandable, not so easily solved. The man who kept his children out of school because he had nine bales of cotton in the field said to her with a sneer, "Do they pay you for this? Why don't you let folks do what they want about the' own children?" Before she had left he was pressing a parcel on her; "Maybe you can use some pertaters."

"I try to stay till the people are in a good humor. It's a funny thing, but the folks that get mad get their children in school in the end. They figure it must be important or the school wouldn't trouble about sending someone who takes so much time. The agreeable mothers who tell you you're perfectly right and promise the children will be in school on Monday never send them."

The welcome Miss Emory receives might surprise the uninitiated. Parents usually say, "I've been wanting to talk to someone from the school." If teachers would visit homes and use what they learn to guide them in their treatment of children, there might not be much left for her to do, Miss Emory thinks.

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FILM DAMAGE

By D. E. LYTLE

One of the most persistent problems confronting film libraries has been created by the number of films needlessly damaged each year. The situation is perennial, and is of concern to borrower and distributor alike.

COMMERCIAL libraries, for various reasons, suffer least. Their circulation is generally smaller than that of other distributors; and those who project entertainment films for an admission fee are almost invariably experienced operators.

On the other hand, people who use film for educational purposes tend to be unfamiliar with the mechanics of projection. Some, when they start to use films, quickly learn to handle equipment with facility, while a few give insufficient attention to this phase of utilization and continue to be potential sources of film damage. As long as projectors and films are what they are, there is a possibility of trouble each time a novice runs a film through a machine. All we can hope to do is to reduce the mutilated footage to a reasonable minimum, and thereby mitigate the annoying results of film damage.

Damage Means Restricted Circulation

The effect of all this on the borrowing of films by teachers is threefold. The most immediate is that commercial libraries will, for their own protection, begin to restrict circulation to teachers. There are enough rural film circuits and isolated communities in British Columbia so that film libraries are not dependent on the schools for revenue. While such a policy would work no real hardship on the schools, it would be detrimental to teachers as members of a professional group.

From a financial point of view there would be further restrictions on borrowing privileges. Libraries such as the Extension Department of the University of British Columbia and the provincial Division of Visual Education are working on limited budgets. Every case of film damage means

that a certain portion of the money that could have been used for the purchase of new films must be diverted to pay for replacements. Teachers who have difficulty booking films should remember that over \$2000 was spent by the Division of Visual Education on film replacements for 1948-49. This money would have bought forty 10-minute sound films.

In the long run, excessive film damage has a detrimental effect on the over-all programme of visual education. In these days of cheap money it is particularly important that every dollar be made to work. Department officials, teachers, and the tax-paying public will be quite justified in questioning a film service if the operating costs begin to look excessive. Some teachers, afraid of causing damage, have already decided not to use any more films in their teaching programmes. Visual Education is still struggling to escape from the oft-repeated accusation that such teaching is "heavily sugar-coated". Any additional handicaps at this time would do much to restrict its development.

Methods of Curtailment

Various expedients have been tried by film libraries, in an effort to curtail film damage. Careful instructions are given to borrowers, ranging from the short oral briefing (often given in a pleading tone of voice) to the complete manual on operating procedure. Generally, the results of this approach are discouraging.

More effective is the policy of charging for damage. Commercial libraries cannot afford to circulate a film that is scratched or sprocket marked. They must, therefore, replace damaged films that non-commercial libraries might still be willing to send out to borrowers. The general practice among commercial libraries is to do nothing beyond issuing a reprimand in cases of minor film damage—say five or ten feet. Beyond that they usually charge at the cost of replacement footage. This can be anything from ten to forty cents a foot. The

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cost is higher than the original value of the film, on a footage basis, because of the work involved in hunting out the negative at the laboratory, matching the film densities and printing part of the reel.

The Vancouver Public Library and the Extension Department of the University of British Columbia prefer to deal with each case of film damage on its own merits, and have no rigid scale of assessments. This is partly true for the teachers' film library operated by the Department of Education. The circumstances connected with an instance of film damage are carefully checked before any charge is made. Only when it is certain that a particular school has damaged a film is an invoice issued.

The Division of Visual Education has established a definite scale of assessments. If a film is damaged along the sprockets or along the sound track, but is still in good running condition, the school is charged twenty-five per cent of the replacement cost. When the marks run through the picture area, or when the sprocket holes are torn, the assessment rises to fifty per cent of the cost of new footage. The maximum charge, however, is ten dollars, and in all cases the Department absorbs at least half the expense. Such a levy is felt to be more in the nature of a fine than an assessment for damage, since in some cases where a school pays the maximum of ten dollars the Division of Visual Education may be contributing ten times as much.

Maximum Service Desired

Teachers using visual aids, particularly the projected ones, quite justifiably want the maximum service from distributing libraries. They can help themselves considerably by practising these three rules:

- (a) If films are being used in your classroom, be sure that the projectionist is competent. Some School Districts, such as Vancouver, have made an instruction service available to teachers and students. Often the dealer who sold the projector to the school spends considerable time demonstrating its use.
- (b) Have the projectionist test the film occasionally while it is running. This is done by letting the film slide gently

between the thumb and forefinger just before it enters the take-up reel. A considerable portion of film damage happens after the film has run through the gate, and consequently film marked in this way will not show on the screen. Periodic checks on the condition of the film during projection will prevent nearly all casualties.

- (c) Use only a serviceable projector. Film, after all, is only gelatin coated on celluloid. It can suffer considerable damage if put through a projector that isn't mechanically perfect. By the same token, the equipment should be kept as clean as a Dutch kitchen. It should be remembered that a motion picture projector is sucking air through itself at a great old rate, in an effort to keep cool, and, well, you know how much dust there is in the air of a classroom when you look at the top of your desk Monday morning!

Because film is destructible, we cannot eliminate all damage. But by exercising care it will be possible to reduce the problem to a minimum. Late last year there was a record established that, everyone hopes, will never be broken. At one showing, a projectionist damaged beyond repair no less than 4800 feet of 16-mm. film! Had this been teaching film, the replacement cost would have been at least \$600 and could easily have reached the thousand dollar mark. For our own protection, those of us who use teaching films or entertainment films should never enter lightly into the task of projecting them.

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New Books

Elementary

Children of the Long Ago; by D. and F. J. Gathercole; School Aids; pp. 96.

This text-workbook is well done but has a very restricted value for British Columbia schools since it deals with a branch of Social Studies now practically omitted in the lower grades for which this workbook is designed.

The book includes a detailed study of the Indians of Eastern Canada and material dealing with Egypt, the Tigris-Euphrates Valley and life in a castle.

Good-sized black and white drawings that are easy to copy are included. Crossword puzzles add interest to the questions and lists of comparisons aid in developing concise, well-ordered thinking. As in the other Gathercole books, new words and headings stand out by the use of thick black letters.—H. S. P.

The Prairie Lily; by D. Morrison; School Aids; pp. 40; 50c.

An appeal for conservation, unfortunately limited in application to a flower not common to British Columbia. The book suffers from an attempt to include too many aspects of the matter in one short text with resultant "scrappy" information on a variety of topics.—D. J.

Gold; by J. A. Lower; School Aids; pp. 40; 40c.

One of a series of Social Studies unit readers, this booklet gives a general survey of gold mining in Canada.

A variety and abundance of photographs illustrate many of the placer type operations as well as lode mining. It would be an inexpensive and worthwhile addition to your reference shelves.—D. H. S.

Secondary

Words Are Important, First Book; by H. C. Hardwick; Book Society of Canada; 30c.

In effect a work book in the meanings and use of 360 words with relatively high

Books for review and correspondence bearing upon book reviews should be addressed to Mr. W. J. Kitley, 3520 Quadra Street, Victoria, B. C.

frequency in English usage. The book is intended for use with about the Grade 8 or 9 level but probably could be used to good effect in all the Junior High grades.

While the work involved is largely a mechanical one, the variety of exercises provides opportunities for vitalizing the work. Needless to say, it is a book to be used sparingly and with discretion. Perhaps more than is the case with most workbooks the degree of success attained would depend on the interest and skill of the teacher using it. This is not intended as a criticism of the workbook, which is excellent, but is rather a plea for making the teaching of vocabulary something more than training in a mechanical use of a dictionary.

—W. J. K.

General

The Industrial Arts Programme; L. V. Newkirk and W. H. Johnson; Macmillan; pp. 357; \$5.50.

Complete with index and an extensive bibliography this book covers in 357 pages the whole scope of industrial arts from Grade 1 through the senior high school. The scheme is ambitious but well worth while as it gives continuity to primary hand work so that skills learned at an early age are reinforced by frequent repetition. Unity is given further to the plan of the book by using the same basic objectives at all grade levels starting with "the ability to plan and complete projects, using a variety of tools and construction materials in a workmanlike manner," and culminating with the need to "give experiences that will develop social understanding and ability to work effectively with others either as a leader or as a member of the group." Plans for desirable classrooms for the industrial arts teacher and lists of tools and equipment are included. In these last particulars the book can be of value

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only to teachers or administrators in a large school system where expensive equipment is possible. The industrial arts shop for the intermediate grades contains amongst other things two sewing machines, a jig saw, a power grinder, and a drill press. I wonder if I can add a few dozen more large needles, a fret saw, and two triangular files to my requisition this year.

Much of the material and many of the projects in the book are practical and would be of interest and value to pupils. There are some ideas which do not seem practical. I do not believe that pupils in Grades 1 to 3 can make any use of a jack-plane except perhaps to hold down pasted paper, and I do not believe that Grade 1 pupils can make a frame for a playhouse like the one illustrated.

Considerable space is given to the subject of plastics. The novelty of the material apparently is felt to be enough to justify any sort of design. A sandwich tray is illustrated which would have looked quite in place on a what-not in an 1880 parlor. In Grade 8 woodwork there is a plan for a woodpecker door knocker which would look just too, too cute on a kooky kottage nestling in the lush foliage of a colored cartoon.

Generally, this would be a useful book for a teachers' library in any school.

—E. F. M.

Golden North; by M. McPhedran; Macmillan; pp. 192; \$2.50.

Both in matter and form this book carries on the reputation for excellent work achieved by its publishers. The book has the simplicity of quality in its layout; the type face used is very readable, and the sturdy binding will stand school library usage.

The story itself is a really fine piece of fiction for teen agers. This account of prospecting for gold in Canada's north is ably told. Its characters are real human beings not plaster saints nor supermen and the plot, while slow in getting under way, builds up to a climax that will satisfy the teen-agers' demand for adventure. It is an enjoyable experience to find a Canadian story for young people that does not suffer

from priggishness nor indulge in sensationalism.

As you will realize from the foregoing this reviewer gives it an unconditional recommendation for the teen-age group. It is to be hoped that Mrs. McPhedran will soon give us more of the same.—W. J. K.

Men of Valour; by M. Good; Macmillan; pp. 137; \$2.50.

The author has included in this book a selection of tales of individual bravery among the Canadian forces in World War II. The book is intended primarily for young people although much of it would prove of interest to older readers as well. This is true especially of the introductory section on the history of awards for gallantry with a short account of the honors which may be won by British subjects.

The acts of bravery related are well chosen and well diversified including not only combat bravery but also the less publicized kind that occurs in bomb disposal units, in the merchant navy and in the mind of man seriously handicapped by war wounds. There is at times an over-emphasis on the "stiff upper lip" school, especially in the dialogue and the story suffers thereby. Fortunately, there is little of this and the narrative passages are vivid and exciting.

The publisher is to be commended on the use of especially drawn black and white illustrations instead of dull official photographs. The artist, George Pepper, was an official War Artist and brings to his work a consequent authority and realism that adds much to the success of the book.

—P. B. E.

Educational Psychology, 3rd Edition; by Gate et al; Macmillan; pp. 818; \$4.25.

It is a refreshing experience to find an author, especially in this field, quoting passages from a previous edition as examples of what should not be said. It is still more so to have him suggest the possibility that passages in the present edition may look pretty silly in another twenty years. The author's ability to criticize his own work, his insistence on the developmental aspect of the field and the sanity of his

outlook make this third edition a most stimulating one.

Designed, as it is, for use by teachers and educators, the main emphasis of the work is on function rather than structure. This and a growing feeling that educational psychology is a field in its own right has led to the omission of much of the physiological data found in previous editions. The result is first, an infinitely more readable text. Here at last is something that mythical creature "the intelligent layman" can really understand. The second result is a text that concentrates on the application of psychological finding to the development of the child and thereby enhances its value to the educator.

Two other features deserve especial mention. The first is the author's insistence on the need for developing attitudes rather than achieving static conclusions. The second is the inherent sanity of the outlook that sees "normal" behaviour as a mean between two extremes rather than as a thing in itself. Many types of behaviour often regarded as unhealthy are here considered as normal providing they are not carried to excess. This should be cheering news for all of us.—R. A. S.

Jungle Doctor; by D. Salmon; Macmillan; pp. 47; 30c.

This short biography is part of a series of studies on great modern Christians. It is unfortunate that the author did not succeed in vivifying the subject's life and sacrifice to a greater degree than she did. Dr. Schweitzer, the subject of the study, is one of the few truly great men our age has produced. He sacrificed, if that be the word, his future as a great organist to become a medical missionary in the French Congo. Here he met and overcame tremendous obstacles and still had the time and energy to devote to other pursuits.

The account of his life is straightforward, perhaps too much so, it could have been improved by more and better word pictures of his life as a missionary and less emphasis on his ability as a musician.

—W. J. K.

A Man Called White; by Walter White; Macmillan; pp. 383; \$5.00.

Walter White has long been a leading figure in the National Association for the Advancement of Colored People. Although he has Negro ancestry he shows no negroid characteristics, indeed he could have passed as a white had he so wished. The incident that decided him against this was the race riot he experienced as a boy in Atlanta. What he saw and went through at that time persuaded him that he did not want membership in a race capable of committing such atrocities nor of harboring such hate. Instead he decided to work for civil justice for his race.

This story of violence, injustice and prejudice is not a pretty one. The treatment of the Negro minority has been a running sore on the American nation since the days of slavery and this book documents the fact that the brave words about racial tolerance so freely bandied about in the last few years by the American government have done little to cure it. Although the story is at times overburdened with lengthy accounts of the legalistic aspect of the problem, the author's spirit illumines the pages. In the face of the terrible injustices suffered by his race both individually and collectively, his lack of bitterness, his irrepressible courage, and optimism proclaim him a man of which his country may well be proud.

There are signs of gradual improvement in the condition of the Negro and it is to be hoped that future developments will enable his country to take an equal pride in its treatment of the minority to which he belongs.—W. J. K.

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Uncle John on Averages

My Dear Niece:

Beware of averages. At best they are unreliable guides, and in a small class they are almost always misleading. Take the case of ten boys, nine of whom are honest, and the tenth has stolen ten dollars. On the average, the honest boys have stolen a dollar each, and the thief is nine-tenths honest. That is not much more absurd than some of the calculations we see about averages of intelligence, achievement, and so on. Even in a large school, you can't run the school on averages and have any better than an average school. In a small school, you can't use them at all. In one school where I taught, there were about a dozen stupid girls in one grade, while the grade below was mainly bright boys; we worked the two grades together very satisfactorily. In another school, I found grade seven full of bright girls and grade nine of stupid boys. I worked both together with the small grade eight class, and at the end of the year I jumped the girls into grade nine (by and with the advice and consent of the inspector) and at last accounts they were doing very well. The boys had to be pushed on into grade ten, but it was a pretty unsatisfactory class.

There is even more difference between towns, and probably between different parts of the same city. I taught in one high school where the best I.Q. was 105, and all my matriculation students failed in every subject. It was in a town that was on the

down grade, and almost everybody with intelligence and energy had moved out. Later I found myself in a town where the employing company had hired the best men it could get in every line of work, and their children ran from 120 to 150 in I.Q. In that school failure was unheard-of, and any year in which we did not win a scholarship was considered rather disgraceful. Then the policy of the company changed, the parents of the bright children moved away, and our results suffered accordingly. That school still wins the occasional scholarship, because it has a wonderful principal and a fine staff; but the winners all seem to be children from outside—children of bankers, managers and teachers. Their success bears no relation to the 'average' output of the school.

So don't pay too much attention to what the average child of average I.Q. is supposed to learn or do; just do the best you can for each of your pupils. And always remember that all you can teach them does not amount to much at best; but if you can teach them to want knowledge, they will get it for themselves, and praise you for all they accomplish.

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Correspondence

Bursaries For Teachers

University of B. C.,
January 10, 1949

Mr. C. D. Ovans,
B. C. Teachers' Federation.

Dear Sir:

I thought you might be interested in certain bursaries open to teachers in the Summer Session, 1949. If some publicity can be given to these in *The B. C. Teacher* I shall be very grateful.

A bursary of \$50 has been donated by the Sir Charles Tupper Chapter, Imperial Order, Daughters of the Empire. Twenty more bursaries, each of the value of \$50, have been established by Senate and the Board of Governors of the University. The terms of these awards are as follows:

The Sir Charles Tupper Chapter, I.O.D.E., Bursary

A bursary of \$50, the gift of the Sir Charles Tupper Chapter, I.O.D.E., will be awarded annually to a teacher who has taught for two years in the Public Schools of British Columbia and is proceeding with second year work in the Summer Session. The award will be made to a student who intends to return to teaching in the fall. Applicants will be considered on the basis of financial need, and success and interest in teaching. Applications, on forms available at the Registrar's Office, must be received by the Registrar not later than May 15th. A copy of the last inspector's report must accompany the application.

The University Summer Session Bursaries

Twenty bursaries of \$50 each are available in the Summer Session, 1949, for students who are taking a full course (6 units) of work in the Summer Session. They will be awarded to students who hold permanent teaching certificates in British Columbia and are actively engaged in teaching in the province. Awards will be made on the basis of scholarship, financial need, interest in teaching, and participation in the activities of school and the community. Special consideration will be given to applicants from more remote parts of the province.

Applications, on forms available at the Registrar's Office, must be received by the Registrar not later than May 15th.

Yours very truly,

WALTER H. GAGE,
Chairman, Joint Faculty
Committee on Prizes,
Scholarships and
Bursaries.

Teachers' Salaries

Editor, Penticton Herald:

Dear Sir,—There is at this moment of controversy over an adequate pay for our teaching profession no more timely counsel than General Eisenhower's "Open Letter to the Parents of America." This letter could as well have been addressed to the parents of Canada, or more specifically of Penticton. It is reprinted in the February issue of the Readers' Digest and should be read by everyone concerned with our present situation.

The gist of the letter is this: Although we have entrusted to our teachers the most important national function, namely the molding and forming of the moral and ethic fibre of our own children, the future citizens of our nation, yet we persist in treating our teaching profession as if it were the lowest.

How can we expect to attract the best and most enthusiastic young people into the teaching profession? How can we expect to hold those that we now have, if we quibble about their remuneration and try our best to hold it down to a level below that of the unskilled laborer? How can we now expect their continued goodwill and co-operation, if we begrudge them and threaten to withhold what improvements have been granted to them recently?

We take it for granted that all the other learned professions in our communities prove highly remunerative, we treat the men representing them with the respect that their status deserves, and we would certainly see in it a blow to their dignity—as well as our own—if we had to witness the fact that during their vacations our

doctors, lawyers and dentists had to supplement their incomes by clerking in stores, by working as unskilled handymen at all manner of jobs, including farm and orchard work, and yet that is exactly what our teachers have been forced to do, exactly the condition that we ourselves have not been ashamed to tolerate!

It takes no great stretch of imagination to realize that a teacher's life must be one of the most harassed and enervating. For how many of us are not glad that we can shove our own little darlings out of the way and off to school for at least part of the day. Imagine then to be crowded with up to forty children of your own into one room for most of the day!

A teacher's life should be above undue financial cares, his vacations should be a time of complete physical and nervous recuperation. A teacher should return from his — or her — summer holiday with renewed zest and enthusiasm, instead of being ground down and worn out from waiting on tables, from mixing cement or pitching hay.

During the recent teachers' conference here, Mr. Padberg, in his excellent address, said among other things that he can see the handwriting on the wall for a nation that shrinks from honoring and remunerating its leading profession in accordance with its importance.

It is our teachers to whom we have entrusted the shaping of our nation's character, it is to them that we look for instilling into the hearts of our youth the ideals of democracy, human dignity and human freedom.

If we fail them, we shall have failed as a nation, and no sorrowful subsequent digging into our last financial resources for the preservation of human freedom through armaments shall be of any avail

Yours very respectfully,

A. SCHWENK.

Reprinted from *The Picticon Herald*,
February 3, 1949.

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MARCH, 1949.

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News, Personal and Miscellaneous

Victoria Staff Member Passes

The teaching staff of the Greater Victoria School District was shocked to learn of the sudden death of Jean Elizabeth McArdell who passed away in the Royal Jubilee Hospital, Victoria, on January 23, 1949. She was in her 38th year and the daughter of Mrs. Frances Campbell, who mourns her loss. Mrs. McArdell was born in Vancouver and served as a relieving teacher in various schools of Victoria for several years. At the time of her death she was employed in the Testing Department of the Educational Centre for District 61.

Free Guidance Handbooks

The new editions of the following Guidance Handbooks, which will soon be off the press, will be sent to guidance officers and teachers upon request, to the National Council Office, 839 Seventeenth St., N.W., Washington 6, D. C., without cost.

- 1 Home Study Blue Book and Directory of Private Home Study Schools and Courses.
- 2 Approved Technical Institutes.

High School Conference At U.B.C.

Student representatives from B. C. schools have been invited through their principals and inspectors to attend the second annual High School Conference which this year is sponsored by the University Branch of the B.C.T.F., the University Teachers' Association.

The conference program for March 17 and 18 includes:

- A tour of the University.
- Vocational Guidance—Discussion and Lectures.
- Visits to industry of Vancouver.
- Panel discussion and discussion groups with delegates actively participating.
- Social and recreational opportunity.

The following objectives have been established as a guide toward conference success:

To act as a socializing influence on the high school students participating and to serve as an annual occasion for an interchange of ideas.

To provide answers to some of the problems of youth in the following fields: social, vocational, moral and ethical.

To give students coming from out of town an opportunity to visit industries that may be new to them.

To show students the increasing role that that university is playing in the life of the province.

To endeavour to attract worthy students to the teaching profession.

At this time we of the U.T.A. wish to say 'Thank you' to those who have already co-operated by selection of their delegates.

Oral French

Bursaries in the Oral French Division of the Banff School of Fine Arts, 1949.

THROUGH the courtesy of the Government of France, the University of Alberta's Banff School of Fine Arts, Oral French Division, is able to offer four Bursaries to the value of \$65.00 each, to be used towards the expenses of teachers of French in the High Schools of Western Canada, who are recommended for these bursaries by a committee consisting of the Deans of the Faculties of Education and the Heads of the Language Departments in the Universities of British Columbia, Alberta, Saskatchewan and Manitoba, and the secretaries of the Teachers' Associations of these provinces. Rules governing the bursary are as follows:

1. The Bursary may be awarded either to a student in the Faculty of Education who is going to specialize in teaching French in the High School, or to a teacher in the field who is teaching French in a High School, and who has the desire and capacity to profit by a course in the Oral French Division.

2. Bursaries will be awarded only to



Home Economics Books

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By Louisa P. Skilton. A guide to making good food; provide good health.

Home Nursing with Confidence

By Susan Briggs. Expert advice on modern technique in home nursing.

Manual of Smart Housekeeping

By Gladys Beckett Jones. How to eliminate drudgery and gain more leisure.

Table Service For All Occasions

By Ethel Wright. Combines good social custom with individual taste.

THE RYERSON PRESS
TORONTO

MARCH, 1949

students on the undertaking that they complete the full 5½ weeks' term.

3. The Banff School of Fine Arts will accept the recommendation of the committee referred to above; therefore applicants for the Bursary should make their application directly to the Dean of the Faculty of Education in the province concerned; or to the Secretary of the Teachers' Association in the same province.

4. Applications should be in the hands of the above specified persons *not later than April 30, 1949*. Interested B. C. teachers may make their application to C. D. Ovens, General Secretary, B. C. Teachers' Federation, 1300 Robson Street, Vancouver, B. C.

Further information and particulars may be obtained by writing to:

DONALD CAMERON,
Director,
Banff School of Fine Arts,
University of Alberta,
Edmonton, Alberta.

UNESCO Mission To Study In Philippines

R.E.S. News

Dr. Floyd Reeves, specialist in educational administration on leave from the University of Chicago, arrived in the Philippines early in February to direct a UNESCO study of educational problems in those islands.

Assisting him are Dr. Paul Hanna of Stanford University, expert in elementary school education, and Dean Cliff A. Lewis of the Ontario College of Education, Toronto.

The mission will spend three months studying problems of civic information and education and will help to develop a program of adult as well as primary education. Under the contract signed at UNESCO House in Paris on December 29, the Philippine government will pay part of the expenses of the mission. Recommendations of the group will be submitted to the Philippine government as a basis for drafting new education legislation.

As acting chairman of the Department of Education, University of Chicago, Dr.

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Reeves is a consultant for the Rural Editorial Service for education magazines.

Dr. Hanna had accepted the invitation to be the principal speaker at our 1949 Annual Convention, but his assignment to the Philippines necessitated a change in his plans.

School Broadcast News

Information Wanted

The old saying that silence is golden certainly doesn't apply to radio stations, for the very core of their being is sound. Another exception to that maxim should be radio listeners, although all too often it isn't. After all, how are the men behind the man behind the mike to know how well their programs are being received, or what changes should be made, unless the listening audience lets them know?

Take the School Broadcasts for example. These programs are planned to help the teacher as much as possible, but to realize this aim, listening teachers must let the Director have their comments and suggestions. Some teachers in the lower mainland or Vancouver Island schools are able to do this personally when members of the School Broadcasts staff call at the school. Most, however, are able to do it only through the system of evaluation, whereby they fill out and return short questionnaires sent out by the School Broadcasts Office, and the information thus gained is invaluable.

There's nothing like a personal chat, though, to unburden oneself of all those thoughts and problems about the use of radio in the classroom, and a chance for this chat will soon present itself to many of you out of town teachers at the time of the Easter convention in Vancouver. An information table will be set up in the display room, Salon A, Hotel Vancouver, with someone in attendance much of the time, or if you prefer, you may come directly to the School Broadcasts Office which is also located in the Hotel Vancouver on the first mezzanine floor.

Why not make a mental note now to talk over all your school broadcast problems with us during the convention? Hope we'll be seeing you.

School Librarians Teach, Too

R.E.S. News

A school librarian should be a teacher first and a librarian second, Dr. Kenneth E. Oberholtzer, superintendent of schools in Denver, Colorado, recently told the American Association of School Librarians, affiliate of the American Library Association, at their winter meeting in Chicago.

Invited to advise the group how to win school administrators' support for the organization's goals, Dr. Oberholtzer turned the tables by asking the librarians a few pertinent questions.

"Have you kept abreast of educational practices in good modern schools?"

"Are you recognized by your fellow teachers as a co-operating member of the teaching group?"

"Are you sure your goals are sound?"

Basing his talk on comments made by fellow administrators, the Denver superintendent urged the librarians to adapt their services to changing educational concepts. He pointed out that many school librarians had not kept step with such modern developments as the self-contained classroom and community school. Too few had sought to learn what the school library might contribute to the improvement of reading power and skills.

That every school librarian should know how to teach and how to get along with teachers and pupils was another point Dr. Oberholtzer stressed. Every member of the school staff should assume some of the leadership function, he insisted, deploring the tendency of some school librarians to evade faculty responsibilities.

School librarians should participate more actively in teachers' organizations, he continued, as well as in librarians' professional groups. Thus, they could more readily convince their fellow educators of the values of school library services to the total educational program.

He urged the group to reconsider their professional goals in co-operation with representatives of teachers' and administrators' organizations, testing each objective by one criterion: Will it result in a better school program?



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